Prep to Year 7 multiple year levels   
Australian Curriculum: English

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v3.0: English for Foundation–10*, <www.australiancurriculum.edu.au/English/Curriculum/F-10>.

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| Identify curriculum | Year level descriptions  (highlighted aspects indicate differences from the previous year level) | Prep | In the Foundation year, students communicate with peers, teachers, known adults, and students from other classes.  Students engage with a variety of texts for enjoyment. They listen to, read and view spoken, written and multimodal texts in which the primary purpose is to entertain, as well as some texts designed to inform. These include traditional oral texts, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, multimodal texts and dramatic performances. They participate in shared reading, viewing and storytelling using a range of literary texts, and recognise the entertaining nature of literature.  The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.  Literary texts that support and extend Foundation students as beginner readers include predictable texts that range from caption books to books with one or more sentences per page. These texts involve straightforward sequences of events and everyday happenings with recognisable, realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest; a small range of language features, including simple and compound sentences; mostly familiar vocabulary, known high- frequency words and single-syllable words that can be decoded phonically, and illustrations that strongly support the printed text.  Students create a range of imaginative, informative and persuasive texts including pictorial representations, short statements, performances, recounts and poetry. |
| Year 1 | In Year 1, students communicate with peers, teachers, known adults and students from other classes.  Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts designed to entertain and inform. These encompass traditional oral texts including Aboriginal stories, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, dramatic performances, and texts used by students as models for constructing their own texts.  The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.  Literary texts that support and extend Year 1 students as independent readers involve straightforward sequences of events and everyday happenings with recognisably realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest and topics being studied in other areas of the curriculum. These texts also present a small range of language features, including simple and compound sentences, some unfamiliar vocabulary, a small number of high-frequency words and words that need to be decoded phonically, and sentence boundary punctuation, as well as illustrations and diagrams that support the printed text.  Students create a variety of imaginative, informative and persuasive texts including recounts, procedures, performances, literary retellings and poetry. |
| Year 2 | In Year 2, students communicate with peers, teachers, students from other classes, and community members.  Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is to entertain, as well as texts designed to inform and persuade. These encompass traditional oral texts, picture books, various types of print and digital stories, simple chapter books, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.  The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.  Literary texts that support and extend Year 2 students as independent readers involve sequences of events that span several pages and present unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts include language features such as varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a range of punctuation conventions, as well as illustrations and diagrams that both support and extend the printed text.  Students create a range of imaginative, informative and persuasive texts including imaginative retellings, reports, performances, poetry and expositions. |
| Year 3 | In Years 3 and 4, students communicate with peers and teachers from other classes and schools in a range of face-to-face and online/virtual environments.  Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is to entertain, as well as texts designed to inform and persuade. These encompass traditional oral texts including picture books, various types of print and digital texts, simple chapter books, rhyming verse, poetry, non-fiction film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.  The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.  Literary texts that support and extend students in Years 3 and 4 as independent readers describe complex sequences of events that extend over several pages and involve unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts use complex language features, including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a range of punctuation conventions, as well as illustrations and diagrams that both support and extend the printed text.  Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions. |

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| Identify curriculum | Year level descriptions  (highlighted aspects indicate differences from the previous year level) | Year 4 | In Years 3 and 4, students experience learning in familiar contexts and a range of contexts that relate to study in other areas of the curriculum. They interact with peers and teachers from other classes and schools in a range of face-to-face and online/virtual environments.  Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These encompass traditional oral texts including Aboriginal stories, picture books, various types of print and digital texts, simple chapter books, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.  The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.  Literary texts that support and extend students in Years 3 and 4 as independent readers describe complex sequences of events that extend over several pages and involve unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts use complex language features, including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a variety of punctuation conventions, as well as illustrations and diagrams that both support and extend the printed text.  Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions. |
| Year 5 | In Years 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments.  Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction, and dramatic performances.  The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.  Literary texts that support and extend students in Years 5 and 6 as independent readers describe complex sequences, a range of non-stereotypical characters and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics.  Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, explanations and discussions. |
| Year 6 | In Years 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments.  Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.  The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.  Literary texts that support and extend students in Years 5 and 6 as independent readers describe complex sequences, a range of non-stereotypical characters and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics.  Students create a range of imaginative, informative and persuasive types of texts such as narratives, procedures, performances, reports, reviews, explanations and discussions. |
| Year 7 | In Years 7 and 8, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.  Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.  The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.  Literary texts that support and extend students in Years 7 and 8 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics presented in visual form.  Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts. |
| Identify curriculum | Achievement standards | Prep | Receptive modes (listening, reading and viewing)  By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.  They read short, predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters. They identify the letters of the English alphabet and use the sounds represented by most letters. They listen to and use appropriate language features to respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.  Productive modes (speaking, writing and creating)  Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.  In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters. |
| Year 1 | Receptive modes (listening, reading and viewing)  By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify the language features, images and vocabulary used to describe characters and events.  Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features. They listen for and reproduce letter patterns and letter clusters.  Productive modes (speaking, writing and creating)  Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.  They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations of a few connected sentences on familiar and learned topics. When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper- and lower-case letters. |
| Year 2 | Receptive modes (listening, reading and viewing)  By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events.  They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.  Productive modes (speaking, writing and creating)  When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text.  Students create texts, drawing on their own experiences, their imagination and information they have learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters. |
| Year 3 | Receptive modes (listening, reading and viewing)  By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects.  They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others’ views and respond appropriately.  Productive modes (speaking, writing and creating)  Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters.  Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They write using joined letters that are accurately formed and consistent in size. |
| Year 4 | Receptive modes (listening, reading and viewing)  By the end of Year 4, students understand that texts have different text structures depending on purpose and audience. They explain how language features, images and vocabulary are used to engage the interest of audiences.  They describe literal and implied meaning connecting ideas in different texts. They express preferences for particular texts, and respond to others’ viewpoints. They listen for key points in discussions.  Productive modes (speaking, writing and creating)  Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas.  Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work to improve meaning. |

