



Purpose of the literacy and numeracy progressions

The purpose and intent of the progressions are to provide a tool to:

- locate the literacy and numeracy development of students
- plan for student progress in literacy and numeracy
- facilitate shared professional understanding of literacy and numeracy development
- support a whole school approach to literacy and numeracy development.

Literacy and numeracy in the learning areas

The learning areas provide rich opportunities for extending and enriching literacy and numeracy. To effectively plan for differentiated teaching of literacy and numeracy in the learning areas, teachers draw on their knowledge of the Australian Curriculum and their knowledge of their students. Recognising that students learn at different rates, the progressions provide a continuum for teachers to identify and build on students' literacy and numeracy skills. The intention is that students will develop their literacy and numeracy expertise purposefully, in meaningful contexts.

Using this advice and the progressions to plan for student progress in literacy and numeracy

This advice illustrates how the progressions can be used in Health and Physical Education to support student progress in literacy and numeracy. This advice:

- identifies the sub-elements of the progressions that are most relevant to studying Health and Physical Education
- identifies some aspects of an achievement standard that include literacy or numeracy demands
- lists some relevant indicators at one or more levels of the progressions to illustrate how the progressions might be unpacked to support student progress in literacy and numeracy in the study of Health and Physical Education.

Figure 1 illustrates how the progressions are to be used by teachers to identify where students are positioned on the literacy and numeracy continuum and plan for their ongoing development within the learning areas. Therefore, this advice can support use of the progressions in developing explicit and targeted programs to ensure students are able to access discipline-specific knowledge, concepts, understanding and skills. While advice is provided on the most relevant sub-elements of each progression for the discipline of Health and Physical Education, whole school planning may address other sub-elements to progress students' literacy and numeracy.

Targeted Achievement Standard	Indicators of literacy development related to the standard		
Year 8	Level LIS2	Level LIS5	Level LIS7
<p>Students:</p> <ul style="list-style-type: none"> evaluate the impact on wellbeing of relationships and valuing diversity analyse factors that influence emotional responses investigate strategies and practices that enhance the health, safety and community health of their own, others' and community health 	<ul style="list-style-type: none"> responds to spoken texts (uses facial expressions, movements, turns towards the speaker) responds to short phrases focusing on key words, tone of voice and intonation follows a simple sequence of instructions recognises and understands syllable rhyming repeats familiar words heard in conversation 	<ul style="list-style-type: none"> listens to texts to engage with learning area content locates specific information in learning area text attempts to sequence when recounting contributes to check own comprehension uses descriptive vocabulary to support comprehension (listens for temporal sequence) 	<ul style="list-style-type: none"> identifies and paraphrases key points of a speaker's arguments (interprets and uses own words to identify key points and arguments in spoken texts) discusses their own and others' listening behaviours (discusses how

Figure 1: Annotated example of how to use learning area advice and the progressions to progress learning in Health and Physical Education

Literacy in Health and Physical Education

In Health and Physical Education, students develop literacy capability as they access, interpret, analyse, challenge and evaluate the ever-expanding and changing knowledge base and influences in the fields of health and physical education. Students also learn to communicate effectively for a variety of purposes to different audiences. They share their own ideas and opinions, evaluate the viewpoints of others and express their emotions appropriately in a range of social and physical activity contexts.

Using the literacy progression to support students in Health and Physical Education

The most relevant sub-elements of the literacy progression for Health and Physical Education are Listening, Interacting, Speaking, Understanding texts, and Creating texts. These sub-elements are essential for students to develop discipline-specific knowledge, understanding and skills and to demonstrate the learning described in the Health and Physical Education achievement standards. The following descriptions of the role of each sub-element in Health and Physical Education are organised by productive and receptive modes:

- Receptive – *Listening and Understanding texts*
- Productive – *Interacting, Speaking and Creating texts.*

Receptive Modes

Listening and Understanding texts

These sub-elements involve students using skills and strategies to access and interpret spoken, audio, written, visual and multimodal texts. In the study of Health and Physical Education, students are required to comprehend, interpret, analyse and critically evaluate a range of texts. This includes employing listening and reading processes to access and understand the increasingly sophisticated language and structures of health-related and

technical texts. Students are required to understand the language used to describe health status, products, information and services and the language of movement and movement sciences. Listening skills are also required when students engage in physical activities, classroom conversations, discussions and debates.

