

**Copyright and Terms of Use Statement**

**© Australian Curriculum, Assessment and Reporting Authority 2025**

The material published in this work is subject to copyright pursuant to the Copyright Act 1968 (Cth) and is owned by the Australian Curriculum, Assessment and Reporting Authority (ACARA) (except to the extent that copyright is held by another party, as indicated).

The viewing, downloading, displaying, printing, reproducing (such as by making photocopies) and distributing of these materials is permitted only to the extent permitted by, and is subject to the conditions imposed by, the terms and conditions of using the ACARA website (see, especially, clauses 2, 3 and 4 of those terms and conditions). The terms and conditions can be viewed at [https://www.acara.edu.au/contact-us/copyright](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.acara.edu.au%2Fcontact-us%2Fcopyright&data=04%7C01%7CSharon.Foster%40acara.edu.au%7C9931e11fa7684c603e6308d98331bbfb%7C6cf76a3aa824427092003d71673ec678%7C0%7C0%7C637685071906340874%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=U5O4Vlbpf271IGmGiMh7fDwU4pLzzAiHpCQFylkp6s4%3D&reserved=0)

**TABLE OF CONTENTS**

[CURRICULUM ELEMENTS 3](#_Toc94513087)

[Foundation 3](#_Toc94513088)

[Year 1 11](#_Toc94513089)

[Year 2 20](#_Toc94513090)

[Year 3 28](#_Toc94513091)

[Year 4 36](#_Toc94513092)

[Year 5 45](#_Toc94513093)

[Year 6 53](#_Toc94513094)

CURRICULUM ELEMENTS

Foundation

|  |
| --- |
| **Year level description** |
| The English curriculum is built around the 3 interrelated strands of *Language, Literature* and *Literacy*. Together, the 3 strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.  In the Foundation year, learning in English builds on the Early Years Learning Framework and each student’s prior knowledge and experiences. Students understand that English is the shared language of the learning environment, used to interact and communicate with familiar audiences for different purposes.  Students engage with a variety of texts for enjoyment. They participate in shared reading, viewing and storytelling. Spoken, written and multimodal texts may include traditional oral texts, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, multimodal texts and dramatic performances. The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.  Foundation students develop their reading in a text-rich environment through engagement with a range of texts. This range includes literature that expands and reflects their world, and texts that support learning in English and across the curriculum. Beginning readers start with and practise reading using decodable texts that align with phonic development. These texts systematically introduce words with a limited number of grapheme–phoneme correspondences and add grapheme–phoneme correspondences as proficiency develops. Developing readers engage with some authentic texts that involve straightforward sequences of events and everyday happenings, some less familiar content, a small range of language features including simple and compound sentences, high-frequency words, and other words that can be decoded using developing phonic knowledge.  Foundation students create short imaginative and informative texts that may include pictorial representations, short statements, performances and short recounts, for a small range of purposes and audiences. |
| **Achievement standard** |
| By the end of Foundation, students listen to texts, interact with others and create short spoken texts, including retelling stories. They share thoughts and preferences, retell events and report information or key ideas to an audience. They use language features including words and phrases from learning and texts. They listen for and identify rhymes, letter patterns and sounds (phonemes) in words. They orally blend and segment phonemes in single-syllable words.  They read, view and comprehend texts, making connections between characters, settings and events, and to personal experiences. They identify the language features of texts including connections between print and images. They name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs). They read words including consonant–vowel–consonant words and some high-frequency words.  They create short written texts, including retelling stories using words and images where appropriate. They retell, report information and state their thoughts, feelings and key ideas. They use words and phrases from learning and texts. They form letters, spell most consonant–vowel–consonant words and experiment with capital letters and full stops. |

|  |  |  |
| --- | --- | --- |
| **Strand: Language** | | **Foundation** |
| **Sub-strand: Language for interacting with others** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| explore how language is used differently at home and school depending on the relationships between people  AC9EFLA01 | * asking relevant questions, and expressing requests and opinions in ways that suit the contexts * learning to use language according to the relationship between people; for example, between a parent and a child, a teacher and a student, siblings or friends, shopkeepers and customers   *EAL/D students may benefit from:*   * models of the language used in informal peer conversations and more formal teacher/student dialogue | |
| explore different ways of using language to express preferences, likes and dislikes  AC9EFLA02 | * recognising how feelings and preferences might be communicated in speech and gesture * recognising the ways emotions and feelings can be conveyed in visual and media texts; for example, in advertising and animations   *EAL/D students may benefit from:*   * using visual supports and role play to model expressing feelings and preferences | |
| **Sub-strand: Text structure and organisation** | | |
| understand that texts can take many forms such as signs, books and digital texts  AC9EFLA03 | * comparing images in informative and imaginative texts, and identifying similarities and differences * comparing different ways information might be presented; for example, on a sign or in a set of instructions * identifying different forms of texts in school, home and community settings; for example, crossing signs, hand washing signs, directions and product labels * understanding that many First Nations Australians’ stories are oral narrations and cultural accounts, and may be represented as or with images * *EAL/D students may benefit from:* * sharing texts from the students’ culture and home language | |
| understand conventions of print and screen, including how books and simple digital texts are usually organised  AC9EFLA04 | * learning that Standard Australian English in written texts is read from left to right and usually from top to bottom of the page * identifying tabs in a digital text * discussing the placement of images and words in text * indicating the title of a book and where to start reading   EAL/D students may benefit from:   * demonstrations of the print representation of spoken texts | |

|  |  |
| --- | --- |
| **Sub-strand: Language for expressing and developing ideas** | |
| recognise that sentences are key units for expressing ideas  AC9EFLA05 | * learning that word order in sentences is important for meaning; for example, “The boy sat on the dog.” “The dog sat on the boy.” * recognising the difference between a sentence fragment and a sentence; for example, “after school”, “Dad will pick me up after school.”   *EAL/D students may benefit from:*   * repeated oral models of a range of sentences and opportunities to practise them |
| recognise that sentences are made up of groups of words that work together in particular ways to make meaning  AC9EFLA06 | * learning how words in a sentence relate to one another; for example, connecting a cat (noun) to ate (verb), or black (adjective) to a cat (noun)   EAL/D students may benefit from:   * practising sentences supported with gestures, objects and images to demonstrate the meaning of any new vocabulary |
| explore the contribution of images and words to meaning in stories and informative texts  AC9EFLA07 | * recognising that texts can be interpreted differently when only the words or only the images are read or viewed * identifying where written text is reflected in accompanying images and where written text is not captured in images   *EAL/D students may benefit from:*   * use of images that are culturally sensitive or support in understanding images which have a cultural context |
| recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school  AC9EFLA08 | * identifying learning area–specific words when learning new topics or engaging in imaginative play; for example, role-playing a shopkeeper and a customer * identifying words for a topic studied at school; for example, words relevant to the topic of families * expanding vocabulary through informal interactions and planned experiences with adults and peers, texts, images, and artefacts or objects   *EAL/D students may benefit from:*   * learning words in meaningful groups such as adjective + noun with visual and physical prompts |
| 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 sentences while punctuation marks signal the end  AC9EFLA09 | * commenting on capital letters encountered in everyday texts; for example, “That’s the letter that starts my name.” “The name of my family and my town have capital letters.   *EAL/D students may benefit from:*   * understanding the relationship between the symbol, its meaning and its function through teacher modelling when reading aloud. |

|  |  |  |
| --- | --- | --- |
| **Strand: Literature** | | **Foundation** |
| **Sub-strand: Literature and contexts** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| 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 | * engaging with texts that reflect the social and cultural groups to which students belong * comparing experiences depicted in stories by wide-ranging world authors with own experiences * viewing stories by First Nations Australian storytellers from print, visual, digital and multimodal sources * engaging with texts that portray Australian family life in different settings across Australia; for example, suburban and remote settings * identifying some features of culture that are revealed by characters and events in stories; for example, dress, food and daily routines | |
| **Sub-strand: Engaging with and responding to literature** | | |
| respond to stories and share feelings and thoughts about their events and characters  AC9EFLE02 | * using drawing and beginning forms of writing to express personal responses to stories, poems or films * discussing events and characters in texts, and connecting them to their own experiences | |
| **Sub-strand: Examining literature** | | |
| recognise different types of literary texts and identify features including events, characters, and beginnings and endings  AC9EFLE03 | * recognising that stories often have similar beginnings; for example, “Once upon a time”, “A long, long time ago” in fairytales or introducing the character: “A girl called Amira …” * exploring literature by First Nations Australian authors and their cultural patterns of storytelling * identifying how stories are told in poetry * identifying typical features of fairytales such as princes and princesses or the moral of the story | |
| explore and replicate the rhythms and sound patterns of literary texts such as poems, rhymes and songs  AC9EFLE04 | * using music and actions to enhance appreciation of rhymes, poems, chants and songs * reciting rhymes with actions * exploring rhythms used in poems by First Nations Australians | |
| **Sub-strand: Creating literature** | | |
| retell and adapt familiar literary texts through play, performance, images or writing  AC9EFLE05 | * drawing and role-playing characters or events * sequencing pictures, which may involve using digital tools, to retell a story   *EAL/D students may benefit from:*   * modelling of past tense verbs, particularly common irregular verbs, such as ‘went’ ‘saw’ ‘took’ | |

|  |  |  |
| --- | --- | --- |
| **Strand: Literacy** | | **Foundation** |
| **Sub-strand: Texts in context** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| identify some familiar texts, such as stories and informative texts, and their purpose  AC9EFLY01 | * recognising symbols in everyday environments and discussing why they are used; for example, exit signs, school crossing signs, emblems or badges on school uniforms * using book covers to group imaginative and informative texts * grouping texts according to topic; for example, grouping a set of texts, which may include informative and imaginative texts, about farm animals | |
| **Sub-strand: Interacting with others** | | |
| interact in informal and structured situations by listening while others speak and using features of voice including volume levels  AC9EFLY02 | * exchanging ideas with peers in pairs and small groups, engaging in class discussions, listening to others and contributing ideas * showing understanding of appropriate listening behaviour, such as listening without interrupting, and looking at the speaker, if culturally appropriate * altering volume for inside and outside situations and when speaking to an audience * participating in informal interaction situations; for example, play-based experiences that involve the imaginative use of spoken language * listening to and following instructions   *EAL/D students may benefit from:*   * supported interaction in pairs or smaller groups to model the language required for learning until they gain confidence * modelling of how questions are formed and opportunities to practise question structures orally | |

|  |  |
| --- | --- |
| **Sub-strand: Analysing, interpreting and evaluating** | |
| identify some differences between imaginative and informative texts  AC9EFLY03 | * talking about what is “real” and what is imagined in texts * identifying and selecting texts for information purposes and commenting on how the text might help with a task * comparing images in imaginative texts with images in informative texts |
| read decodable and authentic texts using developing phonic knowledge, and monitor meaning using context and emerging grammatical knowledge  AC9EFLY04 | * navigating a text correctly, starting at the right place and reading in the right direction, returning to the next line as needed and matching one spoken word to one written word * attempting to work out unknown words by using phonic decoding and knowledge of high-frequency words * pausing or asking for support when meaning breaks down   *EAL/D students may benefit from:*   * reading texts that make use of repetition of vocabulary and syntax so that the vocabulary load is more manageable |
| use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently  AC9EFLY05 | * sequencing ideas in spoken texts, retelling well-known stories, retelling stories with picture cues, retelling information using prompts * listening for specific purposes; for example, details of a character or to answer a given question * relating one or two key facts from informative texts * retelling events from First Nations Australians’ stories and cultural accounts in sequence * predicting what might happen in a text based on the title and cover   *EAL/D students may benefit from:*   * unpacking and linking unfamiliar or new ideas to prior knowledge using visuals, before, during and after reading |
| **Sub-strand: 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 | * using beginning writing knowledge, sound–letter relationships, known words and punctuation to create short texts * using writing and drawing, which may include digital tools, to represent and communicate personal responses to ideas and events experienced through texts * “reading” their own texts back to an experienced writer * participating in shared editing by circling the capital letters at the beginning of sentences   *EAL/D students may benefit from:*   * being given alternative ways to communicate and develop ideas as a transition to creating written texts, for example drawing and sequencing ideas |
| create and deliver short spoken texts to report ideas and events to peers, using features of voice such as appropriate volume  AC9EFLY07 | * sharing a personal experience, interest or discovery with peers in a semi-formal situation * sharing personal responses to ideas and events experienced through texts * using visual prompts to practise staying on topic or to sequence ideas   EAL/D students may benefit from:   * listening activities which demonstrate volume, pace and intonation * use of talk scaffolds |
| form most lower-case and upper-case letters using learnt letter formations  AC9EFLY08 | * following clear demonstrations of how to construct each letter; for example, where to start and in which direction to write * developing a functional pencil grip/grasp |
| **Sub-strand: Phonic and word knowledge** | |
| recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness)  AC9EFLY09 | * recognising and producing rhyming words when listening to rhyming stories or rhymes; for example, “funny” and “money” * identifying patterns of alliteration in spoken words; for example, “helpful Henry” * identifying syllables in spoken words; for example, clapping the rhythm of “Mon-day”, “Ja-cob” or “Si-en-na”   *EAL/D students may benefit from:*   * beginning with rhyming words that the students are already familiar with; for example “bat”; ‘”hat” |
| 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 | * saying the sounds when given a word; for example, “can” (“c-a-n”) or “ship” (“sh-i-p”) * saying the word when given the sounds; for example, “l-i-p” (“lip”) or “m-u-n-ch” (“munch”) * saying the new word when the beginning phoneme/medial/end phoneme in a word is replaced with a different phoneme; for example, “run” becomes “fun”, or “fun” becomes “fan” |
| recognise and name all upper- and lower-case letters (graphs) and know the most common sound that each letter represents  AC9EFLY11 | * recognising letters in own name * matching upper- and lower-case letters * identifying sounds for upper- and lower-case letters   *EAL/D students may benefit from:*   * understanding the purpose of upper- and lower-case letters, which are not a feature of all languages |
| write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words  AC9EFLY12 |  |
| use knowledge of letters and sounds to spell words  AC9EFLY13 | * making plausible spelling choices using letter–sound correspondences and morphemic knowledge   *EAL/D students may benefit from:*   * opportunities to identify letters and sounds in the classroom print environment: for example, “d’ in door |
| read and write some high-frequency words and other familiar words  AC9EFLY14 | * knowing how to read and write some high-frequency words recognised in shared texts and texts being read independently; for example, “and”, “my”, “is”, “the” and “go” * knowing how to read and write some familiar words; for example, their name, the name of a character or the name of their school   EAL/D students may benefit from:   * ensuring students understand the words before writing |
| understand that words are units of meaning and can be made of more than one meaningful part  AC9EFLY15 | * learning that words are made up of meaningful parts; for example, “dogs” has 2 meaningful parts: “dog” and “s” meaning more than one |

