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| **Foundation** |
| **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. |

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| **Content descriptions** |
| **Strand: Language** |
| **Sub-strand: Language for interacting with others** |
| explore how language is used differently at home and school depending on the relationships between people AC9EFLA01 |
| explore different ways of using language to express preferences, likes and dislikes AC9EFLA02 |
| **Sub-strand: Text structure and organisation** |
| understand that texts can take many forms such as signs, books and digital texts AC9EFLA03 |
| understand conventions of print and screen, including how books and simple digital texts are usually organised AC9EFLA04 |
| **Sub-strand: Language for expressing and developing ideas** |
| recognise that sentences are key units for expressing ideas AC9EFLA05 |
| recognise that sentences are made up of groups of words that work together in particular ways to make meaning AC9EFLA06 |
| explore the contribution of images and words to meaning in stories and informative texts AC9EFLA07 |
| recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school AC9EFLA08 |
| 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 |

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| **Strand: Literature** |
| **Sub-strand: Literature and contexts** |
| share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9EFLE01 |
| **Sub-strand: Engaging with and responding to literature** |
| respond to stories and share feelings and thoughts about their events and characters AC9EFLE02 |
| **Sub-strand: Examining literature** |
| recognise different types of literary texts and identify features including events, characters, and beginnings and endings AC9EFLE03 |
| explore and replicate the rhythms and sound patterns of literary texts such as poems, rhymes and songs AC9EFLE04 |
| **Sub-strand: Creating literature** |
| retell and adapt familiar literary texts through play, performance, images or writing AC9EFLE05 |

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| **Strand: Literacy** |
| **Sub-strand: Texts in context** |
| identify some familiar texts, such as stories and informative texts, and their purpose AC9EFLY01 |
| **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 |
| **Sub-strand: Analysing, interpreting and evaluating** |
| identify some differences between imaginative and informative texts AC9EFLY03 |
| read decodable and authentic texts using developing phonic knowledge, and monitor meaning using context and emerging grammatical knowledge AC9EFLY04 |
| use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently AC9EFLY05 |
| **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 |
| create and deliver short spoken texts to report ideas and events to peers, using features of voice such as appropriate volume AC9EFLY07 |

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| form most lower-case and upper-case letters using learnt letter formations AC9EFLY08 |
| **Sub-strand: Phonic and word knowledge** |
| recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness) AC9EFLY09 |
| 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 |
| recognise and name all upper- and lower-case letters (graphs) and know the most common sound that each letter represents AC9EFLY11 |
| 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 |
| read and write some high-frequency words and other familiar words AC9EFLY14 |
| understand that words are units of meaning and can be made of more than one meaningful part AC9EFLY15 |

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| **Year 1** | **Year 2** |
| **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. | 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. |

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| **Content descriptions** |
| **Strand: Language** |
| **Sub-strand: Language for interacting with others** |
| understand how language, facial expressions and gestures are used to interact with others when asking for and providing information, making offers, exclaiming, requesting and giving commands AC9E1LA01 | investigate how interpersonal language choices vary depending on the context, including the different roles taken on in interactions AC9E2LA01 |
| explore language to provide reasons for likes, dislikes and preferences AC9E1LA02 | explore how language can be used for appreciating texts and providing reasons for preferences AC9E2LA02 |
| **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 | identify how texts across the curriculum are organised differently and use language features depending on purposes AC9E2LA03 |
| explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs AC9E1LA04 | understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred AC9E2LA04 |
| understand how print and screen texts are organised using features such as page numbers, tables of content, headings and titles, navigation buttons, swipe screens, verbal commands, links and images AC9E1LA05 | navigate print and screen texts using chapters, tables of contents, indexes, side-bar menus, drop-down menus or links AC9E2LA05 |
| **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 | understand that connections can be made between ideas by using a compound sentence with 2 or more independent clauses usually linked by a coordinating conjunction AC9E2LA06 |
| understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) AC9E1LA07 | understand that in sentences nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups AC9E2LA07 |
| compare how images in different types of texts contribute to meaning AC9E1LA08 | understand that images add to or multiply the meanings of a text AC9E2LA08 |
| recognise the vocabulary of learning area topics AC9E1LA09 | experiment with and begin to make conscious choices of vocabulary to suit the topic AC9E2LA09 |
| understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns AC9E1LA10 | recognise that capital letters are used in titles and commas are used to separate items in lists AC9E2LA10 |

