WordKLIX

Teacher & Parent Guide

Curriculum Alignment

and

Learning Ladder

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WordKLIX: How the Words Are Grouped

WordKLIX provides a hands-on way for students to explore sentence structure, noun groups, verbs, adjectives, and questions, aligned with Australian Curriculum English grammar outcomes from Foundation to Year 3.

Below is **teacher- and parent-facing narrative** that explains the **purpose of each WordKLIX group**, the learning intent behind the choices, and *why this particular set works so well for children aged 5–8*.

WordKLIX are specially designed word and phrase tiles that children physically arrange to build sentences. Each group plays a **different role in how sentences work**, helping children discover grammar through play rather than memorisation.

The words in each group were chosen because they are:

- familiar to young children
- easy to act out, point to, or imagine
- rich in **opposites** and contrasts
- useful across many everyday situations

Together, the groups allow children to build thousands of meaningful sentences.

The Big Picture

Group	Purpose	Child-friendly explanation
Group A	Starts and frames the sentence	"How does the sentence begin?"
Group B	Adds detail	"What is it like?"
Group C	Names things	"Who or what?"
Group D	Shows action or links ideas	"What is happening?"

Group A – Sentence Starters & Question Words

What they are:
These are the words that **begin or frame a sentence**.

They help the child decide:

- Who or what the sentence is about
- Whether the sentence is a statement or a question

Examples:

I, the, my, this, our, who, how, where

Role in a sentence:
They introduce the idea or signal the sentence purpose.

- *the dog ran to the fence*
- *who ran to the fence*
- *where is the ball*

This group helps children decide **who is involved** or **what the sentence is talking about**.

- **I, my, our** introduce ownership and personal perspective
- **the, this** help children point to specific things
- **who, how, where** encourage curiosity and questioning

These words are powerful because they:

- support early storytelling
- introduce questions naturally
- help children move from naming objects to forming ideas

Teaching insight:
Children often start by building sentences about themselves, then gradually shift to asking questions about the world. This group supports both.

In simple terms:

Group A tells us how the sentence starts and what kind of sentence it is.

Group B – Describing Words (Adjectives)

What they are:
Words that **add detail** to nouns.

They describe:

- *Size*
- *Colour*
- *Speed*
- *Light/dark qualities*

Examples:
big, small, red, blue, black, white, fast, slow, light, dark

Role in a sentence:
They help make meaning clearer or more vivid.

- *the big dog*
- *the red ball*
- *the fast cow*

These words help children **add detail and meaning** to their sentences.

They are deliberately organised around **opposites**:

- small ↔ big
- light ↔ dark
- fast ↔ slow

Colours are included because they are:

- among the first descriptors children learn
- easy to recognise and test in the real world

Teaching insight:
Describing words are where language becomes expressive. Children learn that changing one word can completely change the meaning of a sentence.

In simple terms:

Group B makes the sentence more interesting and more specific.

Group C – Naming Words (Nouns)

What they are:
These are the **things, animals, or objects** in the sentence.

Examples:
dog, cat, ball, table, apple, fence, cow, mouse

Role in a sentence:
They are usually:

- The subject (who or what is doing something)
- Or the object (who or what something happens to)
- *the dog ran to the fence*
- *the cat sat on the table*

This group includes objects and animals children already know from:

- home
- play
- stories
- outdoor environments

The mix is intentional:

- **objects** (table, ball, fence)
- **animals** (dog, cat, cow, mouse)
- **food** (apple)

Teaching insight:
Because these nouns are familiar, children can focus on sentence structure rather than struggling to understand the words themselves.

In simple terms:

Group C tells us who or what the sentence is about.

Group D – Action & Linking Phrases

What they are:
These are **complete action or linking phrases**.
They are treated as whole chunks and are not split into individual words.

Examples:

jumped over the
sat on the
played with the
crawled under the
ran to the
is

Role in a sentence:
They:

- Show what is happening
- Show where something happens
- Link a subject to a description
- *the dog ran to the fence*
- *the cow jumped over the fence*
- *the dog is fast*

This group brings sentences to life.

- Action phrases encourage movement, drama, and role play
- Spatial language (over / under / on / to) builds early STEM thinking
- **"is"** allows children to describe, classify, and explain

Many of these actions form **natural opposite pairs**:

- over ↔ under
- ran ↔ sat

Teaching insight:
Children often act out these actions with toys, their own bodies, or LEGO builds, reinforcing meaning through movement.

In simple terms:

Group D tells us what is happening.