Year 1

|  |
| --- |
| **Year level description** |
| The English curriculum is built around the 3 interrelated strands of *Language, Literature* and *Literacy*. Teaching and learning programs should balance and integrate all 3 strands. Together, the 3 strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.  In Year 1, students learn that language is communicated in ways that meet the needs of diverse learners. They learn to interact with familiar audiences for different purposes.  Students engage with a variety of texts for enjoyment. They listen to, read and view spoken, written and multimodal texts. Texts may include picture books, various types of stories, rhyming verse, poetry, non-fiction, various types of information texts, short films and animations, 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 the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.  Year 1 students develop their reading in a text-rich environment through engagement with a range of texts. This range includes literature that expands and reflects their world and texts that support learning in English and across the curriculum. Some students will continue to practise their reading with decodable texts that align with phonic development. These texts systematically introduce words with grapheme–phoneme correspondences. Developing readers engage with authentic texts that support and extend them as independent readers. These texts include straightforward sequences of events and everyday happenings with recognisably realistic or imaginary characters. Informative texts, with illustrations and diagrams, present a small amount of new content about familiar topics of interest and topics being studied in other learning areas. These texts use a small range of language features including simple and compound sentences, some unfamiliar vocabulary, high-frequency words and other words that need to be decoded using developing phonic knowledge.  Year 1 students create short texts whose purposes may be imaginative, informative and persuasive. These texts may explain simple procedures, recount real or imagined events or experiences, report and describe learning area content, retell stories, express opinions, and describe real or imagined people, places or things for an audience. |
| **Achievement standard** |
| By the end of Year 1, students interact with others, and listen to and create short spoken texts including recounts of stories. They 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. They sequence ideas and use language features including topic-specific vocabulary and features of voice.  They read, view and comprehend texts, monitoring meaning and making connections between the depiction of characters, settings and events, and to personal experiences. They identify the text structures of familiar narrative and informative texts, and their language features and visual features. They blend short vowels, common long vowels, consonants and digraphs to read one-syllable words. They read one- and two-syllable words with common letter patterns, and an increasing number of high-frequency words. They use sentence boundary punctuation to read with developing phrasing and fluency.  They create short written and/or multimodal texts including recounts of stories with events and characters. They report information and experiences, and express opinions. Ideas in their texts may be informative or imaginative and include a small number of details from learnt topics, topics of interest or texts. They write simple sentences with sentence boundary punctuation and capital letters for proper nouns. They use topic-specific vocabulary. They write words using unjoined upper-case and lower-case letters. They spell most one- and two-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words. |

|  |  |  |
| --- | --- | --- |
| **Strand: Language** | | **Year 1** |
| **Sub-strand: Language for interacting with others** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| 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 | * recognising the effects of words, signing, gestures and body language on the way communications are received by others * understanding that symbols, gestures and body language are key components of communication in First Nations Australian communities * viewing short films and discussing how characters use words and body language to convey emotions * learning the difference between closed questions; for example, “Are you ready?”, and open questions; for example, “What made this text so exciting?”   *EAL/D students may benefit from:*   * understanding how gestures may have different meanings in different cultural contexts | |
| explore language to provide reasons for likes, dislikes and preferences  AC9E1LA02 | * using words including “because” to introduce reasons for likes, dislikes and preferences * exploring comparative words (adjectives) to express the degree of preference; for example, “better”, “faster”   *EAL/D students may benefit from:*   * practising how to turn simple statements into questions; for example, “I like noodles.” ‘Do you like noodles?” * learning language to express negative responses, for example ‘I don’t like noodles.’ | |
| **Sub-strand: Text structure and organisation** | | |
| explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain  AC9E1LA03 | * discussing and comparing the purposes and organisation of familiar texts * becoming familiar with the typical stages of types of texts; for example, recount and procedure * recognising that the structure of a text may include words and pictures; for example, an informative text may include words, illustrations and diagrams | |
| explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs  AC9E1LA04 | * identifying patterns of repetition in texts; for example, repetition of sentence patterns such as “Have you seen …” * discussing different poems and identifying rhyme; for example, end of line rhyme | |
| 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 | * comparing the layout of print and digital texts; for example, the layout of print and images in an information book and the layout of information in an online text | |
| **Sub-strand: Language for expressing and developing ideas** | | |
| understand that a simple sentence consists of a single independent clause representing a single event or idea  AC9E1LA06 | * knowing that a single event or idea can include a process, a happening or a state (verb), the participant or who or what is involved (noun group/phrase), and the surrounding circumstances (adverb group/phrase); for example, “Teddy (the participant: who or what is involved) read (a process, a happening or a state) the book (surrounding circumstances).” * understanding that simple sentences answer questions such as, “what is happening?” and “who or what is involved?” along with details such as “where?”, “when?”, “how?”   *EAL/D students may benefit from:*   * opportunities to differentiate simple sentences from sentence fragments; for example “Is this a sentence? “In the playground”, Is this a sentence? “Ali is playing in the playground.” “ * using colour coding or visuals to demonstrate subject and verb to create a sentence, then building in the object and further information using questions as prompts | |
| 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 | * understanding that words or groups of words can represent the participants (nouns; for example, people, places, things) that are involved in various activities or processes (verbs of doing, saying, thinking, being) and the details or circumstances surrounding the activity (adjectives and adverbs that answer “when?”, “where?”, “how?”) * recognising how a sentence can be made more specific by adding adjectives, adverbs and precise verbs   *EAL/D students may benefit from:*   * deconstructing and reconstructing sentences into ‘chunks’, not just individual words; for example adjectives and nouns grouped together * using colour-coding to demonstrate parts of sentences and types of words | |
| compare how images in different types of texts contribute to meaning  AC9E1LA08 | * comparing images from texts where images of the same subject are represented differently; for example, a cartoon image of an animal, a photograph of an animal and a digital image of an animal in an advertisement * understanding how authors and illustrators build up meaning across a sequence of images * understanding that some images convey meaning that is not included in the accompanying written text; for example, a diagram shows information about how parts of a plant are connected, which is not explained in the print text * exploring images in stories and cultural accounts by First Nations Australian authors and discussing the impact this may have | |
| recognise the vocabulary of learning area topics  AC9E1LA09 | * *using appropriate topic-specific vocabulary when discussing a learning area topic* * *using appropriate vocabulary for an Acknowledgement of Country at assemblies and other school events using protocols to recognise the Traditional Owners of Country or Place* * *identifying words for topics studied at school; for example, vocabulary used for weather and seasons*   EAL/D students may benefit from:   * using images or concrete objects or bilingual word lists to build and practise vocabulary * using visuals and real-life experiences to learn new vocabulary | |
| understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns  AC9E1LA10 | * using intonation and pauses in response to punctuation, when reading * identifying different sentence boundary punctuation, when reading * writing different types of sentences; for example, statements and questions, and discussing appropriate punctuation * identifying and using capital letters to name places and holidays | |

|  |  |  |
| --- | --- | --- |
| **Strand: Literature** | | **Year 1** |
| **Sub-strand: Literature and contexts** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| 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 | * discussing how animal characters reflect human characteristics; for example, the creation of animal characters and their human qualities in fables by wide-ranging world authors * discussing how characters, settings and events are described or depicted in literature by First Nations Australian authors and illustrators * discussing the events associated with Australian animal characters and what is learnt about their characters in picture books from wide-ranging Australian authors   *EAL/D students may benefit from:*   * inclusion of texts which reflect their own culture and language or are written or illustrated by Australians who share their cultural and linguistic background * mixing and matching character or setting pictures to written descriptions using learnt vocabulary | |

|  |  |
| --- | --- |
| **Sub-strand: Engaging with and responding to literature** | |
| discuss literary texts and share responses by making connections with students’ own experiences  AC9E1LE02 | * generating questions about characters, settings and events from books and sharing responses * discussing different texts and offering opinions about how they reflect their own experiences * expressing responses to characters and events in stories using drawing and role-play * identifying who is telling the story in different texts |
| **Sub-strand: Examining literature** | |
| discuss plot, character and setting, which are features of stories  AC9E1LE03 | * recognising similar characters and settings in different types of literary texts; for example, traditional tales, narrative poems and fables * discussing whether features of settings including time (year, season) and place (country or city) are realistic or imagined * discussing how plots develop, including beginnings (orientation), how the problem (complication) is introduced and solved (resolution)   *EAL/D students may benefit from:*   * hearing models of language, through role play and authentic experiences for commenting on texts; for example cause and effect sentences such as “The dogs were scared because the cat hissed at them.” * hearing models of sentence patterns that they can adapt by inserting the appropriate words and phrases; for example There are \_\_\_\_\_ (three) characters in this story. A \_\_\_\_\_\_\_\_\_\_\_, (a lazy cat )a\_\_\_\_\_\_\_\_\_\_\_(smart dog) and a \_\_\_\_\_\_\_\_\_\_\_. (girl called Izzy).” |
| listen to and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme  AC9E1LE04 | * listening to performance poetry, chants or songs from First Nations Australians * exploring poetry, chants and songs from Asian cultures * listening to haiku poems about familiar topics such as nature and the seasons |
| **Sub-strand: Creating literature** | |
| 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 | * writing character descriptions * imitating a characteristic piece of speech or dialogue, or the attitudes or expressions of favourite characters in texts * retelling key events in stories using oral language, visual arts, digital tools or performance   *EAL/D students may benefit from:*   * sequencing sentence cards to retell a story * identifying verbs and simple temporal connectives |