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| **Strand: Literature** |
| **Sub-strand: Literature and contexts** |
| discuss how language and images are used to create characters, settings and events in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9E1LE01 | discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9E2LE01 |
| **Sub-strand: Engaging with and responding to literature** |
| discuss literary texts and share responses by making connections with students’ own experiences AC9E1LE02 | identify features of literary texts, such as characters and settings, and give reasons for personal preferences AC9E2LE02 |
| **Sub-strand: Examining literature** |
| discuss plot, character and setting, which are features of stories AC9E1LE03 | discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways AC9E2LE03 |
| listen to and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme AC9E1LE04 | identify, reproduce and experiment with rhythmic sound and word patterns in poems, chants, rhymes or songs AC9E2LE04 |
| **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 toolsAC9E1LE05 | create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools AC9E2LE05 |

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| **Strand: Literacy** |
| **Sub-strand: Texts in context** |
| discuss different texts and identify some features that indicate their purposes AC9E1LY01 | identify how similar topics and information are presented in different types of texts AC9E2LY01 |
| **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 | 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 |
| **Sub-strand: Analysing, interpreting and evaluating** |
| describe some similarities and differences between imaginative, informative and persuasive texts AC9E1LY03 | identify the purpose and audience of imaginative, informative and persuasive texts AC9E2LY03 |
| read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and monitoring meaning using context and grammatical knowledge AC9E1LY04 | read texts with phrasing and fluency, using phonic and word knowledge, and monitoring meaning by re-reading and self-correcting AC9E2LY04 |
| use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures AC9E1LY05 | use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning AC9E2LY05 |

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| **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 | 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 |
| create and deliver short oral and/or multimodal presentations on personal and learnt topics, which include an opening, middle and concluding statement; some topic-specific vocabulary and appropriate gesture, volume and pace AC9E1LY07 | create, rehearse and deliver short oral and/or multimodal presentations for familiar audiences and purposes, using text structure appropriate to purpose and topic-specific vocabulary, and varying tone, volume and pace AC9E2LY07 |
| write words using unjoined lower-case and upper-case letters AC9E1LY08 | write words legibly and with growing fluency using unjoined upper-case and lower-case letters AC9E2LY08 |
| **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 | manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words AC9E2LY09 |
| orally manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness) AC9E1LY10 | 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 |
| use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words AC9E1LY11 |  |
| understand that a letter can represent more than one sound and that a syllable must contain a vowel sound AC9E1LY12 |  |
| spell one- and two-syllable words with common letter patterns AC9E1LY13 | use knowledge of spelling patterns and morphemes to read and write words whose spelling is not completely predictable from their sounds, including high-frequency words AC9E2LY11 |
| read and write an increasing number of high-frequency words AC9E1LY14 |  |
| recognise and know how to use grammatical morphemes to create word families AC9E1LY15 | build morphemic word families using knowledge of prefixes and suffixes AC9E2LY12 |

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| **Year 3** | **Year 4** |
| **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. | 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. |

