

ENGLISH			
By the end of Year 3	By the end of Year 5	By the end of Year 7	By the end of Year 9
<p>Students use their imagination and creativity to interpret and construct English texts that share ideas about their experiences, and to make sense of familiar topics in real and imagined worlds. They identify how people, characters, places, events and things are represented in texts, including in Aboriginal texts and Torres Strait Islander texts. They see the place of English in people’s work and community lives.</p> <p>Students use the essential processes of <b>Ways of working</b> to develop and demonstrate their <b>Knowledge and understanding</b>. They individually and collaboratively develop their ability to interpret and construct texts by identifying the audience, subject matter and purpose, and by applying their understanding of language elements and texts. They develop an understanding of the interconnectedness between speaking, listening, reading, viewing, writing and designing, and how they see themselves as users of English. They reflect on their understanding of English in everyday situations.</p> <p>Students use tools and technologies, including information and communication technologies (ICTs). They explore the use of ICTs to assist when interpreting and constructing texts.</p> <p>Students demonstrate evidence of their learning over time in relation to the following assessable elements:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding</li> <li>• interpreting texts</li> <li>• constructing texts</li> <li>• appreciating texts</li> <li>• reflecting.</li> </ul>	<p>Students use their imagination and creativity to interpret and construct English texts that share their experiences of the world, to explore ideas and information, and to make sense of topics and issues beyond their immediate experience. They identify how people, characters, places, events and things are represented in particular or chosen ways. This includes considering whether Aboriginal and Torres Strait Islander knowledges, peoples, places, events and things have been included or excluded in texts. Students recognise how English develops their capacity to participate or work effectively in their communities.</p> <p>Students use the essential processes of <b>Ways of working</b> to develop and demonstrate their <b>Knowledge and understanding</b>. They individually and collaboratively interpret and construct texts by identifying the audience, subject matter and purpose, and by applying their understanding of language elements and texts. They develop an understanding of the interconnectedness between speaking, listening, reading, viewing, writing and designing, and how they see themselves as users of English. They reflect on their understanding and ways of improving their use of English.</p> <p>Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They make use of ICTs when interpreting and constructing texts.</p> <p>Students demonstrate evidence of their learning over time in relation to the following assessable elements:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding</li> <li>• interpreting texts</li> <li>• constructing texts</li> <li>• appreciating texts</li> <li>• reflecting.</li> </ul>	<p>Students use their imagination, creativity and personal views of the world to make sense of significant issues and events that are of interest to them. They identify how people, characters, places, events, things and issues are represented in texts to position audiences. They understand that Aboriginal and Torres Strait Islander knowledges, peoples, cultures and events are represented in different ways in Aboriginal texts, Torres Strait Islander texts and English texts. They recognise how English relates to their own lives and to cultural issues within the wider community.</p> <p>Students use the essential processes of <b>Ways of working</b> to develop and demonstrate their <b>Knowledge and understanding</b>. They individually and collaboratively interpret and construct texts by understanding the audience, subject matter and purpose, and by applying their knowledge of language elements and texts. They develop an understanding of the interconnectedness between speaking, listening, reading, viewing, writing and designing, and how they see themselves as users of English. They reflect on language choices and how they can apply their learning to future applications.</p> <p>Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They use ICTs as an integral component of their learning when interpreting and constructing texts.</p> <p>Students demonstrate evidence of their learning over time in relation to the following assessable elements:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding</li> <li>• interpreting texts</li> <li>• constructing texts</li> <li>• appreciating texts</li> <li>• reflecting.</li> </ul>	<p>Students use their imagination, creativity and world views to interpret and construct English texts that share their ideas, persuade audiences and address issues and events in their own lives and communities. They recognise how English relates to shared cultural understandings, and to local, national and global settings. They analyse and evaluate how texts position audiences to view people, characters, places, events, things, issues and ideas in particular ways and with particular implications and impacts. They evaluate how a variety of texts represent Aboriginal knowledges, peoples, cultures and events, and Torres Strait Islander knowledges, peoples, cultures and events.</p> <p>Students use the essential processes of <b>Ways of working</b> to develop and demonstrate their <b>Knowledge and understanding</b>. They individually and collaboratively interpret and construct texts by understanding and manipulating language elements to position the audience and suit their subject matter and purpose. They develop an understanding of the interconnectedness between speaking, listening, reading, viewing, writing and designing, and how they see themselves as users of English. They reflect on their own and others’ language choices to achieve particular purposes, and how they can apply their learning in future applications.</p> <p>Students select and use a range of tools and technologies, including information and communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs when interpreting and constructing texts.</p> <p>Students demonstrate evidence of their learning over time in relation to the following assessable elements:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding</li> <li>• interpreting texts</li> <li>• constructing texts</li> <li>• appreciating texts</li> <li>• reflecting.</li> </ul>