Prep–Year 6 English

Australian Curriculum Version 9.0: Sequence of content descriptions

The following table provides a sequence of content descriptions aligned to the strands and sub-strands for Prep–Year 6 English. Content descriptions identify the learning area's essential knowledge, understanding and skills. This resource can be used to support curriculum planning. A similar resource is available for Years 7–10 English.

Strand: Language

Sub-strands	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Language for interacting with others	explore how language is used differently at home and school depending on the relationships between people AC9EFLA01	understand how language, facial expressions and gestures are used to interact with others when asking for and providing information, making offers, exclaiming, requesting and giving commands AC9E1LA01	investigate how interpersonal language choices vary depending on the context, including the different roles taken on in interactions AC9E2LA01	understand that cooperation with others depends on shared understanding of social conventions, including turn-taking language, which vary according to the degree of formality AC9E3LA01	explore language used to develop relationships in formal and informal situations AC9E4LA01	understand that language is selected for social contexts and that it helps to signal social roles and relationships AC9E5LA01	understand that language varies as levels of formality and social distance increase AC9E6LA01
	explore different ways of using language to express preferences, likes and dislikes AC9EFLA02	explore language to provide reasons for likes, dislikes and preferences AC9E1LA02	explore how language can be used for appreciating texts and providing reasons for preferences AC9E2LA02	understand how the language of evaluation and emotion, such as modal verbs, can be varied to be more or less forceful AC9E3LA02	identify the subjective language of opinion and feeling, and the objective language of factual reporting AC9E4LA02	understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources AC9E5LA02	understand the uses of objective and subjective language, and identify bias AC9E6LA02
Text structure and organisation	understand that texts can take many forms such as signs, books and digital texts AC9EFLA03	explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain AC9E1LA03	identify how texts across the curriculum are organised differently and use language features depending on purposes AC9E2LA03	describe how texts across the curriculum use different language features and structures relevant to their purpose AC9E3LA03	identify how texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes AC9E4LA03	describe how spoken, written and multimodal texts use language features and are typically organised into characteristic stages and phases, depending on purposes in texts AC9E5LA03	explain how texts across the curriculum are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features AC9E6LA03
	understand conventions of print and screen, including how books and simple digital texts are usually organised AC9EFLA04	explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs AC9E1LA04	understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred AC9E2LA04	understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together AC9E3LA04	identify how text connectives including temporal and conditional words, and topic word associations are used to sequence and connect ideas AC9E4LA04	understand how texts can be made cohesive by using the starting point of a sentence or paragraph to give prominence to the message and to guide the reader through the text AC9E5LA04	understand that cohesion can be created by the intentional use of repetition, and the use of word associations AC9E6LA04
		understand how print and screen texts are organised using features such as page numbers, tables of content, headings and titles, navigation buttons, swipe screens, verbal commands, links and images AC9E1LA05	navigate print and screen texts using chapters, tables of contents, indexes, side-bar menus, drop-down menus or links AC9E2LA05	identify the purpose of layout features in print and digital texts and the words used for navigation AC9E3LA05	identify text navigation features of online texts that enhance readability including headlines, drop-down menus, links, graphics and layout AC9E4LA05		