|  |  |  |
| --- | --- | --- |
| **Strand: Literacy** | | **Year 1** |
| **Sub-strand: Texts in context** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| discuss different texts and identify some features that indicate their purposes  AC9E1LY01 | * discussing a range of texts encountered in school and in the community, and identifying their purpose * recognising that types of texts with similar purposes usually have predictable structures   *EAL/D students may benefit from:*   * using images and visual cues to identify text purpose; for example diagrams are likely to indicate an informative text | |
| **Sub-strand: Interacting with others** | | |
| 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 | * using turn-taking in group and pair work * building a conversation by staying on topic, supporting other speakers, eliciting responses, listening supportively and attentively, asking relevant questions, providing useful feedback and prompting * participating in informal and structured class, group and pair discussions about content area topics, ideas and information * interacting appropriately with peers, teachers and visitors * formulating different types of questions to ask a speaker, such as open and closed questions and “when”, “why” and “how” questions   *EAL/D students may benefit from:*  interacting in pairs or smaller groups use role play; cue cards or Readers Theatre and encourage the use of both home languages or dialects as well as English to develop confidence | |
| **Sub-strand: Analysing, interpreting and evaluating** | | |
| describe some similarities and differences between imaginative, informative and persuasive texts  AC9E1LY03 | * comparing and discussing texts, identifying some features that distinguish those that “tell stories” from those that “give opinions” * selecting texts for a particular purpose or task; for example, a website that will give information about a learning area topic, a book that will tell a story about an animal | |
| read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and monitoring meaning using context and grammatical knowledge  AC9E1LY04 | * recognising most high-frequency words when reading a text * self-correcting or asking for assistance when meaning breaks down | |
| 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 | * identifying information and details from spoken informative texts * building topic knowledge and learning new vocabulary before and during reading * making predictions from the cover, from illustrations and at points in the text before reading on, and confirming and adjusting understanding after reading * drawing inferences and explaining inferences using clues from the text * making connections with existing knowledge and personal experiences   *EAL/D students may benefit from:*   * explanations of any unfamiliar cultural references in a text; for example swimming lessons | |
| **Sub-strand: Creating texts** | | |
| 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 | * applying emerging knowledge of text structure and grammar when creating text * using learning area vocabulary when creating text * creating digital images and composing a story or information sequence on screen using images and captions * adding or deleting words on a page or screen to improve meaning; for example, adding an adjective to add meaning to a noun * beginning to use dictionaries and resources to check and correct spelling * identifying words that might not be spelt correctly   *EAL/D students may benefit from:*   * additional support with the grammatical structures needed for different types of writing; for example using past tense in recounts. * modelling of the drafting and editing process | |
| 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 | * reporting the results of group activities * explaining how to do or make something * giving short oral presentations about areas of interest or content area topics, speaking clearly and with appropriate volume, and using content-specific vocabulary * experimenting with volume and pace for particular purposes; for example, presenting information, retelling stories, and reciting rhymes and poems * giving reasons why the class should learn a particular game   *EAL/D students may benefit from:*   * opportunities to hear other students, who are proficient in SAE give presentations, so they have a model of appropriate volume, pace, gesture. * practising and presenting to a partner | |
| write words using unjoined lower-case and upper-case letters  AC9E1LY08 | * continuing to develop a functional pencil grip/grasp | |
| **Sub-strand: Phonic and word knowledge** | | |
| segment words into separate phonemes (sounds) including consonant blends or clusters at the beginnings and ends of words (phonological awareness)  AC9E1LY09 | * saying sounds in order for a given spoken word; for example, “s-p-oo-n” and “f-i-s-t”   *EAL/D students may benefit from:*   * opportunities to repeat the teacher’s examples of segmented words and practise different combinations of sounds which can be achieved by reading rhythmic, rhyming texts like picture books or poems and singing and reciting poems and rhymes with the word on display * practising different combinations of sounds | |
| orally manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness)  AC9E1LY10 | * adding, substituting or deleting phonemes in any position in one-syllable words with up to 4 phonemes * substituting medial sounds in spoken words to make new words; for example, “pin”, “pen”, “pan” * substituting final sounds in spoken words; for example, substitute the “t” in “pet” with “g” to form a new word “peg”   *EAL/D students may benefit from:*   * models of how sounds are pronounced in English, including showing lip and tongue positions | |
| use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words  AC9E1LY11 | * using knowledge of letters and sounds to write words with short vowels; for example, “man”, and common long vowel sounds; for example, “time” * using knowledge of letter sounds to write single-syllable words with consonant digraphs and consonant blends; for example, “wish” and “rest” | |
| understand that a letter can represent more than one sound and that a syllable must contain a vowel sound  AC9E1LY12 | * recognising that letters can have more than one sound; for example, the letter “u” in “cut”, “put”, “use” and the letter “a” in “cat”, “father”, “any” * recognising sounds that can be produced by different letters; for example, the “s” sound in “sat” and “cent”   *EAL/D students may benefit from:*   * using a colour coding or highlighting system to identify where the same sound is created using different letters; for example “bee”, “tea” | |
| spell one- and two-syllable words with common letter patterns  AC9E1LY13 | * writing one- and two-syllable words containing known blends; for example, “bl” and “st”   *EAL/D students may benefit from:*   * building word banks and co-constructing anchor charts to show a phoneme (sound), along with its different grapheme (letter) matches, with attention to the meaning and use of known words, for example bed, head | |
| read and write an increasing number of high-frequency words  AC9E1LY14 | * learning an increasing number of high-frequency words and reading them independently; for example, “one”, “have” and “pretty” | |
| recognise and know how to use grammatical morphemes to create word families  AC9E1LY15 | * building word families from common morphemes; for example, “play”, “plays”, “playing”, “played”, “playground” * using morphemes to read words; for example, by recognising the base word in words such as “walk-ed” | |

Year 2

|  |
| --- |
| **Year level description** |
| The English curriculum is built around the 3 interrelated strands of *Language, Literature* and *Literacy*. Teaching and learning programs should balance and integrate all 3 strands. Together, the 3 strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.  In Year 2, students learn that there are different modes of communication with distinct features that can be used when sharing ideas, thoughts and opinions with familiar audiences for different purposes.  Students engage with a variety of texts for enjoyment. They listen to, read and view spoken, written and multimodal texts that may be imaginative, informative and persuasive. Texts may include oral texts, picture books, various types of print and digital stories, simple chapter books, rhyming verse, poetry, non-fiction, various types of information texts, short films and animations, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.  As Year 2 students transition to become independent readers, they continue to develop their decoding and comprehension skills, using a range of texts. Informative texts present new content about topics of interest and topics being studied in other learning areas, and may include illustrations and diagrams that extend the text. Literary texts may include sequences of events that span several pages, unusual happenings within a framework of familiar experiences and may include images that extend meaning. These texts include language features such as varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency words, more complex words that need to be decoded using phonic and morphemic knowledge, and a range of punctuation conventions.  The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.  Year 2 students create texts whose purposes may be imaginative, informative and persuasive. Texts created may include recounts of stories and experiences, reports and explanations of learning area content, explanations of simple processes, and expressions of opinions about texts or experiences, including supporting reasons. These texts are created for an audience. |
| **Achievement standard** |
| By the end of Year 2, students interact with others, and listen to and create spoken texts including stories. They 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. They organise and link ideas, and use language features including topic-specific vocabulary and features of voice.  They read, view and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through characters and events. They describe how similar topics and information are presented through the structure of narrative and informative texts, and identify their language features and visual features. They use phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words. They use punctuation for phrasing and fluency.  They create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences. They use text structures to organise and link ideas for a purpose. They punctuate simple and compound sentences. They use topic-specific vocabulary. They write words using consistently legible unjoined letters. They spell words with regular spelling patterns, and use phonic and morphemic knowledge to attempt to spell words with less common patterns. |

|  |  |  |
| --- | --- | --- |
| **Strand: Language** | | **Year 2** |
| **Sub-strand: Language for interacting with others** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| investigate how interpersonal language choices vary depending on the context, including the different roles taken on in interactions  AC9E2LA01 | * exploring culturally specific greetings and expressions of politeness * exploring First Nations Australian cultural protocols in Welcome to Country and Acknowledgement of Country, and the greeting words used by local First Nations Australians * exploring how familiarity with a group or individual influences language choices   *EAL/D students may benefit from:*   * support to interpret and use gesture and body language * demonstrations of use of interactions in a range of contexts | |
| explore how language can be used for appreciating texts and providing reasons for preferences  AC9E2LA02 | * exploring how language is used to appreciate texts using more precise vocabulary; for example, “I liked how the author described the setting because …” * exploring verbs used to express degree of preference; for example, “liked, “preferred”, “enjoyed” * identifying First Nations Australian language words specific to Country/Place that help the reader to be specific when appreciating the setting in a text   *EAL/D students may benefit from:*.   * use of visual supports and role play to model expression of preferences | |
| **Sub-strand: Text structure and organisation** | | |
| identify how texts across the curriculum are organised differently and use language features depending on purposes  AC9E2LA03 | * identifying the typical features of a text; for example, a typical introduction to a narrative or the use of dot points in instructions * identifying that different types of texts might have different forms; for example, an expression of opinion might be in the form of a poster, email or brochure * identifying the organisation and language features in texts such as narratives, recounts, information reports, simple procedures, expression of opinion and responses to texts (including poetry), and discuss their purposes   *EAL/D students may benefit from:*   * explanations and demonstrations of text structures during shared reading of texts * links between the purpose and structure of a text demonstrated across a broad range of texts using role play and authentic experiences | |
| understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred  AC9E2LA04 | * identifying language used to build information across a text; for example, through connecting similar and dissimilar things * mapping examples of word associations in texts; for example, words that refer to the main character in a story: “Isy”, “she”, “I”, “sister”, “student” * tracking how a person or thing is identified through a section of a text; for example, “eggs”, “they”, “them” * identifying words left out that can be inferred from the surrounding text; for example, “Xanthe went to school. She had a lovely day.” (at school is inferred) * using personal and possessive pronouns to link entities previously mentioned in the text   EAL/D students may benefit from:   * using colour-coding and tracking, when explaining the use of pronouns * scaffolded speaking activities where students practice pronoun referencing in pairs | |
| navigate print and screen texts using chapters, tables of contents, indexes, side-bar menus, drop-down menus or links  AC9E2LA05 | * recognising how numbered chapters, organisation of tables of content and alphabetical order of indexes operate to support access to information * exploring how the navigation tools of different websites can be used to locate information | |
| **Sub-strand: Language for expressing and developing ideas** | | |
| 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 | * using coordinating conjunctions; for example, “and”, “but”, “so” to construct compound sentences; for example, “The wolf huffed / and he puffed / and he blew the house down!”   *EAL/D students may benefit from:*   * models of sentences using different conjunctions, that students can vary to express their own ideas * lists of coordinating conjunctions, matched to their purpose with examples, e.g “Marta likes apples but Adhi likes grapes.” * deconstructing and reconstructing sentences using cut up sentences. | |
| understand that in sentences nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups  AC9E2LA07 | * identifying nouns that refer to people, places, concrete objects and ideas in sentences in texts, and identifying the articles and adjectives that extend those nouns * building extended noun groups using articles and adjectives; for example, “the longest side” * building extended verb groups using verbs; for example, “gently touched” * investigating how noun groups can be built up by asking questions about the noun such as “how many?”, “what’s it like?”, “what type?”; for example, “two pairs of old walking shoes”   *EAL/D students may benefit from:*   * manipulating words in sentences from texts they are using in class, to support understanding of syntax * recognising that conventions for the use of articles don’t always apply, for example, the use of the article *the* to refer to both the specific ‘*the* cat next door’ and the general ‘*the* whale is the largest mammal’ and its arbitrary use (for example the Earth, but not the Mars) * demonstrations of how comparative adjectives are formed , using the suffixes ‘er and ‘est’ and used in English for example using ‘more’ for adjectives with three or more syllables (*This rule i*s more important ), and the irregular comparative adjectives such as ‘better,’ not ‘goode*r*.’ | |
| understand that images add to or multiply the meanings of a text  AC9E2LA08 | * identifying images and graphics in a text that add ideas or information not included in the written text; for example, a map or table in a factual text or an illustration in a story, which gives clues about the setting * identifying visual representations of characters’ actions, reactions, speech and thought processes in narratives, and considering how these images add to or multiply the meaning of accompanying words   *EAL/D students may benefit from:*   * inclusion of images and graphics that represent a range of cultural contexts * explanation of the cultural assumptions in illustrations | |
| experiment with and begin to make conscious choices of vocabulary to suit the topic  AC9E2LA09 | * selecting vocabulary appropriate to the topic to replace everyday language * discussing new vocabulary encountered in learning area texts * exploring language used to describe characters in narratives, including nouns; for example, “magician”, “wizard”, “sorcerer”, and adjectives such as “gentle”, “timid” or “frightened” * identifying words from First Nations Australians’ languages relevant to a topic   *EAL/D students may benefit from:*   * multiple opportunities to use new vocabulary in guided and independent contexts using visual support | |
| recognise that capital letters are used in titles and commas are used to separate items in lists  AC9E2LA10 | * identifying how capital letters are used in the titles of texts * identifying commas used in lists in a variety of types of texts; for example, “This class has students who speak Vietnamese, Thai and Arabic at home.” | |

|  |  |  |
| --- | --- | --- |
| **Strand: Literature** | | **Year 2** |
| **Sub-strand: Literature and contexts** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world authors and illustrators  AC9E2LE01 | * discussing the depiction of characters in particular settings in well-known fairytales from wide-ranging world authors; for example, children in forests, and royalty in castles and towers * recognising recurring characters in particular settings in texts by First Nations Australian authors * exploring the way wide-ranging Australian authors and illustrators depict the Australian outback and the associated characters   *EAL/D students may benefit from:*   * inclusion of familiar stories that reflect their cultural heritage, and opportunities to lead discussions about these texts if the student feels safe and it is culturally appropriate for them to share the information | |
| **Sub-strand: Engaging with and responding to literature** | | |
| identify features of literary texts, such as characters and settings, and give reasons for personal preferences  AC9E2LE02 | * discussing preferences for stories set in familiar or unfamiliar worlds, or about characters whose lives are like or unlike their own * discussing their feelings about the positive and negative behaviours of non-human characters, such as animals | |