Texts in Health and Physical Education are wide-ranging and include news and magazine articles, reports, diagrams, videos, demonstrations and academic texts. Engaging with these texts helps students to understand health and movement concepts. Students are required to critically evaluate these texts and recognise how language, images and statistics can be used to make and manipulate meaning. They are also required to critically analyse their own and others' movement to provide explicit feedback by transferring what they observe into words that someone else can understand.

Listening

Targeted Achievement Standard	Examples of how indicators relate to the AC standard. <i>Individual student literacy may be at different levels of the progression as indicated in Figure 1.</i>
Year 8	Level LiS8
<p>Students:</p> <ul style="list-style-type: none"> • evaluate the impact on wellbeing of relationships and valuing diversity • analyse factors that influence emotional responses • investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. 	<ul style="list-style-type: none"> • identifies and paraphrases key points of a speaker's arguments (interprets and uses own words to identify key points and arguments in spoken texts, such as health commentary or interviews on health or physical activity topics, such as why young people choose to use or not use drugs, the nutritional value of foods, opportunities that exist in the local community for people to participate in regular physical activity) • discusses their own and others' listening behaviours (discusses how listening behaviours can impact on emotions and can show respect (or not) for others in group activities and in social situations) • adopts and re-uses complex abstractions heard in texts (health promotion, social justice, ethics, health and wellbeing, biomechanics, sporting strategy) • evaluates strategies used by the speaker to elicit emotional responses (identifies and explains emotive language or persuasive strategies used to influence the audience on issues, such as the importance of respecting diversity and challenging racism, sexism, disability discrimination and homophobia for individual and community health and wellbeing) • identifies how speakers' language can be inclusive or alienating (a speaker using language which is only readily understood by certain user groups, such as teenagers or people who play a particular sport)

Understanding texts

Targeted Achievement Standard	Examples of how indicators relate to the AC standard. <i>Individual student literacy may be at different levels of the progression as indicated in Figure 1.</i>
Year 10	Level UnT11
<p>Students:</p> <ul style="list-style-type: none"> critically analyse contextual factors that influence identities analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing access, synthesise and apply health information from credible sources examine the role physical activity has played historically in defining cultures and cultural identities. 	<p>Comprehension</p> <ul style="list-style-type: none"> reads and views sophisticated texts (sources that employ sophisticated language and structural features, multimodal features, including charts diagrams and images, and specific terminology used in health and physical education contexts) critically evaluates the use of visual elements in multimodal texts on the same topic or with similar purposes (critiques visual representations of diversity or gender in different texts and makes a judgement on how these different representations may influence identities or impact on wellbeing) analyses the credibility and validity of primary and secondary sources (analyses the credibility of health messages or coaching techniques conveyed in different sources in terms of bias, reliability and validity) analyses bias in texts (determines the evidence of a claim, the limitations of a conclusion, the presence of stereotypes) explains assumptions, beliefs and implicit values in texts (explains assumptions, values and beliefs about cultural and social issues, such as gender, race, violence, and sexuality, analyses the way men's and women's sporting events are organised or promoted) evaluates the social, moral and ethical positions taken in texts (evaluates sources to identify audience and purpose and the authors' social, moral and ethical positions) <p>Processes</p> <ul style="list-style-type: none"> strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts (shifts between process of reading and viewing when reading multimodal texts; interprets graphics, movement and images to build meaning) navigates digital texts to efficiently locate precise information that supports the development of new understandings (navigates digital texts to build knowledge and understanding, such as the role of physical activity in defining cultures and cultural identities or advances in technique or sporting strategy)