Strand: Language

Sub-strands	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Language for expressing and developing ideas	recognise that sentences are key units for expressing ideas AC9EFLA05	understand that a simple sentence consists of a single independent clause representing a single event or idea AC9E1LA06	understand that connections can be made between ideas by using a compound sentence with 2 or more independent clauses usually linked by a coordinating conjunction AC9E2LA06	understand that a clause is a unit of grammar usually containing a subject and a verb that need to agree AC9E3LA06	understand that complex sentences contain one independent clause and at least one dependent clause typically joined by a subordinating conjunction to create relationships, such as time and causality AC9E4LA06	understand that the structure of a complex sentence includes a main clause and at least one dependent clause, and understand how writers can use this structure for effect AC9E5LA05	understand how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas AC9E6LA05
	recognise that sentences are made up of groups of words that work together in particular ways to make meaning AC9EFLA06	understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) AC9E1LA07	understand that in sentences nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups AC9E2LA07	understand how verbs represent different processes for doing, feeling, thinking, saying and relating AC9E3LA07	investigate how quoted (direct) and reported (indirect) speech are used AC9E4LA07	understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea AC9E5LA06	understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups AC9E6LA06
				understand that verbs are anchored in time through tense AC9E3LA08	understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity AC9E4LA08		
					understand past, present and future tenses and their impact on meaning in a sentence AC9E4LA09		
	explore the contribution of images and words to meaning in stories and informative texts AC9EFLA07	compare how images in different types of texts contribute to meaning AC9E1LA08	understand that images add to or multiply the meanings of a text AC9E2LA08	identify how images extend the meaning of a text AC9E3LA09	explore the effect of choices when framing an image, placement of elements in the image and salience on composition of still and moving images in texts AC9E4LA10	explain how the sequence of images in print, digital and film texts has an effect on meaning AC9E5LA07	identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning AC9E6LA07
	recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school AC9EFLA08	recognise the vocabulary of learning area topics AC9E1LA09	experiment with and begin to make conscious choices of vocabulary to suit the topic AC9E2LA09	extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts AC9E3LA10	expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources AC9E4LA11	understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of words AC9E5LA08	identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole AC9E6LA08
	identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of	understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns	recognise that capital letters are used in titles and commas are used to separate items in lists AC9E2LA10	understand that apostrophes signal missing letters in contractions, and apostrophes are used to show singular and plural possession	understand that punctuation signals dialogue through quotation marks and that dialogue follows conventions for the use of capital letters,	use commas to indicate prepositional phrases, and apostrophes where there is multiple possession AC9E5LA09	understand how to use the comma for lists, to separate a dependent clause from an independent clause, and in dialogue AC9E6LA09

Strand: Language

Sub-strands	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	sentences while punctuation marks signal the end AC9EFLA09	AC9E1LA10		AC9E3LA11	commas and boundary punctuation AC9E4LA12		

Strand: Literature

Sub-strands	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Literature and contexts	share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9EFLE01	discuss how language and images are used to create characters, settings and events in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9E1LE01	discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9E2LE01	discuss characters, events and settings in different contexts in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9E3LE01	recognise similar storylines, ideas and relationships in different contexts in literary texts by First Nations Australian, and wide-ranging Australian and world authors AC9E4LE01	identify aspects of literary texts that represent details or information about historical, social and cultural contexts in literature by First Nations Australian, and wide-ranging Australian and world authors AC9E5LE01	identify responses to characters and events in literary texts, drawn from historical, social or cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors AC9E6LE01
Engaging with and responding to literature	respond to stories and share feelings and thoughts about their events and characters AC9EFLE02	discuss literary texts and share responses by making connections with students' own experiences AC9E1LE02	identify features of literary texts, such as characters and settings, and give reasons for personal preferences AC9E2LE02	discuss connections between personal experiences and character experiences in literary texts and share personal preferences AC9E3LE02	describe the effects of text structures and language features in literary texts when responding to and sharing opinions AC9E4LE02	present an opinion on a literary text using specific terms about literary devices, text structures and language features, and reflect on the viewpoints of others AC9E5LE02	identify similarities and differences in literary texts on similar topics, themes or plots AC9E6LE02
Examining literature	recognise different types of literary texts and identify features including events, characters, and beginnings and endings AC9EFLE03	discuss plot, character and setting, which are features of stories AC9E1LE03	discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways AC9E2LE03	discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative AC9E3LE03	discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions AC9E4LE03	recognise that the point of view in a literary text influences how readers interpret and respond to events and characters AC9E5LE03	identify and explain characteristics that define an author's individual style AC9E6LE03
	explore and replicate the rhythms and sound patterns of literary texts such as poems, rhymes and songs AC9EFLE04	listen to and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme AC9E1LE04	identify, reproduce and experiment with rhythmic sound and word patterns in poems, chants, rhymes or songs AC9E2LE04	discuss the effects of some literary devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose AC9E3LE04	examine the use of literary devices and deliberate word play in literary texts, including poetry, to shape meaning AC9E4LE04	examine the effects of imagery, including simile, metaphor and personification, and sound devices in narratives, poetry and songs AC9E5LE04	explain the way authors use sound and imagery to create meaning and effect in poetry AC9E6LE04
Creating literature	retell and adapt familiar literary texts through play, performance, images or writing AC9EFLE05	orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital tools AC9E1LE05	create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools AC9E2LE05	create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts AC9E3LE05	create and edit literary texts by developing storylines, characters and settings AC9E4LE05	create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced AC9E5LE05	create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices AC9E6LE05