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| Identify curriculum | Achievement standards | Year 5 | Receptive modes (listening, reading and viewing)  By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.  They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.  Productive modes (speaking, writing and creating)  Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.  Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning. |
| Year 6 | Receptive modes (listening, reading and viewing)  By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.  Students compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others’ ideas.  Productive modes (speaking, writing and creating)  Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used.  Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate understanding of grammar, make considered choices from an expanding vocabulary, use accurate spelling and punctuation for clarity and make and explain editorial choices. |
| Year 7 | Receptive modes (listening, reading and viewing)  By the end of Year 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning.  Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. They listen for and explain different perspectives in texts.  Productive modes (speaking, writing and creating)  Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect.  Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, accurate spelling and punctuation. |

Prep to Year 7 English

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| Teaching and learning | Term overview | Term 1 | Term 2 | Term 3 | | Term 4 |
| Revision | Revise and consolidate concepts from:   * previous terms * previous year * previous contexts. | Revise and consolidate concepts from:   * previous terms * previous year * previous contexts. | Revise and consolidate concepts from:   * previous terms * previous year * previous contexts. | | Revise and consolidate concepts from:   * previous terms * previous year * previous contexts. |
| Prep | Short statements | Poetry | Recounts | | Pictorial representations  Short statements |
| Year 1 | Recounts  Procedures | | Literary retellings |
| Year 2 | Expositions | Procedures | Recounts | Imaginative retellings |
| Year 3 | Narratives |
| Year 4 | Poetry  Reviews |
| Year 5 | Expositions and discussions | Performances  Reviews, including explanations and discussions |
| Year 6 |
| Year 7 | Performances  Reviews, including discussions and literary analyses | Narratives, including transformation of texts |
| Suggested contexts | Informative/Persuasive  Possible context for Prep to Year 2:   * How do the things that we read, see, listen to and play with inform us or persuade us to think a certain way?   Possible context for Year 4 to Year 7:   * How do the things that we read, see, listen to and interact with persuade us to think a certain way? | Performance  Possible context for Prep to Year 7:   * How do we express information or ideas to entertain or inform an audience? | Informative  Possible context for Prep to Year 7:   * Where and how do we find information when we need it and how do we use it appropriately? | | Imaginative  Exemplar unit: Why are stories important to us?  Possible context for Prep to Year 7:   * Why are stories important to us? |
| Aboriginal and Torres Strait Islander perspectives | English provides opportunities for children/students to strengthen their appreciation and understanding of Aboriginal peoples and Torres Strait Islander peoples and their living cultures. Specific content and skills within relevant sections of the curriculum can be drawn upon to encourage engagement with:   * Aboriginal and Torres Strait Islander storytelling traditions and contemporary literature * Social, historical and cultural contexts associated with different uses of language and textual features in Australian Indigenous societies * The diversity of Indigenous experiences and their representation in literature and other texts.   English articulates aspects of the languages, literatures and literacies of Aboriginal peoples and Torres Strait Islander peoples. It provides opportunities for children/students to develop an awareness, appreciation of, and respect for the literature of Aboriginal peoples and Torres Strait Islander peoples, including storytelling traditions (oral narrative) as well as contemporary literature. Through respectful engagement with Australian Indigenous peoples, and their knowledge and stories, students develop critical understandings of the social, historical and cultural contexts associated with different uses of language and textual features. | | | | |
| General capabilities and cross-curriculum priorities | Opportunities to engage with:  Description: Description: gc_literacy Description: Description: gc_ict Description: Description: gc_critical Description: Description: gc_ethical Description: Description: gc_personal_socialDescription: Description: gc_intercultural  Description: cc_asiaDescription: cc_sust | Opportunities to engage with:  Description: Description: gc_literacy Description: Description: gc_ict Description: Description: gc_critical Description: Description: gc_ethical Description: Description: gc_personal_social Description: Description: gc_intercultural  Description: cc_asiaDescription: cc_sust | Opportunities to engage with:  Description: Description: gc_literacy Description: Description: gc_numeracy Description: Description: gc_ict Description: Description: gc_critical Description: Description: gc_ethical Description: Description: gc_personal_socialDescription: Description: gc_intercultural  Description: cc_asiaDescription: cc_sust | | Opportunities to engage with:  Description: Description: gc_literacy Description: Description: gc_ict Description: Description: gc_critical Description: Description: gc_ethicalDescription: Description: gc_personal_social Description: Description: gc_intercultural  Description: cc_asiaDescription: cc_sust |
| Key to general capabilities and cross-curriculum priorities | Description: Description: Description: Description: gc_literacy Literacy  Description: Description: Description: Description: gc_numeracy Numeracy  Description: Description: Description: Description: gc_ict ICT capability  Description: Description: Description: Description: gc_critical Critical and creative thinking  Description: Description: Description: Description: gc_ethical Ethical behaviour  Description: Description: Description: Description: gc_personal_social Personal and social capability  Description: Description: Description: Description: gc_intercultural Intercultural understanding   Aboriginal and Torres Strait Islander histories and cultures  Description: Description: Description: cc_asia Asia and Australia’s engagement with Asia  Description: Description: Description: cc_sust Sustainability | | | | |

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| Develop assessment | Assessment  For advice and guidelines on assessment, see: [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au/) | In P–2, an assessment folio is a targeted collection of a child’s work for ongoing review and analysis, and for reporting a child’s achievement and progress at a point in time. Administrators and teachers determine the evidence that will be collected to demonstrate a pattern of achievement within the child’s learning across the Australian Curriculum and the remaining Queensland learning areas, where applicable.  In Years 3–10, a folio is a targeted selection of evidence of student learning and includes a range of responses to a variety of assessment techniques. A folio is used to make an overall on-balance judgment about student achievement and progress at appropriate points and informs the reporting process. | | | | | | | | | |
| Term 1 | | Term 2 | | Term 3 | | | | Term 4 | |
| Week | Assessment instrument | Week | Assessment instrument | Week | | Assessment instrument | | Week | Assessment instrument |
| 5 | Informative/Persuasive: Discussion (Spoken/signed)  Contribute to a discussion about persuasive spoken, written and visual techniques. | 6 | Imaginative: Performance (Multimodal)   * Prep to Year 7: Present an imaginative poetry performance. | 3–4 | | Informative: Recount; procedure (Spoken/signed)   * Prep: Recount a short event. * Years 1 to 7: Give verbal instructions to an audience to achieve a task. | | 5–6 | Imaginative: Short statements, retellings, narrative (Written)   * Prep to Year 3: Create short statements or retellings based upon a text, either shared as a group or read independently. * Years 4 to 7: Create a narrative based upon ideas from a collection of shared and independent texts. Students and teachers will negotiate the content of the narrative. |
| 7–8 | Informative/Persuasive: Short statement; exposition (Written)   * Prep to Year 1: Write short statements. (Teacher scribes for Prep children.) * Years 2 to 7: Write an exposition to persuade an audience to a point of view. | 7–8 | Persuasive: Review (Written)   * Prep to Year 3: Review a poem written in short statements. * Year 4: Review a poem. * Years 5 to 7: Review a book, film or play including explanations and literary analyses where appropriate. | 7–8 | | Informative: Recount; report (Written)   * Prep to Year 1: Recount an event. * Years 2 to 7: Create an informative report on a chosen or given topic. | | 7–8 | Imaginative: Presentation (Spoken/signed or multimodal)   * Prep to Year 3: Present a spoken/signed retelling of a familiar story. * Years 4 to 7: Develop and deliver a multimodal presentation related to an imaginative narrative. |
|  |  |  | **Years 3, 5 and 7: NAPLAN** | Years 4 and 6 QCATs: Identify the curriculum targeted by the QCAT and schedule its implementation appropriate to the sequence of learning. | | | | | |
| Feb | Literacy and Numeracy Checkpoint Assessments  Year 2 Diagnostic Net continua | Jun | Literacy and Numeracy Checkpoint Assessments  Year 2 Diagnostic Net Validation |  |  | | Oct | | Literacy and Numeracy Checkpoint Assessments |
| Make judgments and use feedback | Moderation | Teachers develop tasks and plan units. | | Teachers develop tasks and plan units.  Teachers identify A–E samples before marking tasks, and moderate to ensure consistency of judgments.  Teachers co-mark tasks to ensure consistency of judgments.  Curriculum leaders randomly sample folios to check for consistency of judgments. | | Teachers develop tasks and plan units.  Teachers identify A–E samples before marking tasks, and moderate to ensure consistency of judgments.  Teachers co-mark tasks to ensure consistency of judgments.  If applicable, teachers moderate the QCATs to identify A–E samples to take to cluster moderation in Term 4. | | | | Teachers develop tasks and plan units.  Teachers identify A–E samples before marking tasks, and moderate to ensure consistency of judgments.  Curriculum leaders randomly sample folios to check for consistency of teacher judgments.  If applicable, teachers participate in cluster moderation of the QCATs. | |

Prep to Year 7 English: Review for balance and coverage of content descriptions

