

Nursery	Junior KG	Sr. KG
	<ul style="list-style-type: none"> <li>use their own experience as a stimulus when drawing and mark-making</li> </ul>	<ul style="list-style-type: none"> <li>differentiate between illustrations and written text</li> </ul>
<ul style="list-style-type: none"> <li>experiment with mark-making and writing using different writing implements and media</li> </ul>	<ul style="list-style-type: none"> <li>plan for writing by talking about their ideas or sharing their drawings with others</li> </ul>	<ul style="list-style-type: none"> <li>show curiosity and ask questions about written language</li> </ul>
<ul style="list-style-type: none"> <li>state an idea for an adult to record in writing</li> </ul>	<ul style="list-style-type: none"> <li>participate in shared writing, observing the teacher's writing and making suggestions</li> </ul>	<ul style="list-style-type: none"> <li>write their own name independently</li> </ul>
<ul style="list-style-type: none"> <li>participate in shared writing, observing the teacher's writing and making suggestions</li> </ul>	<ul style="list-style-type: none"> <li>listen and respond to shared texts, observing conventions of print, according to the target language(s)</li> </ul>	<ul style="list-style-type: none"> <li>choose to write as part of play, for example, a shopping list, doctor's notes, birthday cards</li> </ul>
<ul style="list-style-type: none"> <li>listen and respond to shared texts, observing conventions of print, according to the target language(s)</li> </ul>	<ul style="list-style-type: none"> <li>write letters, characters, numbers and symbols appropriate to the context in which they are used</li> </ul>	<ul style="list-style-type: none"> <li>use their own experience as a stimulus when drawing and mark-making</li> </ul>
<ul style="list-style-type: none"> <li>write letters, characters, numbers and symbols appropriate to the context in which they are used</li> </ul>	<ul style="list-style-type: none"> <li>point out similarities or differences to the writing system of their home language(s) if appropriate</li> </ul>	<ul style="list-style-type: none"> <li>plan for writing by talking about their ideas or sharing their drawings with others</li> </ul>
<ul style="list-style-type: none"> <li>point out similarities or differences to the writing system of their home language(s) if appropriate</li> <li>show an awareness of the relationships between words they say and how they are represented in written texts.</li> </ul>	<ul style="list-style-type: none"> <li>show an awareness of the relationships between words they say and how they are represented in written texts.</li> </ul>	

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<ul style="list-style-type: none"> <li>• show curiosity and ask questions about pictures or text</li> <li>• listen attentively and respond to stories read aloud</li> </ul>	<ul style="list-style-type: none"> <li>• locate and respond to aspects of interest in self-selected texts (pointing, examining pictures closely, commenting)</li> <li>• show curiosity and ask questions about pictures or text</li> </ul>	<ul style="list-style-type: none"> <li>• locate and respond to aspects of interest in self-selected texts (pointing, examining pictures closely, commenting)</li> <li>• listen attentively and respond to stories read aloud</li> </ul>
<ul style="list-style-type: none"> <li>• enjoy listening to stories</li> </ul>	<ul style="list-style-type: none"> <li>• listen attentively and respond to stories read aloud</li> </ul>	<ul style="list-style-type: none"> <li>• show curiosity and ask questions about pictures or text</li> </ul>
<ul style="list-style-type: none"> <li>• distinguish between pictures and written text, for example, can point to a picture when asked</li> </ul>	<ul style="list-style-type: none"> <li>• enjoy listening to stories</li> <li>• recognize their own first name</li> </ul>	<ul style="list-style-type: none"> <li>• make connections to their own experience when listening to or “reading” texts</li> <li>• show empathy for characters in a story</li> </ul>
	<ul style="list-style-type: none"> <li>• participate in shared reading, joining in with rhymes, chants, refrains and repeated text as they gain familiarity with the sounds and vocabulary of the target language</li> <li>• distinguish between pictures and written text, for example, can point to a picture when asked</li> <li>• begin to identify and recognize some patterns found in the written form and the sounds of that language</li> </ul>	<ul style="list-style-type: none"> <li>• recognize familiar signs and symbols, words and numbers experienced in the real world</li> <li>• explore digital texts and interactive features such as games, video and audio links within these</li> <li>• choose and “read” picture books for pleasure</li> </ul>

- express opinions about the meaning of a story

- begin to discriminate between visual representations of a language (for example, recognize that symbols, numbers, letters and words or characters all have meaning but differ from each other)
- indicate where the teacher should start reading
- handle books, showing an understanding of how a book works, for example, cover, beginning, directional movement, end
- realize that the organization of digital texts is different from print texts