Why these groupings matter

By separating words into functional groups, WordKLIX helps children:

- understand that sentences have **structure**
- experiment safely with grammar
- learn through trial, error, and correction
- build confidence in expressing ideas

There is no “right answer” first — instead, children discover **what sounds right** over time.

In summary

WordKLIX:

- turn grammar into a hands-on activity
- support early literacy without worksheets
- encourage curiosity, storytelling, and questioning
- align naturally with play-based learning

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The Complete WordKLIX Ladder

From simple sentence awareness → to purposeful sentence control

Below is a structured **WordKLIX Learning Ladder**, showing how students progress from simple oral sentence building to controlled, purposeful grammatical reasoning. It is aligned to **Australian Curriculum: English v9.0 (Foundation–Year 3)** and uses curriculum language where helpful.

Level	Skill Focus	Curriculum Band
1	Sentence awareness	Foundation
2	Add description	F–Y1
3	Control action & place	Y1
4	Question purpose	Y1–Y2
5	Possession & perspective	Y2
6	Plausibility reasoning	Y2–Y3
7	Authorial control	Y3

Why WordKLIX works especially well with the Australian Curriculum

- ✓ Grammar is **experienced**, not memorised
- ✓ Terminology can be introduced *after* understanding
- ✓ Supports **oral language**, **written language**, and **STEM spatial reasoning**
- ✓ Naturally differentiates across **Foundation–Year 3** without changing materials

Why This Ladder Is Powerful

It mirrors natural language development:

1. Meaning before rules
2. Oral before written
3. Structure before abstraction
4. Revision before grammar terminology

And it matches the curriculum expectation that grammar be taught:

"in context and for purpose"

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FOUNDATION (F)

Key grammar outcomes (simplified)

Students learn to:

- Recognise that **sentences express ideas**
- Use **simple sentences** with familiar words
- Understand **nouns**, **verbs**, and **describing words**
- Experiment with **questions**

WordKLIX alignment

WordKLIX Group	Curriculum Link	How WordKLIX supports it
Group A (I, the, my, this, who, how, where)	AC9EFLA06 – Understand how words and phrases work in simple sentences	Children build meaning by choosing *who or what* the sentence is about
Group B (small, big, colours, fast/slow)	AC9EFLA08 – Understand that describing words add meaning	Children hear and see how adjectives change meaning
Group C (dog, ball, apple…)	AC9EFLA07 – Identify nouns as naming words	Concrete, familiar nouns reduce cognitive load
Group D (ran to the, sat on the, is…)	AC9EFLA07 – Identify verbs as action or being words	Physical actions make verbs tangible

Outcome: Children build and speak **complete simple sentences**, often for the first time.

YEAR 1

Key grammar outcomes

Students learn to:

- Build **more detailed simple sentences**
- Use **articles and pronouns**, including as sentence starters
- Understand **subject + verb** relationships
- Use **question words**

WordKLIX alignment

WordKLIX Feature	Curriculum Link	Classroom impact
the / my / this / our	AC9E1LA06 – Understand articles and determiners as sentence starters	Children learn specificity and ownership
Adjective + noun combinations	AC9E1LA08 – Expand noun (naming) groups	“the red ball”, “my fast dog”
Action phrases with prepositions	AC9E1LA07 – Verbs show actions and relationships	Spatial reasoning: over, under, on, to
who / how / where	AC9E1LA09 – Ask questions using question words	Natural spoken inquiry

Outcome: Sentences become longer, clearer, and more intentional.

YEAR 2

Key grammar outcomes

Students learn to:

- Expand **noun groups**
- Use **verbs precisely**
- Understand **sentence meaning changes** when words change
- Use **questions and statements appropriately**

WordKLIX alignment

WordKLIX Pattern	Curriculum Link	Why it matters
Determiners (starters) + adjective + noun	AC9E2LA08 – Expand noun groups	Grammar without terminology
contrasting adjectives (fast/slow, big/small)	AC9E2LA09 – Word choice affects meaning	Encourages comparison and reasoning
"is" sentences	AC9E2LA07 – Verbs express states	Introduces description and classification
Question starters	AC9E2LA10 – Identify questions vs statements	Spoken grammar awareness

Outcome: Children begin editing their own sentences by swapping WordKLIX.

YEAR 3

Key grammar outcomes

Students learn to:

- Control **sentence structure**
- Use **prepositional phrases**
- Understand how grammar supports **clarity and cohesion**
- Experiment with sentence variation

WordKLIX alignment

Advanced use	Curriculum Link	Learning benefit
ran to the / jumped over the / crawled under the	AC9E3LA08 – Prepositional phrases	Explicit spatial grammar
Multiple modifiers	AC9E3LA09 – Meaning can be elaborated	"the small dark mouse"
Sentence variation	AC9E3LA06 – Different sentence forms	Same words, different intent

Outcome: Students manipulate grammar deliberately, not accidentally.