|  |  |
| --- | --- |
| **Sub-strand: Examining literature** | |
| discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways  AC9E2LE03 | * comparing how similar characters or settings are described in texts from different contexts; for example, how the seasons are described * identifying and comparing verb groups used to convey actions, emotions and dialogue in a range of literary texts * identifying the language used to describe the landscape in First Nations Australians’ stories   *EAL/D students may benefit from:*   * using texts to demonstrate how appropriate vocabulary choices are made to support meaning |
| identify, reproduce and experiment with rhythmic sound and word patterns in poems, chants, rhymes or songs  AC9E2LE04 | * exploring poems, chants, rhymes or songs from different home languages of class members   *EAL/D students may benefit from:*   * opportunities to explain poems or rhymes form their first language or explain how a rhyme pattern has been lost, once a poem or chant is translated into English |
| **Sub-strand: Creating literature** | |
| create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools  AC9E2LE05 | * inventing some speech, dialogue or behaviour for a favourite character, which may include the use of video and audio tools, for an alternative event or outcome in the original text * reviewing and developing sentences; for example, adding prepositional phrases such as “with a long tail” to improve descriptions   *EAL/D students may benefit from:*   * using text frames to scaffold at the sentence and paragraph level |

|  |  |  |
| --- | --- | --- |
| **Strand: Literacy** | | **Year 2** |
| **Sub-strand: Texts in context** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| identify how similar topics and information are presented in different types of texts  AC9E2LY01 | * reading a poem, narrative and informative text about lifecycles and discussing what is learnt * exploring recipes presented on food packets, in recipe books, in short video clips and in a digital form, noting their shared purpose   *EAL/D students may benefit from:*   * comparing and contrasting language choices between texts | |

|  |  |
| --- | --- |
| **Sub-strand: Interacting with others** | |
| 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 | * exploring ways to comment on what others say, including using sentence starters such as “I like the way you …”, “I agree that …”, “I have a different thought …”, “I’d like to say something different …” * demonstrating appropriate listening behaviours, responding to and paraphrasing a partner’s contribution to a discussion; for example, in think pair share activities * asking relevant questions and making connections with personal experiences and the contributions of others * understanding how to disagree or respectfully offer an alternative   *EAL/D students may benefit from:*   * models of how particular types of questions are formed: for example; *What happened? Why did this happen?* and appropriate responses, for exampl*e this happened because...* * models of how statements can be turned into questions; for example *‘I think I know what will happen next in the story’* becomes *‘What do you think will happen next in the story’?* |
| **Sub-strand: Analysing, interpreting and evaluating** | |
| identify the purpose and audience of imaginative, informative and persuasive texts  AC9E2LY03 | * identifying the purpose of texts written by First Nations Australian authors * identifying the audience of advertisements and signs |
| read texts with phrasing and fluency, using phonic and word knowledge, and monitoring meaning by re-reading and self-correcting  AC9E2LY04 | * using phonic (sound–letter) and morphemic knowledge, and knowledge of high-frequency words when decoding text * monitoring own reading, self-correcting or reading back, re-reading when meaning does not make sense   *EAL/D students may benefit from:*   * explanations of cultural references in texts that may be unfamiliar to them; for example explaining the concept of ‘drought’ before reading Jackie French’s book ‘Drought’ * choral reading of selections of texts with repeated phrases or refrains, to limit the decoding demands of the text and encourage fluency |
| use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning  AC9E2LY05 | * listening for specific information and providing key facts or points from an informative or persuasive text * listening and responding to detailed instructions * integrating information from print, images and prior knowledge to make supportable inferences * identifying the main idea of a text * predicting vocabulary that is likely to be in a text, based on the topic and the purpose of the text; for example, predicting that “station” and “arrive” would be in a text recounting a train journey * using prior knowledge to make and confirm predictions when reading a text * using graphic organisers to represent the connections between characters, order of events or sequence of information   *EAL/D students may benefit from:*   * explanations of cultural references that are important to understanding the text, during the initial orientation to the text; for example the concept of ‘convict’ or ‘outback’ * demonstrations of how to use grammatical constructs and vocabulary to draw inferences |
| **Sub-strand: Creating texts** | |
| 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 2-syllable words  AC9E2LY06 | * creating written texts so that readers follow the sequence of ideas or events * using vocabulary, including topic-specific vocabulary, appropriate to the purpose * using digital tools to create texts * using simple and compound sentences correctly and flexibly to express and combine ideas * editing by adding, deleting or changing vocabulary to improve a text; for example, replacing an everyday noun with a topic-specific one * reviewing sentences for grammatical accuracy; for example, use of pronouns   *EAL/D students may benefit from:*   * teacher-led joint construction with students sharing ideas and the pen to create new types of texts or sentence structures that are likely to be used in the type of text, being constructed |
| 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 | * preparing and delivering oral presentations using more formal language and specific vocabulary about content area topics * sequencing ideas, points or events appropriately * adjusting volume and tone when speaking in more formal situations   *EAL/D students may benefit from:*   * opportunities to deliver presentations to smaller group audiences, until they gain greater confidence * using speaking frames |
| write words legibly and with growing fluency using unjoined upper-case and lower-case letters  AC9E2LY08 | * consolidating a functional pencil grip/grasp |
| **Sub-strand: Phonic and word knowledge** | |
| manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words  AC9E2LY09 | * blending and segmenting sounds in words; for example, “b-r-o-th-er” or “c-l-ou-d-y” * deleting and substituting sounds (phonemes) in spoken words to form new words; for example, delete the initial “scr” in “scratch” and substitute new initial sounds (phonemes) to form words such as “catch”, “batch” and “hatch”; substituting a medial sound (phoneme) to form a new word; for example, “stack” becomes “stick” |
| use phoneme–grapheme (sound–letter/s) matches, including vowel digraphs, less common long vowel patterns, consonant clusters and silent letters when reading and writing words of one or more syllables, including compound words  AC9E2LY10 | * reading words with digraphs where one letter is not pronounced; for example, “knife” and “thumb”, when reading and using them in writing * providing the sounds for less common letter–sound matches; for example, “ight”, and using them in writing * reading words with vowel digraphs (“ee”, “oo”, “ai”, “ay”, “ea”)   *EAL/D students may benefit from:*   * highlighting letters (graphemes) which produce the same sound (phoneme); for example’ b**oa**t’, ‘’kn**ow’**,as they occur in texts students are reading |
| 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 | * using known words and knowledge of spelling patterns and morphemes to write unknown words; for example, “one”, “once”, “only” and “lone” * using context to read the correct word when an unknown word has more than one plausible pronunciation   *EAL/D students may benefit from:*   * demonstrations of how syntax and word function can support understanding and spelling unfamiliar words, for example tense endings on verbs |
| build morphemic word families using knowledge of prefixes and suffixes  AC9E2LY12 | * using morphemic knowledge of words to spell unknown words; for example, “one”, “once”, “cover”, “covering”, “uncover” * writing unknown words using morphemic knowledge; for example, using the known word “friend” to write “friendly” and “friendship”   *EAL/D students may benefit from:*   * manipulating words, prefixes and suffixes and being given examples of how to use the different forms of the words, for example ‘health’ ‘healthy’; ‘unhealthy’, with attention drawn to their changing functions in sentences |

Year 3

|  |
| --- |
| **Year level description** |
| The English curriculum is built around the 3 interrelated strands of *Language, Literature* and *Literacy*. Together, the 3 strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.  In Year 3, students use spoken, written or visual communication to interact with familiar audiences for a purpose.  Students engage with a variety of texts for enjoyment. They listen to, read and view spoken, written and multimodal texts. Texts may include oral texts, picture books, various types of print and digital texts, chapter books, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.  In Year 3, students engage with a range of texts that support and extend them as independent readers. Informative texts include content of increasing complexity and technicality about topics of interest and topics being studied in other areas of the curriculum. Literary texts may describe events that extend over several pages, unusual happenings within a framework of familiar experiences and may include images that extend meaning. These texts use language features including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency words that can be decoded using phonic and morphemic knowledge, a variety of punctuation conventions, and illustrations and diagrams that support and extend the printed text.  The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.  Year 3 students create imaginative, informative and persuasive types of texts, which may include narratives, procedures, performances, reports, reviews, poetry and argument for particular purposes and audiences. |
| **Achievement standard** |
| By the end of Year 3, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They relate ideas; express opinion, preferences and appreciation of texts; and include relevant details from learnt topics, topics of interest or texts. They group, logically sequence and link ideas. They use language features including topic-specific vocabulary, and/or visual features and features of voice.  They read, view and comprehend texts, recognising their purpose and audience. They identify literal meaning and explain inferred meaning. They describe how stories are developed through characters and/or events. They describe how texts are structured and presented. They describe the language features of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning. They read fluently, using phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns.  They 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. They use text structures including paragraphs, and language features including compound sentences, topic-specific vocabulary and literary devices, and/or visual features. They write texts using letters that are accurately formed and consistent in size. They spell multisyllabic words using phonic and morphemic knowledge, and high-frequency words. |

|  |  |  |
| --- | --- | --- |
| **Strand: Language** | | **Year 3** |
| **Sub-strand: Language for interacting with others** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| 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 | * recognising and using collaborative language in group and pair work; for example, initiating a topic, changing a topic through negotiation, affirming other speakers and building on their comments, asking relevant questions, providing useful feedback, prompting, and checking individual and group understanding * understanding some First Nations Australian cultural protocols, cultural practices, specific roles, and ways of interacting and speaking   *EAL/D students may benefit from:*   * culturally sensitive introduction to collaborative learning protocols, if they are accustomed to school environments where collaborating with other students is not expected | |
| understand how the language of evaluation and emotion, such as modal verbs, can be varied to be more or less forceful  AC9E3LA02 | * exploring how modal verbs; for example, “must”, “might” and “could”, indicate degrees of probability or obligation * recognising how choice of adverbs, nouns and verbs present different evaluations of characters in texts * exploring examples of language that demonstrate a range of emotions and positions, and building a vocabulary to express judgements about characters or events; for example, “the wizard was cunning, expert, inventive”   *EAL/D students may benefit from:*   * substituting different modal verbs in a sentence and explaining how meaning is changed; for example ‘We must arrive by 11am’; ‘We might arrive by 11am’. * discuss and provide examples of the use of low modality to persuade or be polite, for example**.** *Would**you mind speaking more quietly?* | |
| **Sub-strand: Text structure and organisation** | | |
| describe how texts across the curriculum use different language features and structures relevant to their purpose  AC9E3LA03 | * identifying the stages of a basic argument such as introduction, argument one, argument 2 and conclusion * describing the typical text structure and language features of factual recounts, autobiographies, information reports, narratives, personal responses to literary texts (with reasons), sequential explanations, verse poetry and simple arguments, and describe their purposes * EAL/D students may benefit from: * using model texts to demonstrate and explain text structures, appropriate language choices and sentence structures. * use of vocabulary clines | |
| understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together  AC9E3LA04 | * recognising that longer informative texts are organised into paragraphs, which begin with a topic sentence that predicts how the paragraph will develop and is then elaborated on in various ways * recognising that paragraphs in narrative texts vary in length and do not always follow a predictable structure * examining models of well-constructed paragraphs and identifying their features | |
| identify the purpose of layout features in print and digital texts and the words used for navigation  AC9E3LA05 | * examining the words used as hyperlinks * discussing words used as headings and subheadings in digital and print information texts * discussing words used for chapter headings in narratives   *EAL/D students may benefit from:*   * inclusion of images that reflect the cultural diversity of the students in the class | |
| **Sub-strand: Language for expressing and developing ideas** | | |
| understand that a clause is a unit of grammar usually containing a subject and a verb that need to agree  AC9E3LA06 | * identifying clauses in texts by locating verbs and the key words that link to the verbs; for example, “While the cat slept, the mouse scurried across the path.” * identifying that a singular subject has a singular verb and a plural subject has a plural verb; for example, “The girls play cricket.” “The girl plays cricket.”   *EAL/D students may benefit from:*   * opportunities to identify adverbial phrases in main clauses by asking ‘When? Where? or How? For example ‘in the playground’ ‘The girls ran (Where?) …in the playground.’ | |
| understand how verbs represent different processes for doing, feeling, thinking, saying and relating  AC9E3LA07 | * exploring “doing” and “saying” verbs in narrative texts to understand how they give information about what characters do and say * exploring the use of sensing verbs and how they allow readers to understand what characters think and feel; for example, “He remembered his first day at school.” * exploring the use of relating verbs in constructing definitions and descriptions; for example, identifying the relating verb “is” or “are”, “has” or “have” in descriptions of animals * identifying different types of verbs and the way they control meaning in a clause | |
| understand that verbs are anchored in time through tense  AC9E3LA08 | * learning how time is represented through the tense of a verb; for example, “She arrived.” “She is arriving.” and adverbials of time; for example, “She arrived yesterday.” “She is arriving in the morning.” * learning that tenses for some verbs are formed by changing the word; for example, “She catches the ball.” “She caught the ball.”   *EAL/D students may benefit from:*   * support to understand that regular English verbs follow predictable patterns when written in past tense (for example adding ‘ed’). Irregular verbs are commonly used, but have challenging and unpredictable forms in the past tense; for example ‘teach – taught’ * multiple opportunities to practise the use of tense in contextualised, structured verbal contexts | |
| identify how images extend the meaning of a text  AC9E3LA09 | * recognising how the relationship between characters can be depicted in images through the positioning of the characters; for example, facing each other or facing away from each other, the distance between them, the relative size, one character looking up (or down) at the other (power relationships), facial expressions and body gestures * recognising how images construct a relationship with the viewer through direct gaze into the viewer's eyes, inviting involvement, and how close-ups are more engaging than distanced images, which can suggest alienation or loneliness | |
| extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts  AC9E3LA10 | * identifying and using technical words to describe length; for example, metric units of length – “millimetre” and “centimetre” * identifying and using words to describe features of narratives; for example, “character”, “plot” and “setting” * identifying words that have different meanings in different contexts; for example, “warm temperature” and “warm character” * extending vocabulary by adding prefixes and suffixes to base words; for example, “different”, “differently” and “difference”   *EAL/D students may benefit from:*   * learning new words in context, as words and phrases take their meanings from the context of the sentences and texts they appear in and adding them to personal dictionaries * experiencing new words in the context of texts by substituting the new vocabulary for synonyms in the text; for example ‘hot’ weather –’ humid’ or’ tropical’ weather ‘hot- tempered’ -‘’annoyed’ | |
| understand that apostrophes signal missing letters in contractions, and apostrophes are used to show singular and plural possession  AC9E3LA11 | * using apostrophes to create contractions; for example, “do not” – “don't”, “will not” – “won’t” and “o’clock – of the clock” * using apostrophes to show singular possession; for example, “my friend’s book” and “the princess’s shoe” * using apostrophes to show plural possession; for example, “the bees’ hive” and the “princesses’ shoes”   *EAL/D students may benefit from:*   * demonstrating how two words are blended to create a contraction;’ for example ‘did no’t- ‘didn't’ and how the contraction does not alter the meaning; for example ‘She was not on the train’. ‘ She wasn’t on the train’. | |

