Cluster 13	Cluster 14	Cluster 15	Cluster 16	
• Reads for sustained periods (30+ minutes) and maintains meaning in longer texts or across a variety of texts on a single topic over time. • Adjusts reading rate appropriate to subject content and purpose. • Applies technical vocabulary and content knowledge to create meaning when reading subject texts of increasing abstraction. • Selects and reads texts in ways that best meet requirements of a task. • Uses multiple reading pathways in a range of complex texts to locate and assemble information. • Applies and further develops monitoring and self-correcting strategies in subject contexts. • Applies and further develops fluent and expressive reading skills in subject contexts.	• Reads a wide range of increasingly complex subject texts for sustained periods. • Selects suitable reading pathways to engage with new content. • Identifies multiple purposes for which texts are constructed.	• Independently selects and reads an increasing volume and range of complex texts. • Strategically navigates texts with speed and efficiency.	• Strategically navigates an extensive volume of texts for a complex task.	**Reading texts** involves recognising words automatically, reading in a phrased and fluent way and navigating texts to create meaning. 'Texts' include oral, aural, written, visual, electronic and multimodal texts.
• Applies comprehension strategies and skills including predicting, visualising, summarising, monitoring, questioning and making connections to make meaning in subject contexts. • Explores, analyses and responds to ideas in imaginative, informative and persuasive texts. • Judges the value or effectiveness of texts according to their purpose and subject matter. • Interprets and responds to points of view in texts with an awareness of underlying social, cultural and/or historical values. • Identifies different interpretations of and perspectives in texts. • Analyses and evaluates how texts are shaped by purpose, audience and context. • Identifies an author's point of view with textual evidence. • Draws on knowledge of familiar types of text relevant to subjects to facilitate understanding of new texts. • Identifies and infers the meaning of imagery and symbolism in spoken, written, visual and multimodal texts. • Analyses and evaluates the impact of visual images on the meaning of texts. • Locates and synthesises information to draw conclusions from a variety of sources.	• Consolidates an increasing repertoire of comprehension strategies. • Draws on widening personal and textual experience and knowledge to make meaning of texts. • Interprets texts that present challenging ideas and issues. • Makes bridging inferences by linking pronouns, synonyms and other cohesive devices to clarify and build meaning. • Compares own opinions and interpretations of texts with others' and justifies position with textual evidence. • Compares and contrasts different values and opinions presented on similar content. • Identifies ways in which authors position the audience to accept particular views and perspectives. • Identifies and evaluates ways in which authors use language, structures and textual features to achieve particular purposes. • Identifies assumptions, bias and stereotyping in texts. • Evaluates the credibility and reliability of textual sources.	• Recognises, articulates and reflects on effectiveness of strategies used to enhance comprehension. • Makes reasoned inferences based on implicit information (including causal and temporal relationships). • Explains how and why alternative interpretations of texts are developed by particular groups of people. • Reconsiders the meaning of texts when exposed to alternative interpretations. • Critically evaluates the ways in which authors use and integrate language, structures and textual features to achieve particular purposes. • Evaluates information from a variety of sources for credibility, authenticity and usefulness. • Uses textual evidence to explain how the audience is positioned by particular representations of people, events, data, ideas or issues. • Questions and challenges information and assumptions in texts. • Critically analyses texts for different perspectives and bias. • Identifies ambiguities and conflicting messages in texts. • Critically compares aspects and qualities of texts.	• Examines different perspectives on complex issues within and between texts. • Explains how interpretations of texts are shaped by social, cultural and/or historical contexts. • Explores and examines alternative interpretations of texts.	**Comprehension** involves responding to, interpreting, analysing and evaluating texts. 'Texts' include oral, aural, written, visual, electronic and multimodal texts.
• Applies knowledge of root words and word origins to understand the meaning of new subject specific words. • Uses technical vocabulary to explain a complex concept or phenomenon. • Selects appropriate vocabulary in response to context, purpose and audience. • Uses a combination of effective strategies to work out the meaning of unknown words.	• Applies knowledge of non-English words to infer meaning of unfamiliar words. • Uses specialised vocabulary for subject specific concepts and processes. • Selects vocabulary that expresses feelings, opinions and judgements. • Demonstrates an understanding of nuances and subtleties in words of similar meaning. • Demonstrates deliberate choice of words considering purpose, audience, context, subject knowledge and reference resources to clarify meaning.	• Develops deep knowledge about word meaning in relation to context. • Uses a range of vocabulary for precision, clarity, cohesion and effect. • Explores and uses vocabulary to enhance meaning and create impact. • Integrates a range of word learning strategies to determine meaning of unfamiliar vocabulary.	• Uses effective vocabulary to convey deep knowledge and understanding. • Uses and interprets complex, formal, impersonal language in academic texts. • Builds an increasingly comprehensive vocabulary. • Demonstrates self-reliance in exploration and application of word learning strategies.	**Vocabulary knowledge** involves understanding the meaning of spoken and written words and using words to create and understand texts. 'Texts' include oral, aural, written, visual, electronic and multimodal texts.
