

## Appendix 4 | Draft literacy focuses progress map

Stage	Science Journal	Factual Texts	Diagrams	Tables	Graphs
<b>ES1</b>	Teacher-modelled whole class science journal	First-person student oral presentation/demonstration	Teacher-captioned student drawing	Teacher-constructed whole class table	Teacher-scaffolded whole class pictograph
<b>S1</b>	Teacher-modelled whole class science journal Individual student science journal	First-person student written recounts including illustrations Teacher-guided whole class poster Individual role play	Student-captioned drawing using some conventions such as arrows	Student-recorded data in teacher-supplied table	Individual student pictographs
<b>S2</b>	Individual student science journal	Procedural texts Summaries Posters Reports incorporating multi-modal representations	Student-drawn cross-section with labelled parts Mind maps	Teacher-supported individual student-constructed simple tables	Individual student bar and column graphs
<b>S3</b>	Individual student science journal with increasing focus on multi-modal representation and reflection	Investigation reports incorporating third-person, passive voice construction Oral presentation supported by 2D and 3D representations such as posters, PowerPoint, models and demonstrations	Student scale drawings from different perspectives Cutaways Flowcharts Concept maps	Individual student tables	Graphs including teacher-supported individual student simple line graphs

### **Literacy focus text**

- **Science journals (S1, S2, S3)**

A **science journal** is a written record of observations, experiences and reflections gathered during science lessons. It contains a series of chronological entries, each with the date on which the entry was made and a heading. Entries can consist of written text, labelled diagrams, tables of results and graphs.

- **Word Wall (ES1, S1, S2, S3)**

A **Word Wall** is an organised collection of words displayed in large letters on the wall or in a large display space. It supports the development of vocabulary related to a particular topic and provides reference support for students during reading and writing.

- **Data chart (ES1, S1, S3)**

A **data chart** is used to organise information logically, so that the reader can access the information more easily. It consists of a chart title, columns with headings, and information organised under the appropriate headings.

- **Labelled diagram (ES1, S1, S2)**

A **labelled diagram** is used to illustrate the shape and features of an object more clearly than can be achieved with a word description. It has a title, drawing and labels to identify the main features.

- **Letters (ES1)**

A **letter** is a written form used to transfer or request information. It includes the address of the writer, the date the letter was written, an opening greeting, the information or request to be communicated, a closing greeting, and the name of the writer.

- **Interview (ES1)**

An **interview** is a series of orally-delivered questions designed to elicit information. Interviews may be conducted in person or by telephone. The three major types of interviews are: (1) structured, where all questions to be asked by the interviewer are specified in advance; (2) semi-structured, where the interviewer can ask other questions and prompts in addition to the specified questions; and (3) unstructured, where the interviewer has a list of topics, but no or few specified questions.

- **Summary (S2, S3)**

A **summary** is a brief statement that presents the main points in an efficient, concise form. The purpose of a summary is to provide the main information in an organised, logical way.

- **Flowchart (S3)**

A **flowchart** is a graphic organiser used to describe a sequence of events, stages or phases. A linear flowchart arranges the information in one line and uses arrows to indicate the order in which to read the text.

- **Factual text (ES1, S2)**

A **factual text** presents information or ideas to inform, instruct or persuade the reader. In science, factual texts are multimodal using printed text, visual text and text organisers to present information. They include titles, labels, highlighted keywords, diagrams, maps, and photographs.

- **Narrative text (ES1, S1)**

A **narrative text** presents an imaginative experience to entertain, interest and engage the reader. A narrative may also seek to inform, explain (myths and legends) or instruct (fables). The general structure of a narrative includes an orientation (establishment of time, setting, main characters), a series of events and complication, and a resolution where the complication is resolved satisfactorily. Language features of narrative texts include descriptive language, dialogue, use of first or third person pronouns, and normal past tense.

- **Recount text (S1)**

A **recount text** describes or reconstructs past experiences. They are typically based on the author's direct experiences, and may include personal feelings or interpretations. A recount begins with an orientation followed by events in sequential (or chronological) order, and often conclude with an evaluative comment reflecting on the author's feelings. Language features of recount texts include reference to specific participants, written in past tense, and connective language to link events and times.

- **Procedural text (S2, S3)**

**Procedural texts** are used to describe how something is done, and include directions and instructions. They include a goal or aim, a list of requirements or materials needed to complete the task, and a sequence of steps written in the order needed to complete them.