| Language strand Prep to Year 3 | | | | | | | | | | | | | | | | | | | |
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| Prep | 1 | 2 | 3 | 4 | Year 1 | 1 | 2 | 3 | 4 | Year 2 | 1 | 2 | 3 | 4 | Year 3 | 1 | 2 | 3 | 4 |
| Language variation and change | | | | | Language variation and change | | | | | Language variation and change | | | | | Language variation and change | | | | |
| Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community [(ACELA1426)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1426) |  |  | ✓ |  | Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others [(ACELA1443)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1443) |  |  | ✓ |  | Understand that spoken, visual and written forms of language are different [modes](http://www.australiancurriculum.edu.au/Glossary?a=E&t=modes) of communication with different features and their use varies according to the [audience](http://www.australiancurriculum.edu.au/Glossary?a=E&t=audience), purpose, [context](http://www.australiancurriculum.edu.au/Glossary?a=E&t=context) and cultural background [(ACELA1460)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1460) |  |  | ✓ |  | Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning [(ACELA1475)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1475) |  |  | ✓ |  |
| Language for interaction | | | | | Language for interaction | | | | | Language for interaction | | | | | Language for interaction | | | | |
| Explore how language is used differently at home and school depending on the relationships between people [(ACELA1428)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1428) | ✓ |  |  |  | Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others [(ACELA1444)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1444) | ✓ |  |  | ✓ | Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on [context](http://www.australiancurriculum.edu.au/Glossary?a=E&t=context) [(ACELA1461)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1461) | ✓ |  |  | ✓ | Understand that successful cooperation with others depends on shared use of social [conventions](http://www.australiancurriculum.edu.au/Glossary?a=E&t=conventions), including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations [(ACELA1476)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1476) | ✓ |  | ✓ |  |
| Understand that language can be used to explore ways of expressing needs, likes and dislikes [(ACELA1429)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1429) | ✓ |  |  | ✓ | Understand that there are different ways of asking for information, making offers and giving commands [(ACELA1446)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1446) |  |  | ✓ |  | Identify language that can be used for appreciating [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) and the qualities of people and things [(ACELA1462)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1462) |  |  | ✓ |  | Examine how [evaluative language](http://www.australiancurriculum.edu.au/Glossary?a=E&t=evaluative+language) can be varied to be more or less forceful [(ACELA1477)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1477) |  |  | ✓ |  |
|  |  |  |  |  | Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions [(ACELA1787)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1787) |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |
| Text structure and organisation | | | | | Text structure and organisation | | | | | Text structure and organisation | | | | | Text structure and organisation | | | | |
| Understand that [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) have different purposes [(ACELA1430)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1430) | ✓ |  |  | ✓ | Understand that the purposes [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) serve shape their structure in predictable ways [(ACELA1447)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1447) | ✓ |  |  | ✓ | Understand that different [types of texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=types+of+texts) have identifiable [text structures](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text+structures) and [language features](http://www.australiancurriculum.edu.au/Glossary?a=E&t=language+features) that help the [text](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) serve its purpose [(ACELA1463)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1463) | ✓ |  |  | ✓ | Understand how different types of texts vary in use of language choices, depending on their function and purpose, for example tense and types of sentences [(ACELA1478)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1478) | ✓ |  |  | ✓ |
| Understand that some language in written [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) is unlike everyday spoken language [(ACELA1431)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1431) |  | ✓ |  |  | Understand patterns of repetition and contrast in simple [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) [(ACELA1448)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1448) |  | ✓ |  |  | Understand how [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) are made cohesive through resources, for example word associations, synonyms, and antonyms [(ACELA1464)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1464) |  | ✓ |  |  | Understand that paragraphs are a key organisational feature of written [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) [(ACELA1479)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1479) | ✓ |  |  |  |
| Understand that punctuation is a feature of written [text](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of [sentences](http://www.australiancurriculum.edu.au/Glossary?a=E&t=sentences) [(ACELA1432)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1432) |  | ✓ |  |  | Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal [sentences](http://www.australiancurriculum.edu.au/Glossary?a=E&t=sentences) that make statements, ask questions, express emotion or give commands [(ACELA1449)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1449) |  | ✓ |  |  | Recognise that capital letters signal proper [nouns](http://www.australiancurriculum.edu.au/Glossary?a=E&t=nouns) and commas are used to separate items in lists [(ACELA1465)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1465) |  | ✓ |  |  | Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters [(ACELA1480)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1480) |  | ✓ |  |  |
| Understand [concepts about print](http://www.australiancurriculum.edu.au/Glossary?a=E&t=concepts+about+print) and screen, including how books, film and simple [digital texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=digital+texts) work, and know some features of print, for example directionality [(ACELA1433)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1433) |  |  | ✓ |  | Understand [concepts about print](http://www.australiancurriculum.edu.au/Glossary?a=E&t=concepts+about+print) and screen, including how different [types of texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=types+of+texts) are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links [(ACELA1450)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1450) |  |  | ✓ |  | Know some features of [text](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) organisation including page and screen [layouts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=layouts), alphabetical order, and different types of diagrams, for example timelines [(ACELA1466)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1466) |  |  | ✓ |  | Identify the features of online [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) that enhance navigation [(ACELA1790)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1790) |  |  | ✓ |  |
| Expressing and developing ideas | | | | | Expressing and developing ideas | | | | | Expressing and developing ideas | | | | | Expressing and developing ideas | | | | |
| Recognise that [sentences](http://www.australiancurriculum.edu.au/Glossary?a=E&t=sentences) are key units for expressing ideas [(ACELA1435)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1435) | ✓ |  |  |  | Identify the parts of a simple sentence that represent ‘What’s happening?’, ‘Who or what is involved?’ and the circumstances [(ACELA1451)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1451) | ✓ |  |  |  | Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction [(ACELA1467)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1467) |  |  | ✓ |  | Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement [(ACELA1481)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1481) |  |  | ✓ |  |
| Recognise that [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) are made up of words and groups of words that make meaning [(ACELA1434)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1434) | ✓ |  |  |  | Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states actions (verbs), qualities (adjectives) and details like when, where and how (adverbs) [(ACELA1452)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1452) | ✓ |  |  |  | Understand that nouns represent people, places, things and ideas and can be, for example, common, proper, concrete and abstract, and that noun groups/phrases can be expanded using articles and adjectives [(ACELA1468)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1468) |  |  | ✓ |  | Understand that [verbs](http://www.australiancurriculum.edu.au/Glossary?a=E&t=verbs) represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through [tense](http://www.australiancurriculum.edu.au/Glossary?a=E&t=tense) [(ACELA1482)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1482) |  |  | ✓ |  |
| Explore the different contribution of words and images to meaning in stories and informative [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) [(ACELA1786)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1786) |  |  | ✓ |  | Compare different kinds of images in [narrative](http://www.australiancurriculum.edu.au/Glossary?a=E&t=narrative) and informative [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) and discuss how they contribute to meaning [(ACELA1453)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1453) |  | ✓ | ✓ |  | Identify visual representations of characters’ actions, reactions, speech and thought processes in [narratives](http://www.australiancurriculum.edu.au/Glossary?a=E&t=narratives), and consider how these images add to or contradict or multiply the meaning of accompanying words [(ACELA1469)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1469) |  | ✓ |  |  | Identify the effect on [audiences](http://www.australiancurriculum.edu.au/Glossary?a=E&t=audiences) of techniques, for example shot size, vertical [camera angle](http://www.australiancurriculum.edu.au/Glossary?a=E&t=camera+angle) and [layout](http://www.australiancurriculum.edu.au/Glossary?a=E&t=layout) in picture books, advertisements and film segments [(ACELA1483)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1483) |  |  | ✓ |  |
