

5.2 Children engage with a range of texts and gain meaning from these texts

This is evident when children, for example:

- listen and respond to sounds and patterns in speech, stories and rhymes in context
- view and listen to printed, visual and multimedia texts and respond with relevant gestures, actions, comments and/or questions
 - sing and chant rhymes, jingles and songs
 - take on roles of literacy and numeracy users in their play
- begin to understand key literacy and numeracy concepts and processes, such as the sounds of language, letter-sound relationships, concepts of print and the ways that texts are structured
- explore texts from a range of different perspectives and begin to analyse the meanings
- actively use, engage with and share the enjoyment of language and texts in a range of ways
 - recognise and engage with written and oral culturally constructed texts
- listen to and discuss stories about Aboriginal and Torres Strait Islander history, culture, ways of sustainability and care, customs and celebrations
 - retell simple stories in a logical sequence using a range of material and expressive forms, e.g. blocks, dramatic play
 - engage in pretend play that draws on the use of digital technologies.