Strand: Literacy

Sub-strands	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Texts in context	identify some familiar texts, such as stories and informative texts, and their purpose AC9EFLY01	discuss different texts and identify some features that indicate their purposes AC9E1LY01	identify how similar topics and information are presented in different types of texts AC9E2LY01	recognise how texts can be created for similar purposes but different audiences AC9E3LY01	compare texts from different times with similar purposes and audiences to identify similarities and differences in their depictions of events AC9E4LY01	describe the ways in which a text reflects the time and place in which it was created AC9E5LY01	examine texts including media texts that represent ideas and events, and identify how they reflect the context in which they were created AC9E6LY01
Interacting with others	interact in informal and structured situations by listening while others speak and using features of voice including volume levels AC9EFLY02	use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions AC9E1LY02	use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions AC9E2LY02	use interaction skills to contribute to conversations and discussions to share information and ideas AC9E3LY02	listen for key points and information to carry out tasks and contribute to discussions, acknowledging another opinion, linking a response to the topic, and sharing and extending ideas and information AC9E4LY02	use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea AC9E5LY02	use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions AC9E6LY02
Analysing, interpreting and evaluating	identify some differences between imaginative and informative texts AC9EFLY03	describe some similarities and differences between imaginative, informative and persuasive texts AC9E1LY03	identify the purpose and audience of imaginative, informative and persuasive texts AC9E2LY03	identify the audience and purpose of imaginative, informative and persuasive texts through their use of language features and/or images AC9E3LY03	identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text AC9E4LY03	explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text AC9E5LY03	analyse how text structures and language features work together to meet the purpose of a text, and engage and influence audiences AC9E6LY03
	read decodable and authentic texts using developing phonic knowledge, and monitor meaning using context and emerging grammatical knowledge AC9EFLY04	read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and monitoring meaning using context and grammatical knowledge AC9E1LY04	read texts with phrasing and fluency, using phonic and word knowledge, and monitoring meaning by re-reading and self-correcting AC9E2LY04	read a range of texts using phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required AC9E3LY04	read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when needed AC9E4LY04	navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming AC9E5LY04	select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features; for example, table of contents, glossary, chapters, headings and subheadings AC9E6LY04
	use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently AC9EFLY05	use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures AC9E1LY05	use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning AC9E2LY05	use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features AC9E3LY05	use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas, and evaluate texts AC9E4LY05	use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas AC9E5LY05	use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources AC9E6LY05