| Understand the use of vocabulary in familiar [contexts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=contexts) related to everyday experiences, personal interests and topics taught at school [(ACELA1437)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1437) |  |  | ✓ |  | Understand the use of vocabulary in everyday [contexts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=contexts) as well as a growing number of school [contexts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=contexts), including appropriate use of formal and informal terms of address in different [contexts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=contexts) [(ACELA1454)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1454) | ✓ | ✓ | ✓ |  | Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit [audience](http://www.australiancurriculum.edu.au/Glossary?a=E&t=audience) and purpose [(ACELA1470)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1470) |  |  | ✓ |  | Learn extended and technical vocabulary and ways of expressing opinion including [modal verbs](http://www.australiancurriculum.edu.au/Glossary?a=E&t=modal+verbs) and adverbs [(ACELA1484)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1484) |  |  | ✓ |  |
| Know that spoken sounds and words can be written down using letters of the alphabet and how to [write](http://www.australiancurriculum.edu.au/Glossary?a=E&t=write) some high-frequency sight words and known words [(ACELA1758)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1758) |  | ✓ |  |  | Know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to [write](http://www.australiancurriculum.edu.au/Glossary?a=E&t=write) high-frequency words [(ACELA1778)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1778) | ✓ | ✓ | ✓ |  | Understand how to use [digraphs](http://www.australiancurriculum.edu.au/Glossary?a=E&t=digraphs), long vowels, blends and silent letters to spell words, and use [morphemes](http://www.australiancurriculum.edu.au/Glossary?a=E&t=morphemes) and [syllabification](http://www.australiancurriculum.edu.au/Glossary?a=E&t=syllabification) to break up simple words and use visual memory to [write](http://www.australiancurriculum.edu.au/Glossary?a=E&t=write) irregular words [(ACELA1471)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1471) |  | ✓ |  |  | Understand how to use sound–letter relationships and knowledge of spelling rules, compound words, [prefixes](http://www.australiancurriculum.edu.au/Glossary?a=E&t=prefixes), [suffixes](http://www.australiancurriculum.edu.au/Glossary?a=E&t=suffixes), [morphemes](http://www.australiancurriculum.edu.au/Glossary?a=E&t=morphemes) and less common letter combinations, for example ‘tion’ [(ACELA1485)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1485) |  | ✓ |  |  |
| Know how to use [onset and rime](http://www.australiancurriculum.edu.au/Glossary?a=E&t=onset+and+rime) to spell words [(ACELA1438)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1438) |  |  | ✓ |  | Recognise and know how to use [morphemes](http://www.australiancurriculum.edu.au/Glossary?a=E&t=morphemes) in word families for example ‘play’ in ‘played’ and ‘playing’ [(ACELA1455)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1455) |  | ✓ |  |  | Recognise common [prefixes](http://www.australiancurriculum.edu.au/Glossary?a=E&t=prefixes) and [suffixes](http://www.australiancurriculum.edu.au/Glossary?a=E&t=suffixes) and how they change a word’s meaning [(ACELA1472)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1472) |  | ✓ |  |  | Recognise [high frequency sight words](http://www.australiancurriculum.edu.au/Glossary?a=E&t=high+frequency+sight+words) [(ACELA1486)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1486) |  | ✓ |  |  |
| Sound and letter knowledge | | | | | Sound and letter knowledge | | | | | Sound and letter knowledge | | | | |  | | | | |
| Recognise rhymes, [syllables](http://www.australiancurriculum.edu.au/Glossary?a=E&t=syllables) and sounds ([phonemes](http://www.australiancurriculum.edu.au/Glossary?a=E&t=phonemes)) in spoken words [(ACELA1439)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1439) |  | ✓ |  |  | Manipulate sounds in spoken words including [phoneme](http://www.australiancurriculum.edu.au/Glossary?a=E&t=phoneme) deletion and substitution [(ACELA1457)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1457) |  | ✓ |  |  | Recognise most sound–letter matches including silent letters, vowel/consonant [digraphs](http://www.australiancurriculum.edu.au/Glossary?a=E&t=digraphs) and many less common sound–letter combinations [(ACELA1474)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1474) |  | ✓ |  |  |  |  |  |  |  |
| Recognise the letters of the alphabet and know there are lower and upper case letters [(ACELA1440)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1440) | ✓ | ✓ | ✓ |  | Recognise sound --- letter matches including common vowel and consonant [digraphs](http://www.australiancurriculum.edu.au/Glossary?a=E&t=digraphs) and consonant blends [(ACELA1458)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1458) |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | Understand the variability of sound --- letter matches [(ACELA1459)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1459) |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  |

| Language strand Year 4 to Year 7 | | | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year 4 | 1 | 2 | 3 | 4 | Year 5 | 1 | 2 | 3 | 4 | Year 6 | 1 | 2 | 3 | 4 | Year 7 | 1 | 2 | 3 | 4 |
| Language variation and change | | | | | Language variation and change | | | | | Language variation and change | | | | | Language variation and change | | | | |
| Understand that [Standard Australian English](http://www.australiancurriculum.edu.au/Glossary?a=E&t=Standard+Australian+English) is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages [(ACELA1487)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1487) |  |  | ✓ |  | Understand that the pronunciation, spelling and meanings of words have histories and change over time [(ACELA1500)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1500) |  |  | ✓ |  | Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English [(ACELA1515)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1515) |  |  | ✓ |  | Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating [(ACELA1528)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1528) |  |  | ✓ |  |
| Language for interaction | | | | | Language for interaction | | | | | Language for interaction | | | | | Language for interaction | | | | |
| Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising students' own views and reporting them to a larger group [(ACELA1488)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1488) | ✓ |  | ✓ |  | Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships [(ACELA1501)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1501) | ✓ |  | ✓ |  | Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase [(ACELA1516)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1516) | ✓ |  | ✓ |  | Understand how accents, styles of speech and idioms express and create personal and social identities [(ACELA1529)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1529) | ✓ |  | ✓ |  |
| Understand differences between the language of opinion and feeling and the language of factual reporting or recording [(ACELA1489)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1489) |  |  | ✓ |  | Understand how to move beyond making bare assertions and take account of differing perspectives and points of view [(ACELA1502)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1502) |  |  | ✓ |  | Understand the uses of objective and subjective language and bias [(ACELA1517)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1517) |  |  | ✓ |  | Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources [(ACELA1782)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1782) |  |  | ✓ |  |
| **Text structure and organisation** | | | | | **Text structure and organisation** | | | | | **Text structure and organisation** | | | | | **Text structure and organisation** | | | | |
| Understand how [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) vary in complexity and technicality depending on the approach to the topic, the purpose and the intended [audience](http://www.australiancurriculum.edu.au/Glossary?a=E&t=audience) [(ACELA1490)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1490) | ✓ |  |  | ✓ | Understand how texts vary in purpose, structure and topic as well as the degree of formality [(ACELA1504)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1504) | ✓ |  |  | ✓ | Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects [(ACELA1518)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1518) | ✓ |  |  | ✓ | Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors [(ACELA1531)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1531) | ✓ |  |  | ✓ |
| Understand how [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) are made cohesive through the use of linking devices including pronoun reference and [text](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) [connectives](http://www.australiancurriculum.edu.au/Glossary?a=E&t=connectives) [(ACELA1491)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1491) |  |  | ✓ |  | Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold [(ACELA1505)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1505) |  |  | ✓ |  | Understand that cohesive links can be made in texts by omitting or replacing words [(ACELA1520)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1520) |  |  | ✓ |  | Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts [(ACELA1763)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1763) |  |  | ✓ |  |
| Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech [(ACELA1492)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1492) |  | ✓ |  |  | Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns [(ACELA1506)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1506) |  | ✓ |  |  | Understand the uses of commas to separate clauses [(ACELA1521)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1521) |  | ✓ |  |  | Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses [(ACELA1532)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1532) |  | ✓ |  |  |
| Identify features of online [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) that enhance readability including [text](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text), navigation, links, graphics and [layout](http://www.australiancurriculum.edu.au/Glossary?a=E&t=layout) [(ACELA1793)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1793) |  |  | ✓ |  | Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation [(ACELA1797)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1797) |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |
| **Expressing and developing ideas** | | | | | **Expressing and developing ideas** | | | | | **Expressing and developing ideas** | | | | | **Expressing and developing ideas** | | | | |
| Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases [(ACELA1493)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1493) | ✓ |  |  |  | Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause [(ACELA1507)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1507) |  |  | ✓ |  | Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas [(ACELA1522)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1522) |  |  | ✓ |  | Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence and increase the density of information [(ACELA1534)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1534) |  |  | ✓ |  |
| Investigate how quoted (direct) and reported (indirect) speech work in different types of [text](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) [(ACELA1494)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1494) | ✓ |  |  |  | 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, thing or idea [(ACELA1508)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1508) |  | ✓ |  |  | Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases [(ACELA1523)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1523) |  | ✓ |  |  | Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns [(ACELA1536)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1536) |  | ✓ |  |  |
| Understand how adverb groups/ phrases and prepositional phrases work in different ways to provide circumstantial details about an activity [(ACELA1495)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1495) | ✓ |  |  |  | Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers’ interpretations [(ACELA1511)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1511) |  |  | ✓ |  | Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts [(ACELA1524)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1524) |  |  | ✓ |  | Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance [(ACELA1764)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1764) |  |  | ✓ |  |
| Explore the effect of choices when [framing](http://www.australiancurriculum.edu.au/Glossary?a=E&t=framing) an image, placement of elements in the image, and [salience](http://www.australiancurriculum.edu.au/Glossary?a=E&t=salience) on composition of still and moving images in a range of [types of texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=types+of+texts) [(ACELA1496)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1496) |  |  | ✓ |  | Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts [(ACELA1512)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1512) |  |  | ✓ |  | Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion [(ACELA1525)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1525) |  |  | ✓ |  | Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language [(ACELA1537)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1537) |  |  | ✓ |  |
| Incorporate new vocabulary from a range of sources into students’ own [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) including vocabulary encountered in research [(ACELA1498)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1498) |  |  | ✓ |  | Understand how to use banks of known words as well as word origins, prefixes, suffixes to learn and spell new words [(ACELA1513)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1513) |  | ✓ |  |  | Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages [(ACELA1526)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1526) |  | ✓ |  |  | Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them [(ACELA1539)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1539) |  | ✓ |  |  |
| Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters [(ACELA1779)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1779) |  | ✓ |  |  | Recognise uncommon plurals, for example ‘foci’ [(ACELA1514)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1514) |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |
| Recognise homophones and know how to use [context](http://www.australiancurriculum.edu.au/Glossary?a=E&t=context) to identify correct spelling [(ACELA1780)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1780) |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

| Literature strand Prep to Year 3 | | | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Prep | 1 | 2 | 3 | 4 | Year 1 | 1 | 2 | 3 | 4 | Year 2 | 1 | 2 | 3 | 4 | Year 3 | 1 | 2 | 3 | 4 |
| Literature and context | | | | | Literature and context | | | | | Literature and context | | | | | Literature and context | | | | |
| Recognise that [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) are created by [authors](http://www.australiancurriculum.edu.au/Glossary?a=E&t=authors) who tell stories and share experiences that may be similar or different to students’ own experiences [(ACELT1575)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1575) | ✓ |  | ✓ | ✓ | Discuss how [authors](http://www.australiancurriculum.edu.au/Glossary?a=E&t=authors) [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) characters using language and images [(ACELT1581)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1581) |  | ✓ |  | ✓ | Discuss how depictions of characters in print, sound and images reflect the [contexts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=contexts) in which they were created [(ACELT1587)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1587) | ✓ |  |  | ✓ | Discuss [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) in which characters, events and settings are portrayed in different ways, and speculate on the [authors](http://www.australiancurriculum.edu.au/Glossary?a=E&t=authors)’ reasons [(ACELT1594)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1594) |  | ✓ |  | ✓ |
| Responding to literature | | | | | Responding to literature | | | | | Responding to literature | | | | | Responding to literature | | | | |
| Respond to [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts), identifying favourite stories, [authors](http://www.australiancurriculum.edu.au/Glossary?a=E&t=authors) and illustrators [(ACELT1577)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1577) |  |  |  | ✓ | Discuss characters and events in a range of literary [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) and share personal responses to these [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts), making connections with students' own experiences [(ACELT1582)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1582) | ✓ | ✓ |  | ✓ | Compare opinions about characters, events and settings in and between [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) [(ACELT1589)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1589) |  |  | ✓ | ✓ | Draw connections between personal experiences and the worlds of [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts), and share responses with others [(ACELT1596)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1596) |  | ✓ | ✓ | ✓ |
| Share feelings and thoughts about the events and characters in [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) [(ACELT1783)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1783) |  |  | ✓ | ✓ | Express preferences for specific [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) and [authors](http://www.australiancurriculum.edu.au/Glossary?a=E&t=authors) and [listen](http://www.australiancurriculum.edu.au/Glossary?a=E&t=listen) to the opinions of others [(ACELT1583)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1583) | ✓ | ✓ | ✓ |  | Identify aspects of different types of literary [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) that entertain, and give reasons for personal preferences [(ACELT1590)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1590) |  | ✓ |  |  | Develop criteria for establishing personal preferences for literature [(ACELT1598)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1598) |  |  |  | ✓ |
| **Examining literature** | | | | | **Examining literature** | | | | | **Examining literature** | | | | | **Examining literature** | | | | |
| Identify some features of [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) including events and characters and retell events from a [text](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) [(ACELT1578)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1578) |  |  |  | ✓ | Discuss features of plot, character and setting in different types of literature and explore some features of characters in different [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) [(ACELT1584)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1584) |  | ✓ |  | ✓ | Discuss the characters and settings of different [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) and explore how language is used to present these features in different ways [(ACELT1591)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1591) |  |  |  | ✓ | Discuss how language is used to describe the settings in [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts), and explore how the settings shape the events and influence the mood of the [narrative](http://www.australiancurriculum.edu.au/Glossary?a=E&t=narrative) [(ACELT1599)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1599) |  |  |  | ✓ |
| Recognise some different types of literary [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) and identify some characteristic features of literary [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts), for example beginnings and endings of traditional [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) and rhyme in poetry [(ACELT1785)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1785) |  | ✓ |  |  | [Listen](http://www.australiancurriculum.edu.au/Glossary?a=E&t=Listen) to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including [alliteration](http://www.australiancurriculum.edu.au/Glossary?a=E&t=alliteration) and rhyme [(ACELT1585)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1585) |  | ✓ |  |  | Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs [(ACELT1592)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1592) |  | ✓ |  |  | Discuss the nature and effects of some language devices used to enhance meaning and shape the reader’s reaction, including rhythm and onomatopoeia in poetry and prose [(ACELT1600)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1600) |  | ✓ |  |  |
| Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures [(ACELT1579)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1579) |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Creating literature** | | | | | **Creating literature** | | | | | **Creating literature** | | | | | **Creating literature** | | | | |