• Creates well structured and sequenced texts for imaginative, informative and persuasive purposes. • Chooses aspects and combinations of texts to suit particular purposes and audiences. • Creates and develops ideas to explore a concept or theme. • Uses paragraphing to structure information and partition events and ideas. • Intentionally constructs a variety of sentence types including complex sentences for effect. • Creates texts with appropriate design, layout and graphics. • Self-regulates spelling and applies spelling knowledge and strategies to spell complex and subject specific vocabulary. • Uses correct and appropriate punctuation to support meaning. • Uses a range of editing strategies to improve clarity and consistency of style. • Uses a legible, fluent handwriting style.	• Creates texts that incorporate substantial, elaborated ideas and themes. • Uses, monitors and reflects on planning strategies to enhance the effectiveness of a text. • Tailors writing in response to audience, purpose and context. • Identifies and explores different perspectives and points of view. • Demonstrates coherency by using a variety of devices that support readers to link ideas and establish relationships. • Selects sophisticated grammatical structures to enhance quality of writing. • Creates and manipulates texts that integrate different modes. • Makes deliberate language choices for greater precision and technicality. • Uses a range of complex punctuation to support clarity and precision of meaning. • Correctly references resources.	• Creates a range of coherent texts for imaginative, informative and persuasive purposes. • Explores challenging ideas and ethical dilemmas. • Uses sophisticated grammatical features to express complex ideas and concepts. • Constructs texts that have a variety of well developed, effective sentences for clarity and coherence. • Manipulates language features and structures to suit context. • Applies knowledge of word origins to spell unknown words. • Uses complex punctuation strategically for effect. • Efficiently revises, edits and proofreads texts to enhance accuracy and quality.	• Creates sustained texts that develop complex themes, concepts and ideas. • Adapts and innovates on familiar text forms to create distinctive texts. • Constructs considered arguments that explore and analyse a range of different perspectives on complex and challenging topics. • Strategically selects from a range of resources to create multimodal texts that incorporate sophisticated design features. • Demonstrates control of sophisticated language features and structures. • Cites references using conventions appropriate for purpose.	**Aspects of writing** involves using spelling, grammar, design features, handwriting and digital tools to create texts for specific purposes. 'Texts' include oral, aural, written, visual, electronic and multimodal texts.
• Expresses opinions to others with increasing confidence. • Draws on oral techniques for effective presentations. • Makes appropriate use of visual and multimodal elements to support presentations. • Reflects on and refines own spoken language to suit purpose, audience and context. • Uses talk to explore understandings of new concepts, ideas and issues. • Analyses and discusses the structures and features of spoken texts in subject contexts. • Collaborates effectively in pair and group work when exploring subject content, concepts and ideas. • Asks relevant clarifying questions. • Listens critically to spoken texts to discuss and support opinions based on evidence in the text.	• Identifies opinions offered by others, proposes other relevant viewpoints and extends ideas in a constructive manner. • Plans, rehearses and revises oral presentations. • Explains how a spoken text has influenced their thinking. • Adjusts delivery of spoken texts in response to audience reactions and expectations. • Uses oral techniques effectively to influence audiences. • Uses formal language to construct spoken texts for particular purposes and audiences. • Applies appropriate protocols for participation in group work and discussions. • Explains and evaluates the effects of a spoken text on the audience.	• Critically responds to spoken texts using evidence to justify interpretations. • Engages and appeals to audience by using language devices. • Uses appropriate and relevant terminology when discussing issues, ideas, opinions. • Synthesises arguments in a discussion to confirm, reject or alter personal opinion. • Listens to and interprets increasingly complex spoken texts on challenging issues and abstract concepts.	• Convincingly expresses point of view to persuade or influence audiences. • Effectively selects language to establish and develop relationship with audience. • Plans, researches, rehearses and delivers oral presentations on complex issues in a range of contexts. • Creates coherent spoken texts for both informal and formal contexts for particular purposes and effects. • Chooses from a repertoire of oral techniques to engage audience and enhance message. • Recognises that language can include or marginalise groups of people. • Evaluates self and peer contributions and participation in collaborative activities. • Listens to, identifies and challenges attitudes, biases and assumptions in spoken texts.	**Aspects of speaking** involves using oral language to communicate with others in a range of contexts, and listening actively and attentively when interacting with others. While listening when 'interacting orally' with others is represented in this aspect, it is also an essential component in a number of other aspects. 'Texts' include oral, aural, written, visual, electronic and multimodal texts.

• Markers within clusters describe expected student literacy progress at key points in time.

Literacy continuum 7-10

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