|  |  |  |
| --- | --- | --- |
| **Strand: Literature** | | **Year 3** |
| **Sub-strand: Literature and contexts** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| discuss characters, events and settings in different contexts in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators  AC9E3LE01 | * exploring the ways wide-ranging authors tell the same story, identifying variations in the storyline * discussing characters and their relationship with Country/Place and families in literature by First Nations Australian authors * discussing similarities and differences in the way the wolf is portrayed in different versions of children’s stories by wide-ranging world authors * exploring the ways Australian settings are portrayed in stories   *EAL/D students may benefit from:*   * models of sentence stems to support their participation in discussions; for example “ I think the character in this story...’ ; ‘The author of this story ,,,,’ | |
| **Sub-strand: Engaging with and responding to literature** | | |
| discuss connections between personal experiences and character experiences in literary texts and share personal preferences  AC9E3LE02 | * discussing relevant prior knowledge and past experiences to make meaningful connections to the people, places, events, issues and ideas in texts * selecting and discussing favourite texts and explaining reasons for assigning greater or lesser merit to particular texts or types of texts | |
| **Sub-strand: Examining literature** | | |
| 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 | * identifying and discussing how the use of descriptive language creates setting and influences atmosphere, and draws readers into events that follow; for example, “The castle loomed dark and forbidding.” * discussing the language used to describe the traits of characters in stories, their actions and motivations; for example, “Claire was so lonely; she desperately wanted a pet, so she hatched a plan to get what she wanted.”   *EAL/D students may benefit from:*   * demonstrations of conventions in use of adjectives. Descriptions of characters and settings often require use of adjectives. English has a preferred order for adjectives in noun groups, which is often intuitive to native speakers; for example ‘an old, stone castle’ not a ‘stone, old castle.’ | |
| 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 | * discussing the effects of imagery in texts; for example, the use of imagery related to nature in haiku poems * generating questions to discuss effects; for example, “Why does the poet use onomatopoeia in this line of the poem?”   *EAL/D students may benefit from:*   * clear explanations of figurative or idiomatic use of language, even with commonly used or familiar examples; for example ‘as clear as mud’; ‘fought like cats and dogs’. | |
| **Sub-strand: Creating literature** | | |
| create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts  AC9E3LE05 | * drawing on literary texts read, viewed and listened to for inspiration and ideas to create texts * adapting texts read, viewed and listened to by changing the setting or revising an ending * discussing characters encountered in literary texts and sharing ideas about how those characters may be a model for their own writing   EA*L/D students may benefit from:*   * use of colour-coding to focus proof reading and editing on one aspect at a time, for example a colour for checking spelling; a colour for checking grammar * teacher-led joint construction of texts and partially filled text scaffolds | |

|  |  |  |
| --- | --- | --- |
| **Strand: Literacy** | | **Year 3** |
| **Sub-strand: Texts in context** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| recognise how texts can be created for similar purposes but different audiences  AC9E3LY01 | * identifying the ways in which a safety campaign varies depending on its audience; for example, comparing how a road safety campaign for adults driving is different to a road safety campaign for children crossing the road * identifying how the instructions for assembling and using toys vary according to the age of the user | |
| **Sub-strand: Interacting with others** | | |
| use interaction skills to contribute to conversations and discussions to share information and ideas  AC9E3LY02 | * building on and connecting ideas and opinions expressed by others * listening actively, including listening for specific information, recognising the value of others’ contributions and responding through comments, recounts and summaries of information * learning the specific speaking or listening skills of different group roles; for example, group leader, note taker and reporter * using language appropriately in different situations; for example, explaining a procedure to a group, engaging in a game with friends   *EAL/D students may benefit from:*   * modelling and supporting language used to contribute and respond during discussion, for example using sentence starters * ensuring class members are aware of social and cultural sensitivities that may impact interactions; for example protocols around social distance * engaging in role play | |
| **Sub-strand: Analysing, interpreting and evaluating** | | |
| identify the audience and purpose of imaginative, informative and persuasive texts through their use of language features and/or images  AC9E3LY03 | * identifying words, phrases and images intended to persuade listeners, viewers or readers * identifying features of advertisements that target children * identifying the purpose of an imaginative text; for example, identifying the purpose of a fable | |
| read a range of texts using phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required  AC9E3LY04 | * using phonic knowledge, word knowledge, vocabulary and grammatical knowledge to read unknown words * reading a wider range of texts from different learning areas, including chapter books and informative texts | |
| 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 | * making predictions about a text, drawing on knowledge of the topic, subject-specific vocabulary and experience of texts on the same topic * determining important ideas, events or details in texts * learning new content from reading and listening, and asking questions to expand understanding * comparing and contrasting how different texts present similar ideas or information * drawing inferences, using evidence from the text and prior knowledge and experience; for example, making predictions about a character's likely actions or about the content of tabbed pages on a website * determining the relevance of a text for a particular task   *EAL/D students may benefit from:*   * demonstrations of how to connect key words and phrases, across a text, in order to draw inferences; for example connecting ‘heart pounding’; ‘trembling hands’ and ‘sucking in a breath’ to infer feelings of fear. | |
| **Sub-strand: Creating texts** | | |
| 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 | * gathering information and ideas about a topic in preparation for writing, which may include online and digital sources * selecting appropriate text structure for a writing purpose, and sequencing content for clarity and to have an impact on an audience * using appropriate simple and compound sentences to express and combine ideas * using vocabulary, including topic-specific vocabulary, relevant to the type of text and purpose * using digital tools to plan, sequence, compose and edit texts * using print and online dictionaries, and spellcheck to edit spelling, realising that spellcheck accuracy depends on understanding the word function; for example, “there” or “their” and “rain” or “reign” * checking for correct use of apostrophes for contractions and to indicate possession   *EAL/D students may benefit from:*   * opportunities to jointly construct texts with teacher support * more comprehensive scaffolds to guide organising the text or choices of vocabulary | |
| 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 | * researching a topic to prepare an oral or multimodal presentation * planning the sequence of ideas and information using techniques such as storyboards * adjusting tone and pace to purpose and audience * explaining ideas to a peer when planning a presentation | |
| write words using joined letters that are clearly formed and consistent in size  AC9E3LY08 |  | |
| **Sub-strand: Phonic and word knowledge** | | |
| understand how to apply knowledge of phoneme–grapheme (sound–letter) relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns  AC9E3LY09 | * reading and writing more complex words with consonant digraphs and consonant blends; for example, “shrinking”, “against” and “rocket” * reading and writing consonant digraphs representing different sounds; for example, “machine”, “change” and “school”   E*AL/D students may benefit from*:   * opportunities to hear and practise saying multisyllabic words prior to reading and writing, | |
| 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 | * understanding how to use knowledge of prefixes to change the meaning of a base word; for example, “undone”, “remove” and “misunderstand” * using generalisations for adding a suffix to a base word to form a plural or past tense; for example, to make a word plural when it ends in “ss”, “sh”, “ch” or “z”, add “es”   *EAL/D students may benefit from:*   * manipulating words into their morphemic chunks; for example ‘write’; ‘writer’ ‘rewrite’ * building word families from morphemes under study to allow EAL/D students to efficiently expand their vocabulary and increase their comprehension | |
| use phoneme–grapheme (sound–letter) relationships and less common letter patterns to spell words  AC9E3LY11 | * using phonic knowledge to explore less common letter patterns after short vowels; for example, words that end in “dge”, “badge”, “edge” and “fridge” * using phonic knowledge and knowledge of letter patterns to spell words with 3-letter blends; for example, “str-ip” | |
| recognise and know how to write most high-frequency words including some homophones  AC9E3LY12 | * using context and syntactic knowledge to spell homophones; for example, “break” or “brake” and “ate” or “eight”   *EAL/D students may benefit from:*   * Introducing and reinforcing high frequency words in context to support both spelling and correct use, as many of these words hold little meaning if not contextualised; for example ‘could’ | |

Year 4

|  |
| --- |
| **Year level description** |
| The English curriculum is built around the 3 interrelated strands of *Language, Literature* and *Literacy*. Together, the 3 strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.  In Year 4, students interact with audiences for different purposes.  Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts. Texts may include oral texts, picture books, various types of print and digital texts, short novels of different genres, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances, and texts used by students as models for creating their own work.  The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.  Literary texts that support and extend students in Year 4 as independent readers may describe sequences of events that develop over chapters and unusual happenings within a framework of familiar experiences. Informative texts include content of increasing complexity and technicality about topics of interest and topics being studied in other areas of the curriculum. These texts use language features including varied sentence structures, some unfamiliar vocabulary that may include English words derived from other languages, a significant number of high-frequency words, words that need to be decoded using phonic and morphemic knowledge, a variety of punctuation conventions, and illustrations and diagrams that support and extend the printed text.  Year 4 students create a range of imaginative, informative and persuasive types of texts that may include narratives, performances, reports, reviews, poetry and arguments for particular purposes and audiences. |
| **Achievement standard** |
| 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.  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.  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. |