| Retell familiar literary [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) through performance, use of illustrations and images [(ACELT1580)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1580) | ✓ |  |  | ✓ | Recreate [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) imaginatively using drawing, writing, performance and digital forms of communication [(ACELT1586)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1586) |  | ✓ |  | ✓ | [Create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=Create) events and characters using different media that develop key events and characters from literary [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) [(ACELT1593)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1593) |  |  |  | ✓ | [Create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=Create) imaginative [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) based on characters, settings and events from students’ own and other cultures using [visual features](http://www.australiancurriculum.edu.au/Glossary?a=E&t=visual+features), for example perspective, distance and angle [(ACELT1601)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1601) |  |  |  | ✓ |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | [Create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=Create) [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) that adapt [language features](http://www.australiancurriculum.edu.au/Glossary?a=E&t=language+features) and patterns encountered in literary [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts), for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue [(ACELT1791)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1791) | ✓ | ✓ |  |  |

| Literature strand Year 4 to Year 7 | | | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year 4 | 1 | 2 | 3 | 4 | Year 5 | 1 | 2 | 3 | 4 | Year 6 | 1 | 2 | 3 | 4 | Year 7 | 1 | 2 | 3 | 4 |
| Literature and context | | | | | Literature and context | | | | | Literature and context | | | | | Literature and context | | | | |
| Make connections between the ways different [authors](http://www.australiancurriculum.edu.au/Glossary?a=E&t=authors) may represent similar storylines, ideas and relationships [(ACELT1602)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1602) |  | ✓ |  | ✓ | Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts [(ACELT1608)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1608) |  | ✓ |  | ✓ | Make connections between students’ own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts [(ACELT1613)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1613) |  | ✓ |  | ✓ | Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts [(ACELT1619)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1619) |  |  | ✓ | ✓ |
| Responding to literature | | | | | Responding to literature | | | | | Responding to literature | | | | | Responding to literature | | | | |
| Discuss literary experiences with others, sharing responses and expressing a [point of view](http://www.australiancurriculum.edu.au/Glossary?a=E&t=point+of+view) [(ACELT1603)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1603) | ✓ |  |  | ✓ | Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others [(ACELT1609)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1609) |  | ✓ |  | ✓ | Analyse and evaluate similarities and differences in texts on similar topics, themes or plots [(ACELT1614)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1614) |  | ✓ |  | ✓ | Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view [(ACELT1620)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1620) | ✓ |  |  | ✓ |
| Use [metalanguage](http://www.australiancurriculum.edu.au/Glossary?a=E&t=metalanguage) to describe the effects of ideas, [text structures](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text+structures) and [language features](http://www.australiancurriculum.edu.au/Glossary?a=E&t=language+features) of literary [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) [(ACELT1604)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1604) |  | ✓ | ✓ |  | Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences [(ACELT1795)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1795) |  | ✓ | ✓ |  | Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts [(ACELT1615)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1615) | ✓ | ✓ |  |  | Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts [(ACELT1621)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1621) |  | ✓ |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage [(ACELT1803)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1803) |  | ✓ |  |  |
| **Examining literature** | | | | | **Examining literature** | | | | | **Examining literature** | | | | | **Examining literature** | | | | |
| Discuss how [authors](http://www.australiancurriculum.edu.au/Glossary?a=E&t=authors) and illustrators make stories exciting, moving and absorbing and hold readers’ interest by using various techniques, for example character development and plot tension [(ACELT1605)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1605) |  |  | ✓ | ✓ | Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses [(ACELT1610)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1610) | ✓ |  |  | ✓ | Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author’s individual style [(ACELT1616)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1616) |  | ✓ |  | ✓ | Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches [(ACELT1622)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1622) |  | ✓ |  | ✓ |
| Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts), for example nonsense words, spoonerisms, neologisms and [puns](http://www.australiancurriculum.edu.au/Glossary?a=E&t=puns) [(ACELT1606)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1606) |  | ✓ |  |  | Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes [(ACELT1611)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1611) |  | ✓ |  |  | Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse [(ACELT1617)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1617) |  | ✓ |  |  | Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels [(ACELT1623)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1623) |  | ✓ |  |  |
| **Creating literature** | | | | | **Creating literature** | | | | | **Creating literature** | | | | | **Creating literature** | | | | |
| [Create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=Create) literary [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) that explore students’ own experiences and imagining [(ACELT1607)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1607) |  | ✓ |  | ✓ | Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced [(ACELT1612)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1612) |  |  |  | ✓ | Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways [(ACELT1618)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1618) |  |  |  | ✓ | Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition [(ACELT1625)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1625) |  |  |  | ✓ |
| [Create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=Create) literary [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) by developing storylines, characters and settings [(ACELT1794)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1794) |  | ✓ |  |  | Create literary texts that experiment with structures, ideas and stylistic features of selected authors [(ACELT1798)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1798) |  | ✓ |  |  | Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice [(ACELT1800)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1800) |  | ✓ | ✓ |  | Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour [(ACELT1805)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1805) |  | ✓ | ✓ |  |

| Literacy strand Prep to Year 3 | | | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Prep | 1 | 2 | 3 | 4 | Year 1 | 1 | 2 | 3 | 4 | Year 2 | 1 | 2 | 3 | 4 | Year 3 | 1 | 2 | 3 | 4 |
| Texts in contexts | | | | | Texts in contexts | | | | | Texts in contexts | | | | | Texts in contexts | | | | |
| Identify some familiar [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) and the [contexts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=contexts) in which they are used [(ACELY1645)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1645) | ✓ | ✓ |  |  | Respond to [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) drawn from a range of cultures and experiences [(ACELY1655)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1655) | ✓ | ✓ | ✓ |  | Discuss different [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) on a similar topic, identifying similarities and differences between the [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) [(ACELY1665)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1665) |  |  | ✓ |  | Identify the [point of view](http://www.australiancurriculum.edu.au/Glossary?a=E&t=point+of+view) in a [text](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) and suggest alternative [points of view](http://www.australiancurriculum.edu.au/Glossary?a=E&t=points+of+view) [(ACELY1675)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1675) | ✓ |  | ✓ |  |
| Interacting with others | | | | | Interacting with others | | | | | Interacting with others | | | | | Interacting with others | | | | |
| [Listen](http://www.australiancurriculum.edu.au/Glossary?a=E&t=Listen) to and respond orally to [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) and to the communication of others in informal and structured classroom situations [(ACELY1646)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1646) | ✓ |  | ✓ |  | Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions [(ACELY1656)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1656) | ✓ | ✓ | ✓ |  | [Listen](http://www.australiancurriculum.edu.au/Glossary?a=E&t=Listen) for specific purposes and information, including instructions, and extend students’ own and others' ideas in discussions [(ACELY1666)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1666) |  |  | ✓ |  | [Listen](http://www.australiancurriculum.edu.au/Glossary?a=E&t=Listen) to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations [(ACELY1676)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1676) | ✓ | ✓ | ✓ |  |
| Use interaction skills including listening while others [speak](http://www.australiancurriculum.edu.au/Glossary?a=E&t=speak), using appropriate [voice](http://www.australiancurriculum.edu.au/Glossary?a=E&t=voice) levels, articulation and body language, gestures and eye contact [(ACELY1784)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1784) | ✓ | ✓ | ✓ |  | Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace [(ACELY1788)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1788) | ✓ | ✓ | ✓ |  | Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately [(ACELY1789)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1789) | ✓ | ✓ | ✓ |  | Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume [(ACELY1792)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1792) |  | ✓ | ✓ |  |
