**Capability 1: Literacy**

**Literacy involves:**

* **Comprehending texts through listening, reading and viewing**
* **Composing texts through speaking, writing and creating**

**The following areas of knowledge apply to both processes:**

* **Text**
* **Grammar**
* **Word**
* **Visual**

**Text Knowledge**

Text Knowledge is about taking a particular subject and analysing it – that is, being able to identify, understand and explain the context, meaning and purpose of the text.

### Texts can be:

* **Written** (eg: a novel or a newspaper article)
* **Spoken** (eg: a speech or an interview)
* **Visual** (eg: artwork, photographs or body

language)

* **Multimodal** (a combination of text, visual images, audio and/or verbal communication
  + for eg: a movie or a Prezi presentation)

### Texts include all forms of communication including:

* **Gesture** (using arms and hands to

communicate a message)

* **Signing** (sign language is used for communicating with people with a hearing impairment)
* **Real objects** (such as an artwork, signage or

architecture)

### Photographs

* **Pictographs** (such as maths symbols, symbols on signs and emoticons)
* **Braille** (a specially designed series of raised dots that people with a visual impairment can use to read and write)

## Grammar Knowledge

Grammar is the whole system and structure of language. It means understanding different types of sentence structures and how they present, link and elaborate ideas. It also means understanding how different types of words and word groups are used to communicate information and ideas. Opinion, evaluation point of view and bias are also features of grammar that we need to understand.

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## Activity



* Access [www.oxforddictionaries.com](http://www.oxforddictionaries.com/) and find ‘Grammar A–Z’. You will see 11 topic headings (listed below).
* Choose **one** subheading from each topic and write the example in the space below:

Nouns Sentences Clauses Verbs Speech Other Parts of Speech Adjectives Pronouns Articles Tense Mood Other Useful Terms

Alternatively, look up each of these topics individually and find one example for each one (you could use Google, Dictionary.com or similar).

## Capability 1: Literacy

**Word Knowledge**

Understanding vocabulary and spelling is important for composing (creating) and comprehending (understanding) texts.

This includes developing a wide vocabulary (that is a wide range of words and their meaning, that you can use in different situations) and being able to spell words accurately.

### For example:

I have written a story and I realise that I have used the word ‘said’ a lot. This doesn’t make my story sound very interesting, so I look at the dictionary (a text with words and

meanings) and the thesaurus (a text that gives a range of words that mean the same thing or the opposite).

### I choose to make my story more interesting by replacing ‘said’ with words such as:

* **retorted**
* **replied**
* **remarked**
* **called**
* **yelled**
* **whispered**
* **stated**
* **questioned**
* **asked**

**Visual Knowledge**

This means understanding how visual information (such as still or moving images, graphs, tables and maps) contribute to the meaning of a text.

### For example:

If I create a survey that I would like people to complete quickly, I might use symbols, such as emoticons:

= Yes

= Maybe

= No

Alternatively, I could use symbols to represent

the words:

= Yes

= Maybe

= No

## Activity



Try this! Tell your Case Manager or teacher about a conversation you had with someone recently. Try not to use the same words.

Instead of saying: I said...

Then he said...

Then I said...

How could you re-tell the conversation in a more interesting way?

## Activity

Choose 3 symbols (not those used in the examples) that could indicate Yes, Maybe and No responses. Have some fun and be creative!



Which parts of this capability do you feel that you can demonstrate successfully?

* Text Knowledge
* Grammar Knowledge
* Word Knowledge
* Visual Knowledge