Targeted Achievement Standard	Examples of how indicators relate to the AC standard. <i>Individual student literacy may be at different levels of the progression as indicated in Figure 1.</i>
Year 10	Level UnT11
	<ul style="list-style-type: none"> • identifies contradictions and inconsistencies in texts (analyses texts to interrogate claims, such as the claim that a particular fast food has nutritional value, or a particular drug is safe) • identifies relevant and irrelevant information in texts (critiques and selects the most suitable information from sources in order to make informed decisions in relation to their health, safety and wellbeing) • judiciously selects and synthesises evidence from multiple texts to support ideas or arguments (synthesises evidence from a range of reliable sources to form conclusions on topics, such as popular ‘diets’) <p>Vocabulary</p> <ul style="list-style-type: none"> • interprets complex, formal, impersonal language in academic texts (interprets a range of specific terminology used in health and physical activity contexts, such as biomechanics or health research) • interprets and analyses complex figurative language (analyses the selection of language used in media texts or advertisements and their effect, such as the euphemisms plus-sized, big boned, motivationally challenged, throws like a girl, man-sized)

Productive modes

Interacting, Speaking and Creating texts

These sub-elements involve students composing different types of texts for a variety of purposes to different audiences (see Table 1). These texts include spoken, written, visual and multimodal texts, such as charts, graphs, diagrams, pictures, maps, physical performances and visual media.

The *Interacting* and *Speaking* indicators involve students creating formal and informal texts as part of classroom learning experiences including group and class discussions, talk that explores and investigates learning area topics, and formal and informal presentations and debates.

Refer to the *Grammar* indicators for guidance on how grammar can support students to produce effective texts.

Table 1: Text types and purpose of the range of texts students may develop in Years 7-10 Health and Physical Education¹

Broad text purpose	Text type family	Text type	Purpose
Informative	Procedural	Procedure	to instruct someone how to do something through a sequence of steps, such as supporting another student in performing a skill with greater accuracy or control
		Protocol	a list of conditions under which something is to be done, such as the rules of a game, or the protocols for consulting with Aboriginal and Torres Strait Islander Peoples when undertaking research
		Procedural recount/design brief	to record the steps taken to carry out a procedure, such as a personal fitness plan which includes timeframe, goals and a variety of specific activities
	Chronicling	Factual recount	to record information and data and to evaluate their significance, such as recording others' movement performances to break down a skill or sequence to provide feedback
		Historical recount	to recount events from the past before making a judgement or drawing conclusions about change over time, such as the role physical activity has played historically in defining cultures and cultural identities
	Reporting	Factual description	to describe the characteristic features of people, places and objects, such as identifying the nutritional and money value of a variety of snack and lunch options
		Descriptive report	to describe and provide generalised information about health and physical education, such as describing health status, products, information and services
	Explaining	Sequential explanation	to explain in a sequence the phases of a process to reveal how the process occurs, such as describing the movements involved in performing a successful lay-up in basketball or

¹ Adapted from Humphrey, S, Droga, L & Feez, S 2012, *Grammar and Meaning*, Primary English Teaching Association Australia, Newtown, NSW.

Broad text purpose	Text type family	Text type	Purpose
			explaining physical, psychological and social transitions through puberty to adulthood
		Causal explanation	to explain why a process occurs, including cause and effect, such as how emotional changes through puberty are often due to hormonal changes in the body
		Factorial explanation	to explain the multiple causes of one outcome, such as suggesting and analysing a variety of factors and situations that could influence a particular negative or positive emotion
		Consequential explanation	to explain the multiple outcomes or effects of one phenomenon, such as how teasing may have no negative impacts amongst close friends but may affect other people in a variety of ways depending on who the individual is and the situation that exists, or explains how loss and grief can impact on people in different ways
Persuasive	Persuading	Exposition (analytical)	to argue for a particular point of view substantiated with evidence (persuading that), such as making a case for not eating meat
		Exposition (hortatory)	to argue that a particular action should be taken (persuading to), such as the need for students to be active at lunchtime or for everyone to be respectful in their relationships
		Discussion	to discuss two or more points of view before making a judgement, such as discussing pros and cons of vaccinating children or taking performance enhancing drugs
		Challenge	to argue against a point of view, such as why women should be able to play in a men's competition or when it is okay to hit and punch or yell and run away (for example, to stay safe)