| Deliver short oral presentations to peers [(ACELY1647)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1647) |  | ✓ | ✓ |  | Make short presentations using some introduced [text structures](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text+structures) and language, for example opening statements [(ACELY1657)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1657) |  | ✓ | ✓ |  | Rehearse and deliver short presentations on familiar and new topics [(ACELY1667)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1667) |  | ✓ | ✓ |  | Plan and deliver short presentations, providing some key details in logical sequence [(ACELY1677)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1677) | ✓ | ✓ | ✓ |  |
| Interpreting, analysing, evaluating | | | | | Interpreting, analysing, evaluating | | | | | Interpreting, analysing, evaluating | | | | | Interpreting, analysing, evaluating | | | | |
| Identify some differences between imaginative and informative [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) [(ACELY1648)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1648) |  |  |  | ✓ | Describe some differences between imaginative informative and persuasive [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) [(ACELY1658)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1658) |  |  |  | ✓ | Identify the [audience](http://www.australiancurriculum.edu.au/Glossary?a=E&t=audience) of imaginative, informative and persuasive [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) [(ACELY1668)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1668) |  |  |  | ✓ | Identify the [audience](http://www.australiancurriculum.edu.au/Glossary?a=E&t=audience) and purpose of imaginative, informative and persuasive [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) [(ACELY1678)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1678) | ✓ |  | ✓ | ✓ |
| [Read](http://www.australiancurriculum.edu.au/Glossary?a=E&t=Read) predictable [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts), practising phrasing and fluency, and monitor meaning using [concepts about print](http://www.australiancurriculum.edu.au/Glossary?a=E&t=concepts+about+print) and emerging contextual, semantic, grammatical and [phonic](http://www.australiancurriculum.edu.au/Glossary?a=E&t=phonic) knowledge [(ACELY1649)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1649) | ✓ | ✓ | ✓ |  | [Read](http://www.australiancurriculum.edu.au/Glossary?a=E&t=Read) supportive [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) using developing phrasing, fluency, contextual, semantic, grammatical and [phonic](http://www.australiancurriculum.edu.au/Glossary?a=E&t=phonic) knowledge and emerging [text processing strategies](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text+processing+strategies), for example [prediction](http://www.australiancurriculum.edu.au/Glossary?a=E&t=prediction), monitoring meaning and rereading [(ACELY1659)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1659) | ✓ | ✓ | ✓ |  | [Read](http://www.australiancurriculum.edu.au/Glossary?a=E&t=Read) less predictable [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) with phrasing and fluency by combining contextual, semantic, grammatical and [phonic](http://www.australiancurriculum.edu.au/Glossary?a=E&t=phonic) knowledge using [text processing strategies](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text+processing+strategies), for example monitoring meaning, predicting, rereading and self-correcting [(ACELY1669)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1669) | ✓ | ✓ | ✓ |  | [Read](http://www.australiancurriculum.edu.au/Glossary?a=E&t=Read) an increasing range of different [types of texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=types+of+texts) by combining contextual, semantic, grammatical and [phonic](http://www.australiancurriculum.edu.au/Glossary?a=E&t=phonic) knowledge, using [text processing strategies](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text+processing+strategies), for example monitoring, predicting, confirming, rereading, reading on and self-correcting [(ACELY1679)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1679) | ✓ | ✓ | ✓ |  |
| Use [comprehension strategies](http://www.australiancurriculum.edu.au/Glossary?a=E&t=comprehension+strategies) to understand and discuss [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) listened to, viewed or [read](http://www.australiancurriculum.edu.au/Glossary?a=E&t=read) independently [(ACELY1650)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1650) | ✓ | ✓ | ✓ |  | Use [comprehension strategies](http://www.australiancurriculum.edu.au/Glossary?a=E&t=comprehension+strategies) to build literal and inferred meaning about key events, ideas and information in [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) that they [listen](http://www.australiancurriculum.edu.au/Glossary?a=E&t=listen) to, [view](http://www.australiancurriculum.edu.au/Glossary?a=E&t=view) and [read](http://www.australiancurriculum.edu.au/Glossary?a=E&t=read) by drawing on growing knowledge of [context](http://www.australiancurriculum.edu.au/Glossary?a=E&t=context), [text structures](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text+structures) and [language features](http://www.australiancurriculum.edu.au/Glossary?a=E&t=language+features) [(ACELY1660)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1660) | ✓ | ✓ | ✓ |  | Use [comprehension strategies](http://www.australiancurriculum.edu.au/Glossary?a=E&t=comprehension+strategies) to build literal and inferred meaning and begin to analyse [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) by drawing on growing knowledge of [context](http://www.australiancurriculum.edu.au/Glossary?a=E&t=context), language and [visual features](http://www.australiancurriculum.edu.au/Glossary?a=E&t=visual+features) and print and [multimodal text](http://www.australiancurriculum.edu.au/Glossary?a=E&t=multimodal+text) structures [(ACELY1670)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1670) | ✓ | ✓ | ✓ |  | Use [comprehension strategies](http://www.australiancurriculum.edu.au/Glossary?a=E&t=comprehension+strategies) to build literal and inferred meaning and begin to evaluate [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) by drawing on a growing knowledge of [context](http://www.australiancurriculum.edu.au/Glossary?a=E&t=context), [text structures](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text+structures) and [language features](http://www.australiancurriculum.edu.au/Glossary?a=E&t=language+features) [(ACELY1680)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1680) | ✓ | ✓ | ✓ |  |
| Creating texts | | | | | Creating texts | | | | | Creating texts | | | | | Creating texts | | | | |
| [Create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=Create) short [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) to explore, record and report ideas and events using familiar words and beginning writing knowledge [(ACELY1651)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1651) |  |  | ✓ | ✓ | [Create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=Create) short imaginative and informative [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) that show emerging use of appropriate [text structure](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text+structure), [sentence](http://www.australiancurriculum.edu.au/Glossary?a=E&t=sentence)-level [grammar](http://www.australiancurriculum.edu.au/Glossary?a=E&t=grammar), word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams [(ACELY1661)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1661) |  |  | ✓ | ✓ | [Create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=Create) short imaginative, informative and persuasive [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) using growing knowledge of [text structures](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text+structures) and [language features](http://www.australiancurriculum.edu.au/Glossary?a=E&t=language+features) for familiar and some less familiar [audiences](http://www.australiancurriculum.edu.au/Glossary?a=E&t=audiences), selecting print and multimodal elements appropriate to the [audience](http://www.australiancurriculum.edu.au/Glossary?a=E&t=audience) and purpose [(ACELY1671)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1671) | ✓ |  | ✓ | ✓ | Plan, draft and publish imaginative, informative and persuasive [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) demonstrating increasing control over [text structures](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text+structures) and [language features](http://www.australiancurriculum.edu.au/Glossary?a=E&t=language+features) and selecting print, and multimodal elements appropriate to the [audience](http://www.australiancurriculum.edu.au/Glossary?a=E&t=audience) and purpose [(ACELY1682)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1682) | ✓ |  | ✓ | ✓ |
| Participate in shared editing of students’ own [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) for meaning, spelling, capital letters and full stops [(ACELY1652)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1652) |  | ✓ | ✓ |  | Reread student's own [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) and discuss possible changes to improve meaning, spelling and punctuation [(ACELY1662)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1662) | ✓ | ✓ | ✓ |  | Reread and edit [text](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) for spelling, [sentence](http://www.australiancurriculum.edu.au/Glossary?a=E&t=sentence)-boundary punctuation and [text structure](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text+structure) [(ACELY1672)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1672) | ✓ | ✓ | ✓ |  | Reread and edit [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) for meaning, appropriate structure, grammatical choices and punctuation [(ACELY1683)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1683) | ✓ | ✓ | ✓ |  |
| Produce some lower case and upper case letters using learned letter formations [(ACELY1653)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1653) | ✓ | ✓ | ✓ |  | [Write](http://www.australiancurriculum.edu.au/Glossary?a=E&t=Write) using unjoined lower case and upper case letters [(ACELY1663)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1663) | ✓ | ✓ | ✓ |  | [Write](http://www.australiancurriculum.edu.au/Glossary?a=E&t=Write) legibly and with growing fluency using unjoined upper case and lower case letters [(ACELY1673)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1673) | ✓ | ✓ | ✓ |  | [Write](http://www.australiancurriculum.edu.au/Glossary?a=E&t=Write) using joined letters that are clearly formed and consistent in size [(ACELY1684)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1684) | ✓ | ✓ | ✓ |  |
