Prep–Year 10 English

Australian Curriculum Version 9.0: Sequence of achievement standard aspects

This resource provides a sequence of achievement standards for Prep–Year 10 English, broken into discrete aspects and organised by modes.

By breaking each achievement standard into discrete aspects, teachers can identify the developmental sequence of achievement of these discrete aspects.

Aligning the discrete aspects to the modes follows the three-paragraph structure of the achievement standard. This supports teachers to see a logical sequence of English concepts, skills and processes from Prep–Year 10 to:

- plan for the range of student abilities within a single year level
- determine appropriate curriculum access points for students working well above or below year level
- plan teaching, learning and assessment for students in multi-age classrooms
- better understand aspects of achievement standards through consideration of where they are introduced, their progression and where they conclude.

	Prep Students:	Year 1 Students:	Year 2 Students:	Year 3 Students:	Year 4 Students:	Year 5 Students:	Year 6 Students:	Year 7 Students:	Year 8 Students:	Year 9 Students:	Year 10 Students:
Listening, speaking and creating	listen to texts, interact with others and create short spoken texts, including retelling stories	interact with others, and listen to and create short spoken texts including recounts of stories	interact with others, and listen to and create spoken texts including stories	interact with others, and listen to and create spoken and/or multimodal texts including stories	interact with others, and listen to and create spoken and/or multimodal texts including stories	interact with others, and listen to and create spoken and/or multimodal texts including literary texts	interact with others, and listen to and create spoken and/or multimodal texts including literary texts	interact with others, and listen to and create spoken and/or multimodal texts including literary texts	interact with others, and listen to and create spoken and/or multimodal texts including literary texts	interact with others, and listen to and create spoken and multimodal texts including literary texts	interact with others, and listen to and create spoken and multimodal texts including literary texts
	share thoughts and preferences, retell events and report information or key ideas to an audience	share ideas and retell or adapt familiar stories, recount or report on events or experiences, and express opinions using a small number of details from learnt topics, topics of interest or texts	share ideas, topic knowledge and appreciation of texts when they recount, inform or express an opinion, including details from learnt topics, topics of interest or texts	relate ideas; express opinion, preferences and appreciation of texts; and include relevant details from learnt topics, topics of interest or texts	share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts	for particular purposes and audiences, they share, develop and expand on ideas and opinions, using supporting details from topics or texts	for particular purposes and audiences, they share, develop, explain and elaborate on ideas from topics or texts	with different purposes and for audiences, they discuss, express and expand ideas with evidence	with different purposes and for audiences, they discuss, express and elaborate on ideas with supporting evidence	with a range of purposes and for audiences, they discuss and expand on ideas, shaping meaning and providing substantiation	with a range of purposes and for audiences, they discuss ideas and responses to representations, making connections and providing substantiation
	use language features including words and phrases from learning and texts	sequence ideas and use language features including topic-specific vocabulary and features of voice	organise and link ideas, and use language features including topic-specific vocabulary and features of voice	group, logically sequence and link ideas	use text structures to organise and link ideas	use different text structures to organise, develop and link ideas	use and vary text structures to organise, develop and link ideas	adopt text structures to organise, develop and link ideas	select and vary text structures to organise, develop and link ideas	select and experiment with text structures to organise and develop ideas	select and experiment with text structures to organise and develop ideas
				use language features including topic-specific vocabulary, and/or visual features and features of voice	use language features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice	use language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice	use and vary language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice	adopt language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice	select and vary language features including literary devices, and/or multimodal features and features of voice	select and experiment with language features including literary devices, and experiment with multimodal features and features of voice	select, vary and experiment with language features including rhetorical and literary devices, and experiment with multimodal features and features of voice
	listen for and identify rhymes, letter patterns and sounds (phonemes) in words	This aspect of the achievement standard concludes in Prep.									
	orally blend and segment phonemes in single-syllable words	This aspect of the achievement standard concludes in Prep.									