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Level 1 — Sentence Awareness

Foundation (Prep)
Focus: A sentence expresses a complete idea

What students learn

- A sentence tells something.
- Words go in an order.
- A sentence can be spoken and heard.
- A question sounds different from a statement.

WordKLIX tasks

- Build: *the dog ran to the fence*
- Build: *where is the ball*
- Rearrange tiles and hear the change.
- Identify “Does that make sense?”

Grammar concept introduced (implicitly)

- Subject + action
- Question vs statement
- Capital letter at beginning

Curriculum alignment (AC v9 English)

- **AC9EFLA01** — Participate in interactions
- **AC9EFLA05** — Understand that sentences express complete ideas
- **AC9EFLA06** — Experiment with word order

Level 2 — Add Description

Foundation → Year 1
Focus: Expanding noun groups

What students learn

- Sentences can include describing words.
- Details make meaning clearer.
- Word choice changes meaning.

WordKLIX tasks

- Add an adjective: *the big dog*
- Compare: *the dog* vs *the red dog*
- Build two versions and discuss.

Grammar concept introduced

- Noun groups
- Adjectives before nouns
- Meaning precision

Curriculum alignment

- **AC9E1LA06** — Create short texts
- **AC9E1LA07** — Understand word choices affect meaning

Level 3 — Control of Action & Place

Year 1

What students learn

- Different actions create different meanings.
- Location words matter (under, over, to).
- Changing one word changes the story.

WordKLIX tasks

- Swap actions: ran → crawled
- Compare *sat on the table* vs *crawled under the table*
- Act out sentences physically.

Grammar concept introduced

- Verb phrases
- Prepositional meaning
- Cause and effect

Curriculum alignment

- **AC9E1LA07** — How language shapes meaning
- **AC9E1LY02** — Engage with spoken texts

Level 4 — Sentence Purpose & Questions

Year 1 → Year 2

What students learn

- Sentences have different purposes.
- Questions seek information.
- Question words frame meaning.

WordKLIX tasks

- Build: *who ran to the fence*
- Build: *how is the dog fast*
- Compare statement vs question.

Grammar concept introduced

- Interrogative forms
- Sentence intent
- Audience awareness

Curriculum alignment

- **AC9E2LA07** — Identify purpose of statements and questions
- **AC9E2LY03** — Plan and create spoken texts

Level 5 — Possession & Perspective

Year 2

What students learn

- Language expresses ownership (my, our).
- Perspective changes meaning.
- Sentences can show relationships.

WordKLIX tasks

- Compare: *the dog* vs *my dog*
- Build class story using *our*
- Discuss how meaning shifts.

Grammar concept introduced

- Determiners (sentence starters)
- Pronouns
- Noun (naming) phrase complexity

Curriculum alignment

- **AC9E2LA08** — Expand noun groups
- **AC9E2LY03** — Create texts for different purposes

Level 6 — Plausibility & Meaning Reasoning

Year 2 → Year 3

What students learn

- Not all grammatically correct sentences make sense.
- Subjects must match actions.
- Meaning matters as much as structure.

WordKLIX tasks

- Build: *the table ran to the fence*
- Decide if plausible.
- Revise to improve meaning.

Grammar concept introduced

- Semantic plausibility
- Animate vs inanimate reasoning
- Revision and editing

Curriculum alignment

- **AC9E3LA08** — Discuss how language choices shape meaning
- **AC9E3LY03** — Plan, draft and edit texts

Level 7 — Sentence Craft & Authorial Choice

Year 3

What students learn

- Sentences can create mood.
- Word choice shapes tone.
- Authors revise deliberately.

WordKLIX tasks

- Build a suspenseful sentence.
- Replace one tile to improve clarity.
- Create a short 4–6 sentence story arc.

Grammar concept introduced

- Cohesion
- Tone
- Audience awareness
- Editing by ear

Curriculum alignment

- **AC9E3LA09** — Explain how language features influence meaning
- **AC9E3LY03** — Draft, edit and improve texts

WordKLIX Valid Sentence Structures

First, a reminder of the group meanings used in the table.

