

CONCEPTS AND FOLLOWING DIRECTIONS

Level D

I can:

- face the speaker
- focus my attention on the speaker
- follow simple one step directions
- follow directions containing in, on, under, off, out of, away from (2-3yrs)
- follow directions containing toward, up, in front of, in back of, next to, around (3-4yrs)
- [listen and respond to others in classroom situations and routines \(S&L\)](#)
- [follow a sequence of steps \(math\)](#)
- put objects into categories by concepts (size, colour, location, position)
- [sort and group objects and communicate attributes \(math\)](#)
- sequence 2 common instructions into order (eg. Get hat then go outside)
- identify and sequence regular events that occur during the school day and comment on their duration (math)
- [follow simple directional words to locate or move an object 'on', 'in', 'under' \(math\)](#)
- respond to contexts involving 'heavier/lighter' than and 'holds more/less' than
- follow directions with simple quantifiers (biggest, bigger, medium, little)
- [participate in simple games that require students to be aware of sequence \(H & PE\)](#)
- [follow safety rules and expected behaviours \(H&PE\)](#)
- [follow instructions for personal safety and fair play \(H&PE\)](#)
- [respond to commands when participating in physical activity \(H & PE\)](#)

Level F

I can:

- [describe body positions when performing a range of different movements \(H& PE\)](#)
- identify key words in a simple one step command
- create a visual picture in my mind of what I need to do when given simple, one step instruction
- relate new language concepts to things I already know
- [bring vocabulary from personal experiences, relating this to new experiences and building a vocabulary for thinking and talking \(S&L\)](#)
- [engage in multiple speaking and listening experiences to build vocabulary \(S&L\)](#)
- give and follow directions with simple prepositions relating to placement (above, below, between, left, right)
- [sequence familiar events in time order \(math\)](#)
- sequence 3 common instructions into order (eg. Put books away, get hat, then go outside)
- give and follow directions with simple concepts relating to time (before in medial, at the same time, after in initial)
- give and follow directions with simple concepts relating to direction (toward, through, around, across)
- give and follow directions with simple adverbs and adjectives that give literal/concrete descriptions (quickly, quietly, red, furry, crazy)
- give and follow directions with simple concepts relating to order (1st, 2nd, last, middle)
- give and follow directions with negation (don't, not, nobody, none, isn't)
- give and follow simple 2 step commands in the correct order
- [follow a short sequence of instructions \(math\)](#)
- [describe position and movement \(math\)](#)

- give and follow directions with simple concepts relating to space (row, corner, outside, inside, whole, part, area)
- sequence 3 pictures to make a logical procedure (eg. Dig a hole in the dirt, plant a seed in dirt, water the seed)
- follow instructions for personal safety and fair play (H&PE)
- sort and classify objects and explain the basis for these classifications (math)
- create categories by concepts (size, colour, location, position)
- give and follow directions with simple quantifiers (biggest, bigger, medium, little)
- use suitable language associated with measurement attributes, such as 'tall' and 'taller', 'heavy' and 'heavier', 'holds more' and 'holds less' (math)

Level 1

I can:

- give and follow simple 3 step directions in the correct order
- understand that people need to give and follow directions to and from a place, and that this involves turns, direction and distance (math)
- understand the meaning and importance of words such as 'clockwise', 'anticlockwise', 'forward' and 'under' when giving and following directions (math)
- interpret and following directions around familiar locations (math)
- identify multiple key concepts in a command with familiar language (eg. Use a RED PENCIL to CIRCLE ALL the WORDS that are at the BEGINNING of a SENTENCE)
- give and follow directions with concepts relating to time (before and after medial and initial position, until)
- give and follow directions with prepositions relating to placement (above, below, between, left, right)
- perform movements under, over, through and between objects, people and equipment (H&PE)

Level 2

I can:

- identify key words in a complex command with familiar language (IF you are in the BLUE TEAM, LINE UP BEHIND the YELLOW LINE, however, IF you are NOT in the BLUE TEAM you need to SIT QUIETLY INSIDE the WHITE CIRCLE)
- describe my thinking process for listening to instructions
- demonstrate basic understanding of communication and the fact that people have different schemas
- give and follow directions with concepts relating to exclusion /inclusion (neither, either)
- give and follow directions with multiple steps
- give and follow directions that have multiple concepts of more than one type (eg. Time, location, direction, inclusion/exclusion, description etc.)
- categorise key concepts by type (description, placement, direction, object, action, timing etc.)
- understand that we use representations of objects and their positions, such as on maps, to allow us to receive and give directions and to describe place (math)
- match language concepts to visual representations when following directions
- construct arrangements of objects from a set of directions (math)
- give and follow directions that include concepts relating to orientation of a 3D object (eg. Lying on it's left side facing forwards, sitting upright facing backwards etc.)
- understand that objects can be moved but changing position does not alter an object's size or features (math)
- use spoken language for problem solving, and exploring ideas and concepts (S&L)
- listen to, remember and respond to detailed instructions (S&L)

Level 3

I can:

- identify situations in which being able to give and follow directions are important
- identify how words within a complex instruction relate to each other
- describe my thinking process for listening to instructions and how I conceptualised and combine information
- demonstrate understanding of communication breakdown and repair, recognising that people have different schemas and are not all thinking the same thing
- follow and give directions that include a range of complex concepts that include time (during, until, before), description (wiggly, short, yellow, quickly), location (centre, corner, on top of), inclusion/exclusion (except for, neither, unless, if), direction (left, horizontal) objects including shapes, choice (either, or), order (1st, alphabetically)
- identify where basic communication breakdown has occurred when it causes an instruction to be followed incorrectly
- [demonstrate fundamental movement skills in correct sequence to complete a movement task or challenge \(H&PE\)](#)
- [practise and apply movement concepts and strategies \(H&PE\)](#)
- [learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs \(S&L\)](#)
- use power verbs and adverbs to increase clarity in procedural texts

Level 4

I can:

- describe my thinking process for listening to instructions and how I conceptualised and combine information
- repair communication breakdown by asking appropriate questions in order to fully understand and accurately follow an instruction
- repair communication breakdown by adding or changing information I give to assist someone to accurately follow an instruction I have given
- repair communication breakdown by altering the volume/speed/tone of my voice to assist someone to accurately follow an instruction I have given
- repair communication breakdown by breaking a complex, multiple direction into short, simple directions to assist someone to accurately follow an instruction I have given
- devise visual and gestural prompts to assist understanding of directions
- identify where communication breakdown has occurred when it causes an instruction to be followed incorrectly
- follow and give directions that include a range of complex concepts that include time (during, until, after), description (wiggly, short, yellow, quickly), location (centre, corner, on top of), inclusion/exclusion (except for, neither, unless, if), direction (left, horizontal) objects including shapes, choice (either, or), order (1st, alphabetically), adverbs (quickly, carefully, softly)
- create clear, concise procedures verbally that include prepositions, power verbs, adverbs and timing.
- give and follow multiple step directions with appropriate connectives.
- [understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity \(reading\)](#)
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- understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (writing)
- make notes about a task, asking questions to clarify or follow up information, and seeking assistance if required
- begin to recognise when note taking is necessary to remember longer instructions or instructions that need to be followed later in time

Level 5

I can:

- create clear, concise procedures verbally that include prepositions, power verbs and timing and present them orally to a class or group.
- follow a procedural of multiple sentences provided verbally, and clearly articulate the strategies I use to remember the steps
- understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (writing)
- understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (writing)
- explore instructional language in different context and how meanings can change (eg. 1st can relate to time or order)
- expand my procedural texts to add specific detail
- design and perform a variety of movement sequences (H&PE)
- propose and apply movement concepts and strategies (H&PE)

Level 6

I can:

- understand how words within a complex instruction relate to each other and understand that these relationships and context can alter meaning
- manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences (H&PE)
- identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in procedural texts (reading)
- Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (writing)
- create differing sets of instructions to create the same outcome
- explore reasons for using particular styles of procedural and their audiences
- understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (writing)
- use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience (S&L)