Interacting

Targeted Achievement Standard	Examples of how indicators relate to the AC standard. <i>Individual student literacy may be at different levels of the progression as indicated in Figure 1.</i>
Year 8	InT6
<p>Students:</p> <ul style="list-style-type: none"> • evaluate the impact on wellbeing of relationships and valuing diversity • analyse factors that influence emotional responses • investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing • apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. 	<ul style="list-style-type: none"> • synthesises ideas from group discussion into a common theme or hypothesis (synthesises ideas generated from group discussion to develop a list of strategies to challenge narrow views of gender, race, violence, sexuality, gender diversity and ability) • poses problems, hypothesises and formulates questions about abstract ideas in group situations (initiates and contributes to group discussions on health and physical education topics, such as the strategies needed to communicate and engage in relationships in respectful ways) • restates different views and makes suggestions to negotiate agreement (listens to different viewpoints, practices empathy, and sensitivity, considers alternative ways to respond and negotiates agreement where appropriate, such as when refereeing a game or dealing with a group conflict or bullying situation) • asks questions to clarify assumptions made by the speaker (clarifies the speaker's ideas to build meaning for self and others or asks questions at the end of a student oral presentation about a proposed community health strategy) • questions others to evaluate accuracy of thinking or problem-solving processes (when other students are sharing strategies for dealing with help-seeking scenarios for young people and asks questions to check the accuracy of their thinking) • interacts with school or the broader community, adjusting language and responses to suit purpose and audience (applies an understanding of verbal, physical and situational cues to respectfully communicate with others and respond to their feelings, applies ethical and inclusive behaviour when participating in physical activities) • uses language to align the listener with personal position (uses language, such as of course, as you can imagine, obviously, would it help if ..., when persuading someone to seek help)

Speaking

Targeted Achievement Standard	Examples of how indicators relate to the AC standard. <i>Individual student literacy may be at different levels of the progression as indicated in Figure 1.</i>
Year 8	SpK7
<p>Students:</p> <ul style="list-style-type: none"> • evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. evaluate the impact on wellbeing of relationships and valuing diversity • analyse factors that influence emotional responses • investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing • investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes • examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing • propose actions that promote their own and others' health, safety and wellbeing. 	<ul style="list-style-type: none"> • speaks on topics which explore and interpret concepts drawn from research or learning area content (presents findings from research, such as strategies to promote health, safety and wellbeing and improve the physical activity levels of teenagers) • selects voice appropriate to purpose (talks in third person to create distance and authority or first person to achieve personal connection when resolving conflict, being a supportive bystander, trying to include someone or encouraging a friend to seek help) • controls a range of language features to affect the audience (uses modal language for emphasis – you must – and rhetorical devices or hyperboles to persuade – sugar is a killer) • uses language structures and features appropriate to learning area content (employs specific terminology when speaking about topics, such as how kinship and extended families provide safety, connection and protection) • uses technologies and multimodal resources to enhance meaning and effect in presentations (uses a combination of images, graphs, charts, videos and written text to enhance spoken presentations) <p>Vocabulary</p> <ul style="list-style-type: none"> • selects vocabulary to intensify and sharpen the focus (scarcely, absolutely, real, simply, diverse, inclusive, reliably) • uses a range of evaluative language to express opinions or convey emotion (significant benefits, devastating consequences) • uses a range of emotive language appropriate to topic, purpose and audience (imagine, off the record, instantly, proven, strongly recommend, worthwhile, repulsive, easy, genuine, sincere apologies) • uses rich, evocative descriptive language (the dumbing effects of alcohol, abusers of power, passionate and authentic supporters of equality) • uses figurative language (hungry for success, flying over the hurdles like a cheetah, lashing out in anger)