|  |  |  |
| --- | --- | --- |
| **Strand: Language** | | **Year 4** |
| **Sub-strand: Language for interacting with others** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| explore language used to develop relationships in formal and informal situations  AC9E4LA01 | * recognising that language is adjusted in different contexts; for example, in degree of formality when moving between group discussions and presenting a group report * understanding how age, expertise and familiarity influence the ways in which people interact and how these codes and conventions vary across cultures * recognising the importance of using inclusive language * exploring cultural respects for First Nations Australian Elders, and greeting conventions between First Nations Australians | |
| identify the subjective language of opinion and feeling, and the objective language of factual reporting  AC9E4LA02 | * identifying ways thinking verbs are used to express opinions; for example, “I think”, “I believe”, and ways summary verbs are used to report findings; for example, “we concluded” * comparing statements that have similar information presented objectively and subjectively; for example, “The man has 6 cats.” “The man has too many noisy cats.”   E*AL/D students may benefit from:*   * modelling and opportunities to compare subjective and objective language in different contexts | |
| **Sub-strand: Text structure and organisation** | | |
| identify how texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes  AC9E4LA03 | * identifying the typical stages and language features of texts such as narratives, factual recounts, imaginative recounts, biographies, information reports, explanations, book talks, poetry and arguments for a particular purpose * understanding how and why text structure is important in texts such as sequential and causal explanations, and comparative and part-whole information reports * recognising that poems have different purposes that influence the organisation into characteristic stages; for example, poems that tell stories, poems that describe and poems that reflect on aspects of life * recognising the difference between a text’s form such as a poster, email or list and its organisation into stages depending on its social purpose | |
| identify how text connectives including temporal and conditional words, and topic word associations are used to sequence and connect ideas  AC9E4LA04 | * recognising how authors construct texts that are cohesive and coherent using pronouns that link to something previously mentioned and determiners; for example, “this”, “that”, “these” and “those”, to identify things * recognising how authors use text connectives to create links between sentences; for example, “however”, “therefore”, “nevertheless” and “in addition” * recognising how text connectives link sections of a text, providing sequences through time; for example, “firstly”, “then”, “next” and “finally”   EA*L/D students may benefit fro*m:   * creating and categorising word banks of connectives according to their use, for example clarifying; showing cause/result; indicating time; sequencing ideas; adding information; condition/concession * opportunities to identify and explain use of connectives when reading texts | |
| identify text navigation features of online texts that enhance readability including headlines, drop-down menus, links, graphics and layout  AC9E4LA05 | * investigating the features used for texts such as headings and subheadings in print text, home pages and subpages in digital texts, and how these help the reader select text for a purpose * comparing the features of texts on similar topics online | |
| **Sub-strand: Language for expressing and developing ideas** | | |
| 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 | * creating richer, more specific descriptions by using adjectival clauses; for example, “Crossing the mountain range was difficult.” becomes “The mountain pass was dangerous, when it rained.” * creating more precise and detailed sentences by adding adverbial clauses; for example, “They crossed the mountain range.” becomes “Although the path was overgrown, they crossed the mountain range.”   *EAL/D students may benefit from:*   * opportunities to build sentences from sentence stems and from reconstructing cut-up sentences * opportunities to build or deconstruct sentences from clause cards | |
| investigate how quoted (direct) and reported (indirect) speech are used  AC9E4LA07 | * investigating examples of quoted (direct) speech; for example, “He said, ‘I’ll go to the park today.’” and reported (indirect) speech; for example, “He told me he was going to the park today.” and why they have been used in different contexts | |
| understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity  AC9E4LA08 | * investigating in texts how adverb groups/phrases and prepositional phrases can provide details of the circumstances surrounding a happening or state; for example, “At midnight (time) he rose slowly (manner) from the chair (place) and went upstairs (place).”   *EAL/D students may benefit from:*   * opportunities to manipulate different types of phrases, within sentences; for example ‘Kritha went on the bus, to the beach’. ‘Kitha went to the beach on the bus.’ | |
| understand past, present and future tenses and their impact on meaning in a sentence  AC9E4LA09 | * understanding the tense that types of texts are commonly written in; for example, informative texts are usually written in present tense * identifying the tense in texts they read   *EAL/D students may benefit from:*   * examples from shared texts of how tense is used and its effect on meaning | |
| 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 | * examining visual and multimodal texts, building a vocabulary to describe visual elements and techniques such as framing, composition and salience, and beginning to understand how these choices influence viewer response   *EAL/D students may benefit from:*   * inclusion of images that they have familiarity with or reflect the diversity of students in the class * development of glossaries and annotated examples of work that make metalinguistic terminology clear. | |
| expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources  AC9E4LA11 | * building vocabulary from research about technical and learning area–specific topics; for example, gravity and magnetic forces * determining or clarifying the shades of meaning of synonyms and antonyms * using words encountered in texts that are formed from a First Nations Australian language; for example, Woomba Woomba or Toowoom was the place referred to by First Nations Australians on the Darling Downs and then the name was referred to as Toowoomba by the drovers   *EAL/D students may benefit from:*   * being able to use a Thesaurus with careful explanation of meanings and cultural use * using word clines to develop understanding of nuanced vocabulary | |
| understand that punctuation signals dialogue through quotation marks and that dialogue follows conventions for the use of capital letters, commas and boundary punctuation  AC9E4LA12 | * identifying the use of quotation marks, capital letters, commas and boundary punctuation to signal dialogue in texts * using punctuated dialogue in own writing | |

|  |  |  |
| --- | --- | --- |
| **Strand: Literature** | | **Year 4** |
| **Sub-strand: Literature and contexts** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| recognise similar storylines, ideas and relationships in different contexts in literary texts by First Nations Australian, and wide-ranging Australian and world authors  AC9E4LE01 | * comparing the plots and characters in 2 literary texts with similar ideas; for example, 2 literary texts that explore friendship in texts by wide-ranging Australian authors * commenting on how literary texts set in different time periods present ideas about nature * discussing how everyday life, such as mealtimes and family relationships, is depicted in particular historical and cultural contexts in texts by wide-ranging world authors * recognising similar storylines and ideas in literature by First Nations Australian authors | |
| **Sub-strand: Engaging with and responding to literature** | | |
| * describe the effects of text structures and language features in literary texts when responding to and sharing opinions * AC9E4LE02 | * sharing and discussing understanding of the effects of literary techniques on their appreciation of texts * sharing responses to texts using appropriate language to talk specifically about grammar and literature; for example, “The use of the noun groups to describe the character really helps to create images for the reader.” * using language appropriate to a text such as “flashback”, “tension” and “resolution” when sharing opinions about plot structure   *EAL/D students may benefit from*:   * identifying text structure using culturally appropriate and familiar texts | |
| **Sub-strand: Examining literature** | | |
| discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions  AC9E4LE03 | * examining an author’s choice of language to describe a character’s appearance, behaviour and speech * discussing what is learnt about a character through dialogue such as their likes, dislikes or personal qualities * identifying moments in the plot where characters are faced with choices, and commenting on how the author makes the reader care about their decisions and the consequences * identifying how illustrations contribute to the meaning of stories by First Nations Australian authors   *EAL/D students may benefit from:*   * explanations and examples of the metalanguage used in examining literature, for example characterisation, plot development | |
| examine the use of literary devices and deliberate word play in literary texts, including poetry, to shape meaning  AC9E4LE04 | * defining neologisms and puns, and identifying how they are used by authors to create a sense of freshness, originality and playfulness * discussing poetic language, including adjectives that engage readers emotionally and bring the poet’s subject matter to life * exploring emotive language in texts by First Nations Australian poets and authors   *EAL/D students may benefit from:*   * careful attention to explanations of figurative language, idiomatic language and word play as these are often culturally and historically based and rely on understanding of less common vocabulary; for example ‘walking a tightrope’. | |
| **Sub-strand: Creating literature** | | |
| create and edit literary texts by developing storylines, characters and settings  AC9E4LE05 | creating texts using a range of sentence types, including dialogue and literary devices  * collaborating with a peer to edit literary texts by sharing feedback about choices made to develop storylines, characters and settings.   *EAL/D students may benefit from:*   * presenting their texts visually or orally and receiving feedback, before attempting a written text | |

|  |  |  |
| --- | --- | --- |
| **Strand: Literacy** | | **Year 4** |
| **Sub-strand: Texts in context** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| compare texts from different times with similar purposes and audiences to identify similarities and differences in their depictions of events  AC9E4LY01 | * viewing documentaries and news footage from different periods, comparing the purpose and audience; for example, coverage of major sporting events * comparing the texts used to communicate between family members, noting similarities and differences as a result of changing technology | |
| **Sub-strand: Interacting with others** | | |
| 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 | * making notes about a task, asking questions to clarify or follow up information, and seeking assistance if required * developing speaking and listening behaviours including acknowledging and extending others’ contributions, presenting ideas and opinions clearly and coherently | |
| **Sub-strand: Analysing, interpreting and evaluating** | | |
| identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text  AC9E4LY03 | * identifying how authors use language to create imaginary worlds * identifying how authors use techniques, such as headings, italics and bold text, to support readers or viewers to navigate specific texts * identifying visual features such as images and layout used in informative texts to complement, add to or shape understanding of a topic | |
| read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when needed  AC9E4LY04 | * reading increasingly complex texts using established word identification strategies, knowledge of the topic and understanding of text structure and language features   *EAL/D students may benefit from:*   * additional scaffolding with new and unfamiliar vocabulary to build field knowledge before the text is read or viewed | |
| 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 | * making connections between information in print, images and sound * reading or listening for key topic-specific vocabulary words to build understanding * reading or listening to interpret the main idea and supporting ideas * identifying evidence and reasoning used by authors to support points or arguments * applying self-monitoring strategies such as re-reading, pausing and questioning, and self-correction strategies such as confirming and cross-checking * connecting the use of colours, images, symbols and patterns in texts by First Nations Australian authors and illustrators * evaluating an author’s use of evidence to support arguments | |

|  |  |
| --- | --- |
| **Sub-strand: Creating texts** | |
| 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 | * using research to gather ideas for writing and integrating information from a range of sources which may include those found online * selecting text structure and planning how to group ideas into paragraphs to sequence content * using topic-specific, precise and varied vocabulary * using grammatical features including different types of verb groups, noun groups and adverb groups/phrases for effective descriptions and details according to purpose * revising written texts to improve the selection of words used to connect ideas and improve the cohesion of the text   *EAL/D students may benefit from:*   * opportunities to jointly construct texts with teacher support * more comprehensive scaffolds to guide organising the text and choices of vocabulary |
| 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 | * reporting on a topic in an organised manner, providing relevant facts and descriptive detail to support audience understanding, and using references to reliable sources to support claims * exploring the effects of changing tone, volume, pitch and pace in formal and informal contexts * choosing a variety of appropriate words and phrases, including descriptive words and some technical vocabulary, to communicate meaning accurately * rehearsing a presentation with a peer and sharing feedback about tone, pace, pitch and volume appropriate to audience   *EAL/D students may benefit from:*   * opportunities to view videos of presentations, which can be deconstructed to model and highlight how particular features of the presentation make it successful; for example the pace and tone of the delivery |
| write words using clearly formed joined letters, with developing fluency and automaticity  AC9E4LY08 |  |
| **Sub-strand: Phonic and word knowledge** | |
| 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 | * recognising unstressed vowels in multisyllabic words and how these vowel sounds are written; for example, “builder” and “animal” * using phonic and morphemic knowledge to read and write multisyllabic words with more complex letter combinations; for example, “straightaway” and “thoughtful”   E*AL/D students may benefit from:*   * modelling and practising saying words with the correct syllable stress, * using syllables to support encoding during writing |
| 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 | * applying generalisations for adding affixes; for example, “hope” – “hoping”, “begin” – “beginning”, “country” – “countries” * building morphemic word families and exploring word origins; for example, “tricycle”, “tripod” and “triangle”   *EAL/D students may benefit from:*   * segmenting and reforming words to understand how words form the basis of morphemic families; for example breaking up ‘uncaring’ ‘careful’, ‘caring’ to the base word ‘care. |
| read and write high-frequency words including homophones and know how to use context to identify correct spelling  AC9E4LY11 | * recognising that contextual and syntactical clues can be used to determine the use of homophones; for example, “We grow wheat on our farm.” “The train trip will take about an hour.” |

Year 5

|  |
| --- |
| **Year level description** |
| The English curriculum is built around the 3 interrelated strands of *Language, Literature* and *Literacy*. Together, the 3 strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.  In Year 5, students interact with audiences for different purposes.  Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts. Texts may include film and digital texts, novels, poetry, non-fiction and dramatic performances. The features of these texts may be used by students as models for creating their own work.  The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.  Literary texts that support and extend students in Year 5 as independent readers may include complex sequences of events, elaborated events including flashbacks and shifts in time, and a range of characters. These texts may explore themes of interpersonal relationships and ethical dilemmas in real-world and imagined settings. Informative texts may supply technical information and/or content about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures may include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features may include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of images and graphics. Texts may reveal that the English language is dynamic and changes over time.  Year 5 students create a range of imaginative, informative and persuasive types of texts that may include narratives, procedures, performances, reports, reviews, poetry, arguments and explanations for particular purposes and audiences.  From Year 5 onwards, students continue to develop legible handwriting. |
| **Achievement standard** |
| By the end of Year 5, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop and expand on ideas and opinions, using supporting details from topics or texts. They use different text structures to organise, develop and link ideas. They use language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.  They read, view and comprehend texts created to inform, influence and/or engage audiences. They explain how ideas are developed including through characters, settings and/or events, and how texts reflect contexts. They explain how characteristic text structures support the purpose of texts. They explain how language features including literary devices, and visual features contribute to the effect and meaning of a text.  They 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. They use paragraphs to organise, develop and link ideas. They use language features including complex sentences, tenses, topic-specific vocabulary and literary devices, and/or multimodal features. They spell using phonic, morphemic and grammatical knowledge. |