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Reading, viewing and comprehending	read, view and comprehend texts, making connections between characters, settings and events, and to personal experiences	read, view and comprehend texts, monitoring meaning and making connections between the depiction of characters, settings and events, and to personal experiences	read, view and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through characters and events	read, view and comprehend texts, recognising their purpose and audience	read, view and comprehend texts created to inform, influence and/or engage audiences	read, view and comprehend texts created to inform, influence and/or engage audiences	read, view and comprehend different texts created to inform, influence and/or engage audiences	read, view and comprehend texts created to inform, influence and/or engage audiences	read, view and comprehend a range of texts created to inform, influence and/or engage audiences	read, view and comprehend a range of texts created to inform, influence and/or engage audiences	read, view and comprehend a range of texts created to inform, influence and engage audiences
	identify the language features of texts including connections between print and images	identify the text structures of familiar narrative and informative texts, and their language features and visual features	describe how similar topics and information are presented through the structure of narrative and informative texts, and identify their language features and visual features	identify literal meaning and explain inferred meaning / describe how stories are developed through characters and/or events	describe how ideas are developed including through characters and events, and how texts reflect contexts	explain how ideas are developed including through characters, settings and/or events, and how texts reflect contexts	identify similarities and differences in how ideas are presented and developed including through characters, settings and/or events, and how texts reflect contexts	identify how ideas are portrayed and how texts are influenced by contexts	explain how ideas are represented and how texts reflect or challenge contexts	analyse representations of people, places, events and concepts, and how texts respond to contexts	analyse and evaluate representations of people, places, events and concepts, and how interpretations of these may be influenced by readers and viewers
	name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs)	blend short vowels, common long vowels, consonants and digraphs to read one-syllable words	This aspect of the achievement standard concludes in Year 1.								
	read words including consonant–vowel–consonant words and some high-frequency words	read one- and two-syllable words with common letter patterns, and an increasing number of high-frequency words	use phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words	This aspect of the achievement standard concludes in Year 2.							
	This aspect of the achievement standard begins in Year 3.			describe how texts are structured and presented	describe the characteristic features of different text structures	explain how characteristic text structures support the purpose of texts	identify how texts have similar and different text structures to reflect purpose	identify the aesthetic qualities of texts	explain the aesthetic qualities of texts. They explain how text structures shape meaning	analyse the aesthetic qualities of texts	analyse the effects of text structures, and language features including literary devices, intertextual connections, and multimodal features, and their contribution to the aesthetic qualities of texts
	This aspect of the achievement standard begins in Year 3.			describe the language features of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning	describe how language features including literary devices, and visual features shape meaning	explain how language features including literary devices, and visual features contribute to the effect and meaning of a text	explain how language features including literary devices, and visual features influence audiences	identify how text structures, language features including literary devices and visual features shape meaning	explain the effects of language features including intertextual references and literary devices, and visual features	analyse the effects of text structures, and language features including literary devices, intertextual references, and multimodal features	
	This aspect of the achievement standard begins in Year 1.	use sentence boundary punctuation to read with developing phrasing and fluency	use punctuation for phrasing and fluency	read fluently, using phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns	read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge	This aspect of the achievement standard concludes in Year 4.					
Writing and creating	create short written texts, including retelling stories using words and images where appropriate	create short written and/or multimodal texts including recounts of stories with events and characters	create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences	create written and/or multimodal texts including stories to inform, narrate, explain or argue for audiences, relating ideas including relevant details from learnt topics, topics of interest or texts	create written and/or multimodal texts including stories for purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts	create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing and expanding on ideas with supporting details from topics or texts	create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing, explaining and elaborating on relevant ideas from topics or texts	create written and/or multimodal texts, including literary texts, for different purposes and audiences, expressing and expanding on ideas with evidence	create written and/or multimodal texts, including literary texts for different purposes and audiences, expressing and advancing ideas with supporting evidence	create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing and expanding ideas, shaping meaning and providing substantiation	create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing ideas and representations, making connections and providing substantiation

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retell, report information and state their thoughts, feelings and key ideas	report information and experiences, and express opinions	use text structures to organise and link ideas for a purpose	use text structures including paragraphs, and language features including compound sentences, topic-specific vocabulary and literary devices, and/or visual features	use paragraphs to organise and link ideas	use paragraphs to organise, develop and link ideas	use text structures and vary paragraphs to organise, develop and link ideas	adopt text structures to organise, develop and link ideas	select and vary text structures to organise, develop and link ideas	select and experiment with text structures to organise, develop and link ideas	select and experiment with text structures to organise, develop and link ideas and representations
use words and phrases from learning and texts	ideas in their texts may be informative or imaginative and include a small number of details from learnt topics, topics of interest or texts			use language features including complex sentences, topic-specific vocabulary and literary devices, and/or visual features	use language features including complex sentences, tenses, topic-specific vocabulary and literary devices, and/or multimodal features	use and vary language features including sentence structures, topic-specific vocabulary and literary devices, and/or multimodal features	adopt language features including literary devices, and/or multimodal features	select and vary language features including literary devices, and/or multimodal features	select and experiment with language features including literary devices, and experiment with multimodal features	select, vary and experiment with language features including literary devices, and experiment with multimodal features
form letters, spell most consonant–vowel–consonant words and experiment with capital letters and full stops	write simple sentences with sentence boundary punctuation and capital letters for proper nouns	punctuate simple and compound sentences								
	use topic-specific vocabulary	use topic-specific vocabulary								
	write words using unjoined upper-case and lower-case letters	write words using consistently legible unjoined letters	write texts using letters that are accurately formed and consistent in size	write texts using clearly formed letters with developing fluency	This aspect of the achievement standard concludes in Year 4.					
	spell most one- and two-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words	spell words with regular spelling patterns, and use phonic and morphemic knowledge to attempt to spell words with less common patterns	spell multisyllabic words using phonic and morphemic knowledge, and high-frequency words	spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge	spell using phonic, morphemic and grammatical knowledge	spell using phonic, morphemic and grammatical knowledge	This aspect of the achievement standard concludes in Year 6.			

Additional resources

The following resources are also available:

- Prep–Year 6 Mathematics: Sequence of achievement standards

- Years 7–10 Mathematics: Sequence of achievement standards

- Prep–Year 10 Mathematics: Sequence of achievement standard aspects

- Prep–Year 10 Mathematics: Sequence of achievement standard aspects and related content descriptions

- Prep–Year 6 English: Sequence of achievement standards

- Years 7–10 English: Sequence of achievement standards

- Prep–Year 10 English: Sequence of achievement standard aspects and related content descriptions

- Prep–Year 10 Advice: Planning for teaching, learning and assessment.

More information

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