

Comparison of AC v8.4 to v9.0

Year 4: English

Key	same/refined	removed	new	moved
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Note:

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Version 8.4			Version 9.0			
Achievement standard			Achievement standard			
<p>Receptive modes (listening, reading and viewing)</p> <p>By the end of Year 4, students understand that texts have different text structures depending on purpose and context. 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</p> <p>They fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words. They express preferences for particular types of texts, and respond to others' viewpoints. They listen for and share key points in discussions.</p> <p>Productive modes (speaking, writing and creating)</p> <p>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.</p> <p>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, re-reading and editing their work to improve meaning.</p>			<p>By the end of Year 4, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts. They use text structures to organise and link ideas. They use language features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice.</p> <p>They read, view and comprehend texts created to inform, influence and/or engage audiences. They describe how ideas are developed including through characters and events, and how texts reflect contexts. They describe the characteristic features of different text structures. They describe how language features including literary devices, and visual features shape meaning. They read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge.</p> <p>They 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. They use paragraphs to organise and link ideas. They use language features including complex sentences, topic-specific vocabulary and literary devices, and/or visual features. They write texts using clearly formed letters with developing fluency. They spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge.</p>			
Strands	Sub-strands	Content descriptions	Content descriptions	Sub-strands	Strands	
Language	Language variation and change	understand that 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				
	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 their own views and reporting them to a larger group ACELA1488	explore language used to develop relationships in formal and informal situations AC9E4LA01	Language for interacting with others		
		understand differences between the language of opinion and feeling and the language of factual reporting or recording ACELA1489	identify the subjective language of opinion and feeling, and the objective language of factual reporting AC9E4LA02			
	Text structure and organisation	understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience ACELA1490	identify how texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes AC9E4LA03	Text structure and organisation		
		understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives ACELA1491	identify how text connectives including temporal and conditional words, and topic word associations are used to sequence and connect ideas AC9E4LA04			
		identify features of online texts that enhance readability including text, navigation, links, graphics and layout ACELA1793	identify text navigation features of online texts that enhance readability including headlines, drop-down menus, links, graphics and layout AC9E4LA05			
	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	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	Language for expressing and developing ideas	Language	
		investigate how quoted (direct) and reported (indirect) speech work in different types of text ACELA1494	investigate how quoted (direct) and reported (indirect) speech are used AC9E4LA07			
		understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity ACELA1495	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 effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts ACELA1496		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				
	expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources AC9E4LA11					
	recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech	understand that punctuation signals dialogue through quotation marks and that dialogue follows conventions				

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		ACELA1492 Moved from Text structure and organisation	for the use of capital letters, commas and boundary punctuation AC9E4LA12		
Literature	Literature and contexts	make connections between the ways different authors may represent similar storylines, ideas and relationships ACELT1602	recognise similar storylines, ideas and relationships in different contexts in literary texts by First Nations Australian, and wide-ranging Australian and world authors AC9E4LE01	Literature and contexts	Literature
	Responding to literature	discuss literary experiences with others, sharing responses and expressing a point of view ACELT1603	describe the effects of text structures and language features in literary texts when responding to and sharing opinions AC9E4LE02	Engaging with and responding to literature	
		use metalanguage to describe the effects of ideas, text structures and language features of literary texts ACELT1604			
	Examining literature	discuss how 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	discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions AC9E4LE03	Examining literature	
		understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns ACELT1606	examine the use of literary devices and deliberate word play in literary texts, including poetry, to shape meaning AC9E4LE04		
Creating literature	create literary texts that explore students' own experiences and imagining ACELT1607	create and edit literary texts by developing storylines, characters and settings AC9E4LE05	Creating literature		
	create literary texts by developing storylines, characters and settings ACELT1794				
Literacy	Texts in context	identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts ACELY1686	compare texts from different times with similar purposes and audiences to identify similarities and differences in their depictions of events AC9E4LY01	Texts in context	Literacy
	Interacting with others	interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information ACELY1687	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	Interacting with others	
		use interaction skills such as acknowledging another's 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 clearly and coherently ACELY1688			
	Interpreting, analysing and evaluating	identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text ACELY1690	identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text AC9E4LY03	Analysing, interpreting and evaluating	
		read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing ACELY1691	read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when needed AC9E4LY04		
		use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts ACELY1692	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		
	Creating texts	plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features ACELY1694	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	Creating texts	
		plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences ACELY1689 Moved from Interacting with others	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		
		write using clearly-formed joined letters, and develop increased fluency and automaticity ACELY1696	write words using clearly formed joined letters, with developing fluency and automaticity AC9E4LY08		
		re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure ACELY1695			
	use a range of software including word processing programs to construct, edit and publish written text,				

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	and select, edit and place visual, print and audio elements ACELY1697		
Moved from Language strand Phonics and word knowledge	understand how to use phonic knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes ACELA1828	understand how to use and apply phonological and morphological knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes AC9E4LY09	Phonic and word knowledge
	understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words ACELA1779	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	
	read and write a large core of high frequency words including homophones and know how to use context to identify correct spelling ACELA1780	read and write high frequency words including homophones and know how to use context to identify correct spelling AC9E4LY11	

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