|  |  |  |
| --- | --- | --- |
| **Strand: Language** | | **Year 5** |
| **Sub-strand: Language for interacting with others** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| understand that language is selected for social contexts and that it helps to signal social roles and relationships  AC9E5LA01 | * using language that signals the roles of chairperson and the different speaker positions in a debate * identifying ways in which cultures differ in making and responding to common requests; for example, periods of silence, degrees of formality * identifying some cultural protocols and communication processes of First Nations Australians   *EAL/D students may benefit from:*   * examples of the kinds of language expected in different situations, e.g. with friends, with the teacher, with a visitor to the classroom * practising in small groups or pairs | |
| understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources  AC9E5LA02 | * recognising that a bare assertion (for example, “It's the best film this year.”) often needs to be tempered by: using the “impersonal it” to distance oneself (for example, “It could be said that it is the best film this year.”); recruiting anonymous support (for example, “It is generally agreed that it is the best film this year.”); indicating a general source of the opinion (for example, “Most critics agree that it is the best film this year.”); specifying the source of the opinion (for example, “Reviewers for The Reel Film stated that it is the best film this year.”) and reflecting on the effect of these different choices | |
| **Sub-strand: Text structure and organisation** | | |
| 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 | * becoming familiar with the typical stages and language features of types of texts such as narrative, procedure, arguments, explanation, discussion and informative texts, and how they can be composed in written, digital and multimedia forms to achieve their purpose * recognising that paragraphs vary in their function and how they are organised in a text and between different types of texts; for example, the differences between paragraphs in a narrative, an argument and a procedure * describing the stages and phases, and purposes of narratives, historical recounts, procedural recounts, causal explanations, discussions of alternative positions on an issue, information reports, reviews and types of poems | |
| 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 | * observing how writers use the beginning of a sentence to signal to the reader how the text is developing; for example, “Snakes are reptiles. They have scales and no legs. Many snakes are poisonous. However, in Australia they are protected.” * recognising that a sequence of clauses may use different tenses but remain connected through a topic; for example, “Snakes were a problem in Australia. However, urban sprawl is ruining their habitats and they are now a protected species.” * recognising that sentence openers signal what the sentence will be about, and the rest of the sentence typically elaborates on the sentence opener by providing new information | |
| **Sub-strand: Language for expressing and developing ideas** | | |
| 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 | * knowing that complex sentences make connections between ideas to provide a reason; for example, “He jumped up because the bell rang.”; state a purpose; for example, “She raced home to confront her brother.”; express a condition; for example, “It will break if you push it.”; make a concession; for example, “She finished her work even though she was feeling tired.”; link 2 ideas in terms of various time relations; for example, “Nero fiddled while Rome burned.”   *EAL/D students may benefit from:*   * sentence models to modify by inserting their own content but retaining the structure | |
| 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 | * learning how to expand a description by combining a related set of nouns and adjectives; for example, “Two old brown cattle dogs” * observing how descriptive details can be built up around a noun or an adjective, forming a group (for example, “this very smelly cleaning cloth in the sink” is a noun group and “as pretty as the flowers in May” is an adjective group)   *EAL/D students may benefit from:*   * interactive and oral activities to build students’ use of noun groups with visual support | |
| explain how the sequence of images in print, digital and film texts has an effect on meaning  AC9E5LA07 | * interpreting narrative texts told through wordless picture books * identifying and comparing sequences of images revealed through different hyperlink choices * viewing a short film or segment from a film without sound and comparing interpretations after viewing with sound * recognising how the sequence of images in texts by First Nations Australian authors create meaning | |
| 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 | * using precise words for naming; for example, instead of “mammal” or “whale”, using “humpback whale” * exploring Greek and Latin roots in commonly used words; for example, the Greek root word “tele” meaning distant in words such as “telephone” and “teleport”   *EAL/D students may benefit from:*   * examining words being used differently in different contexts, e.g. ‘Stay in the *shade*’, ‘*Shade* one half of the circle’ * developing word clines to demonstrate the subtle differences in meaning, for example small, little, tiny, miniscule, microscopic | |
| use commas to indicate prepositional phrases, and apostrophes where there is multiple possession  AC9E5LA09 | * learning that in Standard Australian English, regular plural nouns ending in “s” form the possessive by adding just the apostrophe; for example, “the students' classroom” * learning that in Standard Australian English for proper nouns, the regular possessive form is always possible but a variant form without the second “s” is sometimes found; for example, “James’s house” or “James’ house” * learning that when there is more than one owner, the apostrophe is usually used for the last owner in the list; for example, “the cat and kitten’s bowls” * using commas to signal a prepositional phrase; for example, “On Saturday, before it rained we went to the beach.” | |

|  |  |  |
| --- | --- | --- |
| **Strand: Literature** | | **Year 5** |
| **Sub-strand: Literature and contexts** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| 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 | * identifying aspects of literature; for example, images, symbols, dialogue and character descriptions, that can convey information about a context * exploring and discussing texts written by First Nations Australian authors about the events that shaped or had an impact on their lives * exploring aspects of literature that represent historical context in texts by First Nations Australian authors * exploring characters and concepts in ballads from different times by wide-ranging Australian authors   *EAL/D students may benefit from:*   * inclusion of literary texts that reflect their cultural heritage, and opportunities to share ideas related to the details or information about historical, social and cultural contexts in these texts | |
| **Sub-strand: Engaging with and responding to literature** | | |
| 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 | * posing and discussing questions, such as “Should characters have behaved as they did?” and “How did the author support or challenge your belief about the characters?”, and beginning to make judgements about the dilemmas characters face * identifying language features such as use of dialogue and rich descriptive language, and presenting an opinion about their effect on readers   *EAL/D students may benefit from:*   * a range of options for responding to texts, including the use of visuals, the provision of a range of possible responses, and sentence prompts * providing models of language required to state an opinion and opportunities to practise stating opinions | |
| **Sub-strand: Examining literature** | | |
| recognise that the point of view in a literary text influences how readers interpret and respond to events and characters  AC9E5LE03 | * comparing texts narrated from a first person and third person point of view, and discussing what information the audience can access and how this influences the audience’s sympathies * discussing why an author might choose a particular point of view   *EAL/D students may benefit from:*   * scaffolded activities to record a personal response to a character or event in a text, and find examples of the point of view that has shaped that response | |
| examine the effects of imagery, including simile, metaphor and personification, and sound devices in narratives, poetry and songs  AC9E5LE04 | * discussing how figurative language including simile and metaphor can make use of a comparison between different things * discussing how, by appealing to the imagination, figurative language provides new ways of looking at the world   *EAL/D students may benefit from:*   * opportunities to listen to the way authors use sound devices in a range of texts * developing glossaries for the metalanguage used to describe imagery | |
| **Sub-strand: Creating literature** | | |
| create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced  AC9E5LE05 | * drawing upon fiction elements in a range of model texts; for example, main idea, characterisation, setting (time and place) and devices; for example, figurative language (simile, metaphor, personification), to experiment with new, creative ways of communicating ideas, experiences and stories in literary texts * creating a visual map, which may include digital mind maps, of figurative language, storylines, characters and settings in a text that may inspire their own writing   EAL/D students may benefit from:   * deconstructing and jointly constructing texts with teacher support * comprehensive scaffolds to guide organising the text or choices of vocabulary | |

|  |  |  |
| --- | --- | --- |
| **Strand: Literacy** | | **Year 5** |
| **Sub-strand: Texts in context** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| describe the ways in which a text reflects the time and place in which it was created  AC9E5LY01 | * describing how ideas in texts are conveyed by vocabulary, including idiomatic expressions, and that these can change according to time and place * describing how ideas in texts reflect the social expectations of the time and place in which they were created   *EAL/D students may benefit from:*   * visual and syntactical support to understand details about the time and place in which a text was created | |
| **Sub-strand: Interacting with others** | | |
| 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 | * participating in pair, group, class and school speaking and listening situations, including informal conversations, discussions and presentations * asking specific questions to clarify a speaker’s meaning, making constructive comments that keep conversation moving, reviewing ideas expressed and conveying tentative conclusions * using strategies for discussion, such as speaking clearly, pausing, asking questions and linking students’ own responses to the contributions of others * choosing vocabulary and sentence structures for particular purposes including formal and informal contexts, to report and explain new concepts and topics, to offer an opinion and to persuade others   *EAL/D students may benefit from:*   * creating visual maps of connections between a text or concept and their own experience and knowledge of the world around them * practising posing and answering questions to prepare for interactions with others | |
| **Sub-strand: Analysing, interpreting and evaluating** | | |
| explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text  AC9E5LY03 | * explaining how the features of a text advocating community action; for example, action on a local area preservation issue, are used to meet the purpose of the text * explaining how characters are used to deliver the message in persuasive texts; for example, explaining how characters are used to present persuasive messages about health issues in advertising, considering why characters have been used instead of real people   *EAL/D students may benefit from:*   * building banks and anchor charts of vocabulary relevant to imaginative, informative and persuasive texts | |
| navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming  AC9E5LY04 | * using subject and technical vocabulary and concept knowledge to navigate less familiar texts * skimming and scanning to check the pertinence of particular information to students’ topic and task * using sign-posting features such as headings and subheadings, and homepages and subpages to read texts   *EAL/D students may benefit from:*   * teacher-supported skimming and scanning activities, using familiar and accessible texts | |
| use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas  AC9E5LY05 | * summarising ideas and information to determine the main idea of a text * using research skills including identifying research purpose, locating texts, gathering and organising information, evaluating relative value, evaluating the accuracy and currency of print and digital sources, and summarising information from several sources * comparing texts on the same topic to identify similarities and differences in the ideas or information that are included   *EAL/D students may benefit from:*   * graphic organisers to compare examples of literal and inferred meaning in a range of short texts with careful explanation of any cultural assumptions | |

|  |  |
| --- | --- |
| **Sub-strand: Creating texts** | |
| 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 | * using research from print and digital resources to gather and organise information for writing * selecting an appropriate text structure for the writing purpose and sequencing content according to that text structure, introducing the topic and grouping related information in well-sequenced paragraphs with a concluding statement * using vocabulary, including technical vocabulary, appropriate to purpose and context * using appropriate grammatical features, including more complex sentences and relevant verb tenses, pronoun references, and adverb and noun groups/phrases for effective descriptions * writing letters in print and by email demonstrating understanding of audience * re-reading and editing their own and others’ work, which may involve using digital tools, for precision using negotiated criteria for text structure and meaning, and accuracy of grammar, spelling and punctuation   *EAL/D students may benefit from:*   * teacher–supported joint construction of texts * creating banks of vocabulary related to specific topics focused on in class |
| 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 | * planning a report on a topic, sequencing ideas logically and providing supporting detail, including graphics, sound and visuals to enhance audience engagement and understanding * experimenting with features of voice such as tone, volume, pitch and pace in formal presentations and recognising the effects these have on audience understanding * reflecting on how new learning can be incorporated into a presentation   *EAL/D students may benefit from:*   * teacher-supported joint construction of texts using text and language scaffolds * the opportunity to present in smaller groups to build their confidence |
| **Sub-strand: Phonic and word knowledge** | |
| use phonic, morphemic and vocabulary knowledge to read and spell words that share common letter patterns but have different pronunciations  AC9E5LY08 | * recognising and writing less familiar words that share common letter patterns but have different pronunciations; for example, “journey”, “your”, “tour” and “sour”   *EAL/D students may benefit from:*  opportunities to learn words in context and in real life situations and practise pronunciation |
| build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations  AC9E5LY09 | * using knowledge of known words and base words to spell new words; for example, the spelling and meaning connections between “vision”, “television” and “revision” * applying knowledge of spelling generalisations to spell new words; for example, “suitable”, “likeable” and “collapsible” |
| explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word  AC9E5LY10 | * using knowledge of word origins and roots, and related words, to interpret and spell unfamiliar words, and learning about how these roots affect plurals; for example, “cactus” and “cacti”, “louse” and “lice” * understanding how some suffixes change the grammatical form of words; for example, “-tion” and “-ment” can change verbs into nouns: “protect” to “protection” and “develop” to “development” |