Code	WordKLIX Group	Meaning
A	Starter	I, the, my, this, our, who, how, where
B	Descriptor	black, white, red, blue, small, big, light, dark, fast, slow
C	Naming	table, ball, dog, cat, apple, fence, cow, mouse
D	Action phrase	jumped over the, sat on the, played with the, crawled under the, ran to the, is

Pedagogical Learning Ladder

Stage	Sentence Concept	Structures (example)
Foundation	noun groups	AC, ABC
Early Year 1	subject–verb	ADB
Year 1	action clauses	ADC, ADBC
Year 1–2	adjective expansion	ABBC, ABBBC
Year 2	clause complexity	ACDBC, ABDBC
Year 2–3	expanded predicates	ACDBBC (Build-It Only)
Year 3	interrogatives	ADABC, ADAC
Year 3	relative clauses	ACADC

Why does this structure set works well for WordKLIX

It progresses naturally from:

noun groups
→ simple sentences
→ descriptive clauses
→ interrogatives
→ relative clauses

while always staying within the **WordKLIX vocabulary constraints**.

This keeps Oscar's grammar engine manageable while still allowing **thousands of possible sentences**.

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WordKLIX Learning Ladder

Learning Stage	Grammar Concept	Structure	Friendly Pattern	Example
Foundation	basic noun groups	AC	starter + naming	the dog
	describing nouns	ABC	starter + descriptor + naming	the red dog
Year 1	expanded noun groups	ABBC	starter + descriptor + descriptor + naming	the dark red dog
	subject description	ACDB	starter + naming + action + descriptor	the dog is fast
	predicate adjectives	ADB	starter + action + descriptor	this is fast
	simple action clause	ADC	starter + action + naming	I jumped over the dog
	action with object description	ADBC	starter + action + descriptor + naming	I jumped over the red dog
Year 2	complex noun groups	ABBBC	starter + descriptor + descriptor + descriptor + naming	the big dark red dog
	predicate adjective pair	ACDBB	starter + naming + action + descriptor + descriptor	the dog is dark red
	descriptive object	ACDBC	starter + naming + action + descriptor + naming	the dog ran to the red fence
	expanded object phrase	ACDBBC (Build-It kit)	starter + naming + action + descriptor + descriptor + naming	the dog ran to the dark red fence
	adjective subject noun group	ABCDC	starter + descriptor + naming + action + naming	the red dog ran to the fence
	complex clause	ABCDBC	starter + descriptor + naming + action + descriptor + naming	the red dog ran to the dark fence
	multi-adjective subject	ABBCDC (Build-It kit)	starter + descriptor + descriptor + naming + action + naming	the dark red dog ran to the fence

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	predicate adjective clause	ABBCDB	starter + descriptor + descriptor + naming + action + descriptor	the dark red dog is fast
	descriptive object phrase	ADBBC	starter + action + descriptor + descriptor + naming	I jumped over the slow dark cow
Year 3	complex descriptive clause	ABBCDC (Build-It kit)	starter + descriptor + descriptor + naming + action + naming	the dark red dog ran to the cow
	interrogative clause	ABDAC	starter + descriptor + action + starter + naming	how fast is the dog
	location question clause	ADAC	starter + action + starter + naming	where is the dog
	expanded interrogative	ACDABC (Build-It kit)	starter + descriptor +action + starter + descriptor + naming	how fast is the black dog
	relative clause	ACADC	starter + naming + starter + action + naming	the dog who jumped over the cow
	descriptive / complex relative clause	ABCADC (Build-It kit)	starter + descriptor + naming + starter + action + naming	the red dog who jumped over the cow
	relative clause with descriptor	ACADBC (Build-It kit)	starter + naming + starter + action + descriptor + naming	the dog who jumped over the black cow

Australian Curriculum WordKLIX reference table

Below is the **refined WordKLIX structure reference table** with the **Australian Curriculum – English (AC v9)** codes added directly to the **Curriculum Focus column**. The codes correspond to **Foundation–Year 3 grammar and sentence structure outcomes**, which align with the age range targeted by WordKLIX.

Curriculum Strand	Curriculum Code	WordKLIX Structures	Friendly Pattern
Word functions in sentences	**AC9EFLA03**	AC	starter + naming
Sentences express ideas	**AC9EFLA04**	AC, ABC	starter + naming starter + descriptor + naming
Clauses contain subject and verb	**AC9E1LA05**	ADB, ADC	starter + action + descriptor starter + action + naming
Verbs represent actions	**AC9E1LA06**	ADC, ADBC	starter + action + naming starter + action + descriptor + naming
Expanded noun groups	**AC9E1LA07**	ABC, ABBC	starter + descriptor + naming starter + descriptor + descriptor + naming
Noun groups and verb groups in sentences	**AC9E2LA03**	ABBC, ABBBC, ACDBC	starter + descriptor + descriptor + naming starter + descriptor + descriptor + descriptor + naming starter + naming + action + descriptor + naming
Adjectives modifying nouns	**AC9E2LA06**	ABBC, ABBBC	starter + descriptor + descriptor + naming starter + descriptor + descriptor + descriptor + naming
Question sentence types	**AC9E2LA08**	ADAC, ADABC	starter + action + starter + naming starter + action + starter + descriptor + naming
Clause structures expressing ideas	**AC9E3LA05**	ACDBBC, ABCDBC	starter + naming + action + descriptor + descriptor + naming starter + descriptor + naming + action + descriptor + naming
Clauses combined to make complex sentences	**AC9E3LA06**	ACADC, ABBCDC	starter + naming + starter + action + naming starter + descriptor + descriptor + naming + action + naming