Strand: Literacy

Sub-strands	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creating texts	create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly AC9EFLY06	create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words AC9E1LY06	create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and common two-syllable words AC9E2LY06	plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words AC9E3LY06	plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation AC9E4LY06	plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation AC9E5LY06	plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features AC9E6LY06
	create and deliver short spoken texts to report ideas and events to peers, using features of voice such as appropriate volume AC9EFLY07	create and deliver short oral and/or multimodal presentations on personal and learnt topics, which include an opening, middle and concluding statement; some topic-specific vocabulary and appropriate gesture, volume and pace AC9E1LY07	create, rehearse and deliver short oral and/or multimodal presentations for familiar audiences and purposes, using text structure appropriate to purpose and topic-specific vocabulary, and varying tone, volume and pace AC9E2LY07	plan, create, rehearse and deliver short oral and/or multimodal presentations to inform, express opinions or tell stories, using a clear structure, details to elaborate ideas, topic-specific and precise vocabulary, visual features, and appropriate tone, pace, pitch and volume AC9E3LY07	plan, create, rehearse and deliver structured oral and/or multimodal presentations to report on a topic, tell a story, recount events or present an argument using subjective and objective language, complex sentences, visual features, tone, pace, pitch and volume AC9E4LY07	plan, create, rehearse and deliver spoken and multimodal presentations that include relevant, elaborated ideas, sequencing ideas and using complex sentences, specialist and technical vocabulary, pitch, tone, pace, volume, and visual and digital features AC9E5LY07	plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features AC9E6LY07
	form most lower-case and upper-case letters using learnt letter formations AC9EFLY08	write words using unjoined lower-case and upper-case letters AC9E1LY08	write words legibly and with growing fluency using unjoined upper-case and lower-case letters AC9E2LY08	write words using joined letters that are clearly formed and consistent in size AC9E3LY08	write words using clearly formed joined letters, with developing fluency and automaticity AC9E4LY08		
Phonic and word knowledge	recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness) AC9EFLY09	segment words into separate phonemes (sounds) including consonant blends or clusters at the beginnings and ends of words (phonological awareness) AC9E1LY09	manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words AC9E2LY09				
	segment sentences into individual words; orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness) AC9EFLY10	orally manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness) AC9E1LY10					
	recognise and name all upper- and lower-case letters (graphs) and know the most	use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to	use phoneme–grapheme (sound–letter/s) matches, including vowel digraphs, less common long vowel patterns,	understand how to apply knowledge of phoneme–grapheme (sound–letter) relationships, syllables, and	understand how to use and apply phonological and morphological knowledge to read and write multisyllabic	use phonic, morphemic and vocabulary knowledge to read and spell words that share	use phonic knowledge of common and less common grapheme–phoneme

Strand: Literacy

Sub-strands	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	common sound that each letter represents AC9EFLY11	read one- and two-syllable words AC9E1LY11	consonant clusters and silent letters when reading and writing words of one or more syllables, including compound words AC9E2LY10	blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns AC9E3LY09	words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes AC9E4LY09	common letter patterns but have different pronunciations AC9E5LY08	relationships to read and write increasingly complex words AC9E6LY08
	write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words AC9EFLY12	understand that a letter can represent more than one sound and that a syllable must contain a vowel sound AC9E1LY12					
	use knowledge of letters and sounds to spell words AC9EFLY13	spell one- and two-syllable words with common letter patterns AC9E1LY13	use knowledge of spelling patterns and morphemes to read and write words whose spelling is not completely predictable from their sounds, including high frequency words AC9E2LY11	understand how to apply knowledge of common base words, prefixes, suffixes and generalisations for adding a suffix to a base word to read and comprehend new multimorphemic words AC9E3LY10	understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, common prefixes and suffixes, and word origins, to spell more complex words AC9E4LY10	build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations AC9E5LY09	use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words AC9E6LY09
	read and write some high frequency words and other familiar words AC9EFLY14	read and write an increasing number of high frequency words AC9E1LY14	build morphemic word families using knowledge of prefixes and suffixes AC9E2LY12	use phoneme–grapheme (sound–letter) relationships and less common letter patterns to spell words AC9E3LY11	read and write high frequency words including homophones and know how to use context to identify correct spelling AC9E4LY11	explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word AC9E5LY10	
	understand that words are units of meaning and can be made of more than one meaningful part AC9EFLY15	recognise and know how to use grammatical morphemes to create word families AC9E1LY15		recognise and know how to write most high frequency words including some homophones AC9E3LY12			

More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au. Alternatively, email the K–10 Curriculum and Assessment branch at australiancurriculum@qcaa.qld.edu.au.