Creating texts

Targeted Achievement Standard	Examples of how indicators relate to the AC standard. <i>Individual student literacy may be at different levels of the progression as indicated in Figure 1.</i>	
	Informative texts	Persuasive texts
Year 10	CrT11	CrT11
<p>Students:</p> <ul style="list-style-type: none"> critically analyse contextual factors that influence identities, relationships, decisions and behaviours analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing synthesise and apply health information from credible sources to propose and justify responses to health situations propose and evaluate interventions to improve fitness and physical activity levels in their communities examine the role physical activity has played historically in defining cultures and cultural identities demonstrate leadership, fair play and cooperation across a range of movement and health contexts apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. 	<p>Crafting ideas</p> <ul style="list-style-type: none"> writes sustained, informative texts that precisely explain, analyse and evaluate concepts or abstract entities (explains how societal norms, stereotypes and expectations influence the way young people think about their bodies, abilities, gender, sexuality, food, physical activity, sexual health, and/or risk-taking behaviours) uses structural features flexibly to organise ideas strategically (includes a defined, cogent conclusion /summation when writing about topics, such as how to increase water safety for people arriving from other countries) writes texts with forms and features combined strategically for purpose (writes texts that combine written and visual elements, such as images and graphs to explain the multiple effects of one phenomenon, such as the impact of performance enhancing drugs on individuals and sporting codes) uses evidence and references (cites sources to give descriptions and explanations of successful community health initiatives with credibility and authority) writes succinct short-answer explanatory texts as well as complex, multi-staged extended texts (explains the most significant impacts on their own identity as well as analysing historical and 	<p>Crafting ideas</p> <ul style="list-style-type: none"> writes sustained, robust arguments on complex learning area topics (argues for a particular point of view, such as proposing cost-effective changes to community health resources to promote greater inclusiveness and accessibility) uses structural features flexibly to organise ideas strategically (uses citation and referencing from authoritative sources, for example, when analysing beliefs about contraception) develops a cohesive argument with an effective conclusion (such as when proposing creative solutions to increasing levels of physical activity in particular populations, such as the aged) strategically selects multimodal resources to position the reader/viewer (uses a range of multimodal resources, such as photographs, video clips, quotes, statistics and graphical representations to persuade audiences to act to enhance community health, safety and wellbeing) <p>Text forms and features</p> <ul style="list-style-type: none"> uses sophisticated evaluative language (the damaging inquiry, conclusive research, the

Targeted Achievement Standard	Examples of how indicators relate to the AC standard. <i>Individual student literacy may be at different levels of the progression as indicated in Figure 1.</i>	
	Informative texts	Persuasive texts
Year 10	CrT11	CrT11
	<p>cultural impacts on young people who are different to them)</p> <p>Text forms and features</p> <ul style="list-style-type: none"> • maintains tone appropriate to the audience (uses formal tone for parents and community agencies compared with informal tone for classmates, such as in instructional texts on how to prepare nutritious food sustainably) • uses extended noun groups including adjectival phrases (a course of action to promote improved wellbeing)) • judiciously uses language and multimodal resources to emotionally or intellectually affect audience (combines language and multimodal resources to describe or explain complex health and movement concepts, such as how connection to place/country can improve mental health and wellbeing or how mindful breathing can affect the workings of the human brain and associated emotions) <p>Vocabulary</p> <ul style="list-style-type: none"> • uses complex abstractions (natural environment, sustainability, health promotion, prevention and early intervention, social justice, ethics, mental health and wellbeing) 	<p>evidence overwhelmingly supports the conclusion that connecting with nature can improve mental health)</p> <ul style="list-style-type: none"> • judiciously uses language and multimodal resources to emotionally or intellectually affect audience (combines language and multimodal resources to persuade the audience to take action to be more active) <p>Vocabulary</p> <ul style="list-style-type: none"> • uses vocabulary for precision (the significant health benefits of ..., angle of release, centre of gravity)