WordKLIX Curriculum Assessment

Student Name:_____

FOUNDATION (F) – Early Sentence Awareness

Assessor:_____

Date:_____

1. Sentence Building

Observable behaviour	✓	○	✗
Builds a sentence using a clear starter (e.g. *I*, *the*, *this*)			
Uses a noun to name an object or animal			
Adds an action word or phrase			
Reads or says the sentence aloud			

2. Understanding Word Roles

Observable behaviour	✓	○	✗
Identifies who or what the sentence is about			
Uses an action WordKLIX to show something happening			
Chooses describing words meaningfully (e.g. *big*, *red*)			

3. Question Awareness

Observable behaviour	✓	○	✗
Uses *who*, *where*, or *how* to start a sentence			
Changes voice or intent when asking a question			

Teacher Summary Notes

Strengths observed:

.....

Emerging skills:

.....

Next teaching focus:

☐ Sentence starters
☐ Describing words
☐ Actions & prepositions
☐ Question forms
☐ Sentence expansion

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WordKLIX Curriculum Assessment

Student Name:_____

YEAR 1 – Expanding Simple Sentences

Assessor:_____

Date:_____

4. Sentence Expansion

Observable behaviour	✓	○	✗
Expands a sentence by adding a describing word			
Uses *the*, *my*, *this*, or *our* appropriately			
Builds sentences with 4–5 WordKLIX			

5. Meaning & Precision

Observable behaviour	✓	○	✗
Explains how changing a word changes meaning			
Chooses adjectives that match the noun			
Notices when a sentence "sounds wrong"			

6. Questions vs Statements

Observable behaviour	✓	○	✗
Distinguishes between a question and a statement			
Uses *who*, *where*, or *how* appropriately			

Teacher Summary Notes

Strengths observed:

.....

Emerging skills:

.....

Next teaching focus:

☐ Sentence starters
☐ Describing words
☐ Actions & prepositions
☐ Question forms
☐ Sentence expansion

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WordKLIX Curriculum Assessment

Student Name:_____

YEAR 2 – Control and Clarity

Assessor:_____

Date:_____

7. Noun Groups

Observable behaviour	✓	○	✗
Builds expanded noun groups (e.g. *the small dog*)			
Uses multiple descriptors meaningfully			
Avoids unnecessary repetition			

8. Verbs & Actions

Observable behaviour	✓	○	✗
Chooses an action phrase that fits the noun			
Uses spatial language correctly (*over*, *under*, *on*, *to*)			
Acts out or demonstrates the sentence			

9. Self-Correction

Observable behaviour	✓	○	✗
Revises sentences independently			
Responds to feedback by changing WordKLIX			
Explains why a revision is better			

Teacher Summary Notes

Strengths observed:

.....

Emerging skills:

.....

Next teaching focus:

☐ Sentence starters
☐ Describing words
☐ Actions & prepositions
☐ Question forms
☐ Sentence expansion

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WordKLIX Curriculum Assessment

Student Name:_____

YEAR 3 – Sentence Control & Grammar Reasoning

Assessor:_____

Date:_____

10. Sentence Variation

Observable behaviour	✓	○	✗
Builds multiple sentences using the same words			
Intentionally varies sentence structure			
Chooses words for clarity or effect			

11. Prepositional Phrases

Observable behaviour	✓	○	✗
Uses phrases like *ran to the*, *jumped over the* accurately			
Explains spatial relationships verbally			

12. Metalinguistic Awareness (talking about grammar)

Observable behaviour	✓	○	✗
Describes what a word is doing in the sentence			
Identifies which word caused confusion or clarity			
Uses grammar language informally (e.g. “the action word”)			

Teacher Summary Notes

Strengths observed:

.....

Emerging skills:

.....

Next teaching focus:

☐ Sentence starters
☐ Describing words
☐ Actions & prepositions
☐ Question forms
☐ Sentence expansion