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<ul style="list-style-type: none"> <li>• recognize and respond to familiar signs, labels and logos, (for example, road signs, classroom labels); identify similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>• recognize and respond to familiar signs, labels and logos, (for example, road signs, classroom labels); identify similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>• connect visual information with their own experiences</li> </ul>
<ul style="list-style-type: none"> <li>• select and incorporate colours, shapes, symbols and images into visual representations as part of play, for example, drawings and models</li> </ul>	<ul style="list-style-type: none"> <li>• show understanding of visual information through play, gestures, facial expressions, and sharing with others</li> </ul>	<ul style="list-style-type: none"> <li>• realize that text and illustrations in reference materials work together to convey information</li> </ul>
<ul style="list-style-type: none"> <li>• show understanding of visual information through play, gestures, facial expressions, and sharing with others</li> </ul>	<ul style="list-style-type: none"> <li>• recognize the meaning of body language</li> </ul>	<ul style="list-style-type: none"> <li>• attend to visual information showing understanding through discussion, role play, illustrations</li> </ul>
	<ul style="list-style-type: none"> <li>• make personal connections to visual texts, for example, a picture book about children making friends in a new situation</li> </ul>	<ul style="list-style-type: none"> <li>• understand that visual messages influence our behaviour</li> </ul>
	<ul style="list-style-type: none"> <li>• show appreciation of illustrations in visual texts, for example, by selecting, revisiting or sharing familiar picture books and digital texts</li> </ul>	<ul style="list-style-type: none"> <li>• use body language to communicate ideas and feelings visually</li> </ul>
	<ul style="list-style-type: none"> <li>• select and incorporate colours, shapes, symbols and images into visual representations as part of play, for example, drawings and models</li> </ul>	
	<ul style="list-style-type: none"> <li>• show understanding of the images in stories through illustrations and role play.</li> </ul>	<ul style="list-style-type: none"> <li>• recognize digital iconography and follow prompts to access digital tools for viewing and presenting</li> </ul>
		<ul style="list-style-type: none"> <li>• view visual information and show understanding by asking relevant questions and discussing meaning</li> </ul>
		<ul style="list-style-type: none"> <li>• observe and discuss information presented visually in a range of texts, including print and digital</li> </ul>

- through teacher modelling, become aware of terminology used to describe visual effects, for example, line, colour, shape, direction, size, layout, border, frame
  - view different versions of the same story and discuss the effectiveness of the different ways of telling the same story
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- view a range of visual language formats and discuss their effectiveness, for example, picture books, film/video, still images, posters, drama, webpages and games
  - show understanding of visual information through discussion, role play and illustrations
  - explore the way that shapes, symbols and colours can have meaning in visual texts
  - realize that effects have been selected and arranged to achieve a certain impact, for example, the way in which colour, lighting, music and movement work together in a performance
  - observe visual images and begin to appreciate, and be able to express, that these have been created to achieve particular purposes
  - communicate information and ideas to familiar audiences using a variety of media and modalities.

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<ul style="list-style-type: none"> <li>• realize that people speak different languages (for example, home languages, community languages)</li> <li>• recognize that the way people greet or speak to others differs according to context (for example, formal, informal, cultural, generational)</li> <li>• use home language(s) (with translation, if necessary) to express needs and express ideas</li> <li>• use gestures, actions, body language and/or words to communicate needs and to express ideas</li> </ul>	<ul style="list-style-type: none"> <li>• realize that people speak different languages (for example, home languages, community languages)</li> <li>• recognize that the way people greet or speak to others differs according to context (for example, formal, informal, cultural, generational)</li> <li>• use home language(s) (with translation, if necessary) to express needs and express ideas</li> <li>• use gestures, actions, body language and/or words to communicate needs and to express ideas</li> </ul>	<ul style="list-style-type: none"> <li>• realize that people speak different languages (for example, home languages, community languages)</li> <li>• recognize that the way people greet or speak to others differs according to context (for example, formal, informal, cultural, generational)</li> <li>• use home language(s) (with translation, if necessary) to express needs and express ideas</li> <li>• use gestures, actions, body language and/or words to communicate needs and to express ideas</li> </ul>
<ul style="list-style-type: none"> <li>• listen and respond to a range of texts, showing enjoyment and understanding through gestures, expression and words</li> <li>• reproduce the sounds of the target language and begin to recognize how these sounds connect to the written representation of them</li> <li>• understand simple questions and respond with actions or words</li> <li>• build vocabulary through listening and speaking as part of play and teacher-facilitated experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• listen and respond to a range of texts, showing enjoyment and understanding through gestures, expression and words</li> <li>• recognize that words and sentences help people to express ideas</li> <li>• reproduce the sounds of the target language and begin to recognize how these sounds connect to the written representation of them</li> <li>• understand simple questions and respond with actions or words</li> </ul>	<ul style="list-style-type: none"> <li>• listen and respond to a range of texts, showing enjoyment and understanding through gestures, expression and words</li> <li>• recognize that words and sentences help people to express ideas</li> <li>• reproduce the sounds of the target language and begin to recognize how these sounds connect to the written representation of them</li> <li>• understand simple questions and respond with actions or words</li> </ul>
<ul style="list-style-type: none"> <li>• remember and join in with poems, rhymes, songs, games and classroom routines</li> </ul>	<ul style="list-style-type: none"> <li>• follow classroom directions and routines, using context cues <ul style="list-style-type: none"> <li>• interact with peers and adults in familiar social settings, and share information about self, family and interests with peers and adults through play situations</li> <li>• tell their own stories using words, gestures and objects/artefacts</li> </ul> </li> <li>• build vocabulary through listening and speaking as part of play and teacher-facilitated experiences.</li> <li>• remember and join in with poems, rhymes, songs, games and classroom routines</li> </ul>	<ul style="list-style-type: none"> <li>• follow classroom directions and routines, using context cues <ul style="list-style-type: none"> <li>• interact with peers and adults in familiar social settings, and share information about self, family and interests with peers and adults through play situations</li> <li>• tell their own stories using words, gestures and objects/artefacts</li> </ul> </li> <li>• build vocabulary through listening and speaking as part of play and teacher-facilitated experiences.</li> <li>• remember and join in with poems, rhymes, songs, games and classroom routines</li> </ul>