| Construct [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) using software including word processing programs [(ACELY1654)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1654) |  |  | ✓ |  | Construct [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) that incorporate supporting images using software including word processing programs [(ACELY1664)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1664) |  |  | ✓ |  | Construct [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) featuring print, visual and audio elements using software, including word processing programs [(ACELY1674)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1674) |  |  | ✓ |  | Use software including word processing programs with growing speed and efficiency to construct and edit [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) featuring visual, print and audio elements [(ACELY1685)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1685) |  |  | ✓ |  |

| Literacy strand Year 4 to Year 7 | | | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year 4 | 1 | 2 | 3 | 4 | Year 5 | 1 | 2 | 3 | 4 | Year 6 | 1 | 2 | 3 | 4 | Year 7 | 1 | 2 | 3 | 4 |
| Texts in context | | | | | Texts in context | | | | | Texts in context | | | | | Texts in context | | | | |
| Identify and explain [language features](http://www.australiancurriculum.edu.au/Glossary?a=E&t=language+features) of [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) from earlier times and compare with the vocabulary, images, [layout](http://www.australiancurriculum.edu.au/Glossary?a=E&t=layout) and content of contemporary [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) [(ACELY1686)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1686) |  |  | ✓ |  | Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context [(ACELY1698)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1698) | ✓ |  | ✓ |  | Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches [(ACELY1708)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1708) |  |  | ✓ |  | Analyse and explain the effect of technological innovations on texts, particularly media texts [(ACELY1765)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1765) |  |  | ✓ |  |
| Interacting with others | | | | | Interacting with others | | | | | Interacting with others | | | | | Interacting with others | | | | |
| Interpret ideas and information in spoken [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) and [listen](http://www.australiancurriculum.edu.au/Glossary?a=E&t=listen) for key points in order to carry out tasks and use information to share and extend ideas and information [(ACELY1687)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1687) | ✓ |  | ✓ |  | Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students’ own experiences and present and justify a point of view [(ACELY1699)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1699) |  |  | ✓ |  | Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions [(ACELY1709)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1709) | ✓ | ✓ | ✓ |  | Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition [(ACELY1719)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1719) | ✓ | ✓ |  |  |
| Use interaction skills such as acknowledging another’s [point of view](http://www.australiancurriculum.edu.au/Glossary?a=E&t=point+of+view) and linking students’ response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to [speak](http://www.australiancurriculum.edu.au/Glossary?a=E&t=speak) clearly and coherently [(ACELY1688)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1688) | ✓ | ✓ | ✓ |  | Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes [(ACELY1796)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1796) | ✓ | ✓ | ✓ |  | Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience [(ACELY1816)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1816) | ✓ | ✓ | ✓ |  | Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning [(ACELY1804)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1804) | ✓ | ✓ | ✓ |  |
| Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and [audiences](http://www.australiancurriculum.edu.au/Glossary?a=E&t=audiences) [(ACELY1689)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1689) |  | ✓ | ✓ |  | Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements [(ACELY1700)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1700) |  | ✓ | ✓ |  | Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis [(ACELY1710)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1710) |  | ✓ | ✓ |  | Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing [(ACELY1720)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1720) |  | ✓ | ✓ |  |
| Interpreting, analysing, evaluating | | | | | Interpreting, analysing, evaluating | | | | | Interpreting, analysing, evaluating | | | | | Interpreting, analysing, evaluating | | | | |
| Identify characteristic features used in imaginative, informative and persuasive [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) to meet the purpose of the [text](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) [(ACELY1690)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1690) |  |  |  | ✓ | Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text [(ACELY1701)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1701) |  |  |  | ✓ | Analyse how text structures and language features work together to meet the purpose of a text [(ACELY1711)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1711) |  |  |  | ✓ | Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose [(ACELY1721)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1721) |  |  |  | ✓ |
| [Read](http://www.australiancurriculum.edu.au/Glossary?a=E&t=Read) different [types of texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=types+of+texts) by combining contextual , semantic, grammatical and [phonic](http://www.australiancurriculum.edu.au/Glossary?a=E&t=phonic) knowledge using [text processing strategies](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text+processing+strategies) for example monitoring meaning, cross checking and reviewing [(ACELY1691)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1691) | ✓ | ✓ | ✓ |  | Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning [(ACELY1702)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1702) | ✓ | ✓ | ✓ |  | Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings [(ACELY1712)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1712) | ✓ | ✓ | ✓ |  | Use prior knowledge and text processing strategies to interpret a range of types of texts [(ACELY1722)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1722) | ✓ | ✓ | ✓ |  |
| Use [comprehension strategies](http://www.australiancurriculum.edu.au/Glossary?a=E&t=comprehension+strategies) to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) [(ACELY1692)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1692) | ✓ | ✓ | ✓ |  | Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources [(ACELY1703)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1703) | ✓ | ✓ | ✓ |  | Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts [(ACELY1713)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1713) | ✓ | ✓ | ✓ |  | Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources [(ACELY1723)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1723) | ✓ | ✓ | ✓ |  |
|  |  |  |  |  |  |  |  |  |  | Analyse strategies authors use to influence readers [(ACELY1801)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1801) | ✓ |  |  |  | Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences [(ACELY1724)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1724) |  |  | ✓ |  |
| Creating texts | | | | | Creating texts | | | | | Creating texts | | | | | Creating texts | | | | |
| Plan, draft and publish imaginative, informative and persuasive [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) containing key information and supporting details for a widening range of [audiences](http://www.australiancurriculum.edu.au/Glossary?a=E&t=audiences), demonstrating increasing control over [text structures](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text+structures) and [language features](http://www.australiancurriculum.edu.au/Glossary?a=E&t=language+features) [(ACELY1694)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1694) | ✓ |  | ✓ | ✓ | Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience [(ACELY1704)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1704) | ✓ |  | ✓ | ✓ | Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience [(ACELY1714)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1714) | ✓ |  | ✓ | ✓ | Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas [(ACELY1725)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1725) | ✓ |  | ✓ | ✓ |
| Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure [(ACELY1695)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1695) | ✓ | ✓ | ✓ |  | Reread and edit student's own and others’ work using agreed criteria for text structures and language features [(ACELY1705)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1705) | ✓ | ✓ | ✓ |  | Reread and edit students’ own and others’ work using agreed criteria and explaining editing choices [(ACELY1715)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1715) | ✓ | ✓ | ✓ |  | Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact [(ACELY1726)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1726) | ✓ | ✓ | ✓ |  |
| [Write](http://www.australiancurriculum.edu.au/Glossary?a=E&t=Write) using clearly-formed joined letters, and develop increased fluency and automaticity [(ACELY1696)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1696) | ✓ | ✓ | ✓ |  | Develop a handwriting style that is becoming legible, fluent and automatic [(ACELY1706)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1706) | ✓ | ✓ | ✓ |  | Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose [(ACELY1716)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1716) | ✓ | ✓ | ✓ |  | Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods [(ACELY1727)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1727) | ✓ | ✓ | ✓ |  |
| Use a range of software including word processing programs to construct, edit and publish written [text](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text), and select, edit and place visual, print and audio elements [(ACELY1697)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1697) |  |  | ✓ |  | Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements [(ACELY1707)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1707) |  |  | ✓ |  | Use a range of software, including word processing programs, learning new functions as required to create texts [(ACELY1717)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1717) |  |  | ✓ |  | Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts [(ACELY1728)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1728) |  |  | ✓ |  |