Year 6

|  |
| --- |
| **Year level description** |
| The English curriculum is built around the 3 interrelated strands of *Language, Literature* and *Literacy*. Together, the 3 strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.  In Year 6, students interact with audiences for different purposes.  Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts. Texts may include film and digital texts, novels, poetry, non-fiction and dramatic performances. The features of these texts may be used by students as models for creating their own work.  The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.  Literary texts that support and extend students in Year 6 as independent readers may include elaborated events including flashbacks and shifts in time, and a range of less predictable characters. These texts may support students’ understanding of authors’ styles. They may explore themes of interpersonal relationships and ethical dilemmas in real-world and imagined settings. Informative texts may include technical information and/or content about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures may include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative and idiomatic language, and information presented in various types of images and graphics.  Year 6 students create a range of imaginative, informative and persuasive types of texts that may include narratives, procedures, performances, reports, reviews, poetry, expositions, explanations and discussions for particular purposes and audiences. |
| **Achievement standard** |
| By the end of Year 6, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop, explain and elaborate on ideas from topics or texts. They use and vary text structures to organise, develop and link ideas. They use and vary language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.  They read, view and comprehend different texts created to inform, influence and/or engage audiences. They identify similarities and differences in how ideas are presented and developed including through characters, settings and/or events, and how texts reflect contexts. They identify how texts have similar and different text structures to reflect purpose. They explain how language features including literary devices, and visual features influence audiences.  They 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. They use text structures and vary paragraphs to organise, develop and link ideas. They use and vary language features including sentence structures, topic-specific vocabulary and literary devices, and/or multimodal features. They spell using phonic, morphemic and grammatical knowledge. |

|  |  |  |
| --- | --- | --- |
| **Strand: Language** | | **Year 6** |
| **Sub-strand: Language for interacting with others** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| understand that language varies as levels of formality and social distance increase  AC9E6LA01 | * recognising language protocols for formal address; for example, words used to address principals, heads of state and monarchs * discussing levels of language such as slang, colloquial, conversational and formal, and how their appropriateness changes with the situation and audience * presenting ideas and opinions at levels of formality appropriate to the context and audience   *EAL/D students may benefit from:*   * demonstrating levels of formality, social distance and culturally appropriate behaviours through teacher-supported discussion and role play | |
| understand the uses of objective and subjective language, and identify bias  AC9E6LA02 | * identifying language choices that evoke emotion and judgements in direct and indirect ways, and how they are used to persuade different audiences to take a position and/or action * understanding when to share feelings and opinions; for example, in a personal recount, and when to remain more objective; for example, in a factual recount * differentiating between reporting the facts; for example, in a factual recount or unedited photograph, and providing a commentary; for example, in an editorial   *EAL/D students may benefit from:*   * multiple opportunities to compare objective and subjective language, e.g. ‘That person has 5 coats’ (objective) and ‘That person has too many coats’ (subjective) | |
| **Sub-strand: Text structure and organisation** | | |
| 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 | * exploring a range of everyday, community, literary and informative texts, discussing elements of text structure and language features, and comparing the overall structure and effect of authors’ choices in 2 or more texts * examining a text to identify strategies such as exaggeration to create humour * recognising that texts are organised into stages such as an introduction and that introductions may be divided into phases; for example, the introduction stage of a narrative may begin with a phase that is a “hook” or a flashback * explaining the characteristic stages and phases in reviews, discussions of alternative positions or historical recounts and identifying any adaptations of typical structures or language features   *EAL/D students may benefit from:*   * teacher deconstruction and joint reconstruction of texts into characteristic stages and phases | |
| understand that cohesion can be created by the intentional use of repetition, and the use of word associations  AC9E6LA04 | * noting how a general word is often used for a more specific word already mentioned (word association); for example, “Look at those apples. Granny Smiths are my favourite.” * recognising how cohesion can be developed through repeating key words or by using synonyms or antonyms   *EAL/D students may benefit from:*   * using graphic organisers to record the repetition of key words in a poem or short story and discussing with a peer the effect of this repetition | |
| **Sub-strand: Language for expressing and developing ideas** | | |
| understand how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas  AC9E6LA05 | * investigating how the choice of conjunctions enables the construction of complex sentences to extend, to elaborate on and to explain ideas; for example, “The town that was flooded suffered extensive damage.” * creating complex sentences with embedded clauses to expand noun groups; for example, “Hamish studied the rock samples that he had collected on the excursion, to complete his report.” | |
| understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups  AC9E6LA06 | * knowing that the simple present tense is typically used to talk about present states; for example, “He lives in Darwin.” or actions that happen regularly in the present; for example, “He watches television every night.” or that represent “timeless” happenings, in information reports; for example, “Bears hibernate in winter.” * knowing that there are various ways in English to refer to future time: using the auxiliary “will”; for example, “She will call you tomorrow.”, using the present tense; for example, “Tomorrow, I leave for Hobart.” and using adverbials of time; for example, “She arrives in the morning.” * using precise verbs; for example, “slice”, “dice”, “fillet” and “segment” rather than general words; for example, “cut”   E*AL/D students may benefit from*:   * building vocabulary in context (for example, practical demonstration of multiple verbs (slice; snip, saw) that can be substituted for ‘cut’ for greater precision relative to the context | |
| identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning  AC9E6LA07 | * observing how sequential events can be represented visually by a series of images, including comic strips, timelines, photo stories, procedure diagrams and flowcharts, life-cycle diagrams and the flow of images in picture books * observing how concepts, information and relationships can be represented visually through tables, maps, graphs and diagrams * understanding that images and maps may be sensitive for First Nations Australians and ensuring that a disclaimer is applied or judgement is used about cultural appropriateness and sensitivities   *EAL/D students may benefit from:*   * clear explanations of the added meaning given to a text by including visual material and opportunities to explore several examples | |
| identify authors’ use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole  AC9E6LA08 | * exploring how figurative language; for example, metaphors, personification and idioms, can be used to create vivid and less predictable shades of meaning * identifying authors’ use of vivid and emotive vocabulary in persuasive texts; for example, the vocabulary used in reviews * discussing texts, using vocabulary to name text structure, literary devices and language features; for example, using words that name the literary device used in a poem   *EAL/D students may benefit from:*   * multiple opportunities to listen to emotive vocabulary and devices used in spoken texts | |
| understand how to use the comma for lists, to separate a dependent clause from an independent clause, and in dialogue  AC9E6LA09 | * identifying different uses of commas such as commas and conjunctions between independent clauses in compound sentences * using commas in dialogue; for example, Ben said, “I want pie, peas, carrots and chips for dinner, followed by ice cream for dessert, please.” | |

|  |  |  |
| --- | --- | --- |
| **Strand: Literature** | | **Year 6** |
| **Sub-strand: Literature and contexts** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| 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 | * discussing the influence historical, social and cultural experiences may have on the meaning of a text and attitudes towards characters, actions and events * sharing responses about how heroes are portrayed in science fiction or fantasy and more realistic settings * exploring reviews of Australian films   *EAL/D students may benefit from:*   * inclusion of literary texts that reflect their cultural heritage, and opportunities to share responses to characters and events in these texts | |
| **Sub-strand: Engaging with and responding to literature** | | |
| identify similarities and differences in literary texts on similar topics, themes or plots  AC9E6LE02 | * exploring texts on a similar topic by authors with very different styles; for example, comparing fantasy quest novels or realistic novels on a specific theme * identifying differences in the use of narrator, narrative structure and voice, and language and visual features, between texts and determining how these influence readers or viewers   *EAL/D students may benefit from:*   * creating a bank of expressions that can be used to describe similarities and differences, e.g. ‘similar to’, ‘the same as’, ‘like text A, text B...’ | |
| **Sub-strand: Examining literature** | | |
| identify and explain characteristics that define an author's individual style  AC9E6LE03 | * exploring 2 or more texts by the same author, identifying similarities; for example, subject or theme, characterisation, text structure, plot development, tone, vocabulary, voice, favoured grammatical structures and visual techniques in picture books, and determining the qualities that characterise an author's style * focusing on a First Nations Australian author and identifying characteristic elements of their writing; for example, images, theme and language * comparing similarities and differences between texts, including those by the same author or illustrator, and identifying the characteristics that define an author’s style; for example, comparing illustrations in picture books by the same illustrator, noting characteristic features | |
| explain the way authors use sound and imagery to create meaning and effect in poetry  AC9E6LE04 | * explaining how imagery builds emotional connections and engagement with the story or theme * identifying the imagery used in narratives or poetry about First Nations Australians’ Country/Place * describing the effects of assonance, alliteration and onomatopoeia in a poem * explaining the effect of rhythm in ballads   *EAL/D students may benefit from:*   * opportunities to listen to analyse and discuss the way authors use devices such as assonance, alliteration and onomatopoeia in poetry | |
| **Sub-strand: Creating literature** | | |
| 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 | * creating narratives in written, spoken or multimodal/digital form adapting character; for example, reimagining the hero in an adventure story * creating an autobiography of a character from a text explored * discussing the setting in a literary text with a peer during the editing process, and experimenting with literary devices that may enhance the setting   *EAL/D students may benefit from:*   * scaffolded activities to focus on how a setting, character or idea can be adapted to create various effects, e.g. experiment with the effects created if a setting is changed from a historical period to contemporary times | |

|  |  |  |
| --- | --- | --- |
| **Strand: Literacy** | | **Year 6** |
| **Sub-strand: Texts in context** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| examine texts including media texts that represent ideas and events, and identify how they reflect the context in which they were created  AC9E6LY01 | * identifying news reports of the same type of event over time and how they reflect their contexts * comparing advertising posters for animated children's films in different countries and explaining the impact of these choices on audience expectations of the film * identifying how advertisements for the same products reflect the context in which they were created   *EAL/D students may benefit from:*   * clear explanations of the context behind a media text which may include details about key personalities, events, attitudes and cultural influences | |
| **Sub-strand: Interacting with others** | | |
| 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 | * participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations * using strategies; for example, pausing, questioning, rephrasing, repeating, summarising, reviewing and asking clarifying questions when discussing topics * recognising that closed questions ask for precise responses while open questions prompt a speaker to provide more information   *EAL/D students may benefit from:*   * creating a bank of vocabulary to question and clarify ideas, eg. ‘What do you mean by...?’, ‘Could you give an example of...?’ * practising paraphrasing by finding synonyms for key words in an argument | |
| **Sub-strand: Analysing, interpreting and evaluating** | | |
| analyse how text structures and language features work together to meet the purpose of a text, and engage and influence audiences  AC9E6LY03 | * comparing the structure and language features of different texts, including print and digital sources on similar topics, and evaluating which features best aid navigation and clear communication about the topic   *EAL/D students may benefit from:*   * deconstructing texts to identify language used to engage and influence the audience | |
| 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 | * bringing subject and technical vocabulary and concept knowledge to new reading tasks, selecting, evaluating and using texts for their pertinence to the task and the accuracy of their information * using knowledge of text structure to navigate the text to locate specific literal content for a purpose * using research skills including locating texts, gathering and organising information, evaluating and using information   *EAL/D students may benefit from:*   * scaffolded activities to practice navigating tables of content and finding specific chapters in a book or online resource * teacher-supported discussions about ways headings and sub-headings flag content and information in a text | |
| 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 | * making connections between the text and students’ own experience or other texts * making connections between information in print and images * using prior knowledge and textual information to make inferences * asking and answering questions * using graphic organisers to visualise connections, categories and hierarchies of information * summarising a text or part of a text   *EAL/D students may benefit from:*   * clear explanations of inferences in a text, e.g. ‘‘The people clutched cold drinks and crowded around the fan.’ The inference is that it is a hot day | |

|  |  |
| --- | --- |
| **Sub-strand: Creating texts** | |
| 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 | * creating informative texts for 2 different audiences that explore a topic using text structure and language features for the identified audiences, noting the changes required to appeal to each audience * using rhetorical devices, images and modal verbs for persuasive effects, for an identified audience * selecting and combining digital tools to create texts * re-reading and editing their own and others’ work using negotiated criteria for text structure, meaning and accuracy of grammar, spelling and punctuation, and explaining editing choices as required   *EAL/D students may benefit from:*   * oral activities to build topic knowledge and practise language features * teacher–supported joint construction of texts * guided editing of texts to explore synonyms for key words |
| 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 | * planning a report on a topic, sequencing ideas logically and providing supporting detail, including graphics, sound and visuals to enhance audience engagement and understanding * experimenting with voice effects such as tone, volume, pitch and pace in formal presentations and recognising the effects these have on audience understanding * presenting an argument about an issue from learning area content, which includes claims supported with evidence and examples, careful use of topic-specific vocabulary and selection of persuasive techniques appropriate to audience * setting goals for a presentation and monitoring development in a written or digital journal   *EAL/D students may benefit from:*   * the opportunity to present in smaller groups to build their confidence * oral activities to build topic knowledge and practise language features before composing spoken texts |
| **Sub-strand: Phonic and word knowledge** | |
| use phonic knowledge of common and less common grapheme–phoneme relationships to read and write increasingly complex words  AC9E6LY08 | * using phonic generalisations to read and write complex words with uncommon letter patterns; for example, “pneumonia”, “resuscitate” and “vegetation” |
| 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 | * using a dictionary to explore and using knowledge of word origins, including some Greek roots, to spell words; for example, the Greek root “ath” meaning “contest” or “outstanding skill”, “pent” meaning the number 5 and “dec” meaning the number 10 inform the spelling and meaning of the words “athlete”, “pentathlon” and “decathlon” * applying accumulated knowledge of a wide range of letter patterns and spelling generalisations to spell new words; for example, “ratio” and “synthesis” * expanding knowledge of prefixes and suffixes, and exploring meaning relationships between words; for example, “disappearance”, “submarine”, “subterranean”, “poisonous” and “nervous” * applying accumulated knowledge of a wide range of letter patterns and spelling generalisations to spell new words; for example, knowing how and why these words are spelt as follows: “reliability”, “handkerchief”, “receive”, “lollies”, “trolleys”, “climbing”, “designed” and “emergency” * spelling technical words by applying morphemic knowledge; for example, “metaphorical”, “biology” and “biodegradable” * investigating the meanings of words in languages of First Nations Australians using dictionaries or online resources from state libraries or universities |

**acaraonline.sharepoint.com/:w:/r/teams/curriculum/\_layouts/15/Doc.aspx?sourcedoc=%7B373d1e79-0ceb-4e24-b44d-b8f70cc20a4a%7D&action=edit&wdLOR=c26DFFB0B-75C8-46D6-88E4-64FE746A6FD0&wdPid=2dd97ef7**