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| **Content descriptions** |
| **Strand: Language** |
| **Sub-strand: Language for interacting with others** |
| understand that cooperation with others depends on shared understanding of social conventions, including turn-taking language, which vary according to the degree of formality AC9E3LA01 | explore language used to develop relationships in formal and informal situations AC9E4LA01 |
| understand how the language of evaluation and emotion, such as modal verbs, can be varied to be more or less forceful AC9E3LA02 | identify the subjective language of opinion and feeling, and the objective language of factual reporting AC9E4LA02 |
| **Sub-strand: Text structure and organisation** |
| describe how texts across the curriculum use different language features and structures relevant to their purpose AC9E3LA03 | identify how texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes AC9E4LA03 |
| understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together AC9E3LA04 | identify how text connectives including temporal and conditional words, and topic word associations are used to sequence and connect ideas AC9E4LA04 |
| identify the purpose of layout features in print and digital texts and the words used for navigation AC9E3LA05 | identify text navigation features of online texts that enhance readability including headlines, drop-down menus, links, graphics and layout AC9E4LA05 |
| **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 | understand that complex sentences contain one independent clause and at least one dependent clause typically joined by a subordinating conjunction to create relationships, such as time and causality AC9E4LA06 |
| understand how verbs represent different processes for doing, feeling, thinking, saying and relating AC9E3LA07 | investigate how quoted (direct) and reported (indirect) speech are used AC9E4LA07 |
| understand that verbs are anchored in time through tense AC9E3LA08 | understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity AC9E4LA08 |
|  | understand past, present and future tenses and their impact on meaning in a sentence AC9E4LA09 |
| identify how images extend the meaning of a text AC9E3LA09 | explore the effect of choices when framing an image, placement of elements in the image and salience on composition of still and moving images in texts AC9E4LA10 |
| extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts AC9E3LA10 | expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources AC9E4LA11 |
| understand that apostrophes signal missing letters in contractions, and apostrophes are used to show singular and plural possession AC9E3LA11 | understand that punctuation signals dialogue through quotation marks and that dialogue follows conventions for the use of capital letters, commas and boundary punctuation AC9E4LA12 |

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| **Strand: Literature** |
| **Sub-strand: Literature and contexts** |
| discuss characters, events and settings in different contexts in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9E3LE01 | recognise similar storylines, ideas and relationships in different contexts in literary texts by First Nations Australian, and wide-ranging Australian and world authors AC9E4LE01 |
| **Sub-strand: Engaging with and responding to literature** |
| discuss connections between personal experiences and character experiences in literary texts and share personal preferences AC9E3LE02 | describe the effects of text structures and language features in literary texts when responding to and sharing opinions AC9E4LE02 |
| **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 | discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions AC9E4LE03 |
| discuss the effects of some literary devices used to enhance meaning and shape the reader’s reaction, including rhythm and onomatopoeia in poetry and prose AC9E3LE04 | examine the use of literary devices and deliberate word play in literary texts, including poetry, to shape meaning AC9E4LE04 |
| **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 | create and edit literary texts by developing storylines, characters and settings AC9E4LE05 |

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| **Strand: Literacy** |
| **Sub-strand: Texts in context** |
| recognise how texts can be created for similar purposes but different audiences AC9E3LY01 | compare texts from different times with similar purposes and audiences to identify similarities and differences in their depictions of events AC9E4LY01 |
| **Sub-strand: Interacting with others** |
| use interaction skills to contribute to conversations and discussions to share information and ideas AC9E3LY02 | listen for key points and information to carry out tasks and contribute to discussions, acknowledging another opinion, linking a response to the topic, and sharing and extending ideas and information AC9E4LY02 |
| **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 | identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text AC9E4LY03 |
| read a range of texts using phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required AC9E3LY04 | read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when needed AC9E4LY04 |
| use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features AC9E3LY05 | use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas, and evaluate texts AC9E4LY05 |

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| **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 | plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation AC9E4LY06 |
| plan, create, rehearse and deliver short oral and/or multimodal presentations to inform, express opinions or tell stories, using a clear structure, details to elaborate ideas, topic-specific and precise vocabulary, visual features, and appropriate tone, pace, pitch and volume AC9E3LY07 | plan, create, rehearse and deliver structured oral and/or multimodal presentations to report on a topic, tell a story, recount events or present an argument using subjective and objective language, complex sentences, visual features, tone, pace, pitch and volume AC9E4LY07 |
| write words using joined letters that are clearly formed and consistent in size AC9E3LY08 | write words using clearly formed joined letters, with developing fluency and automaticity AC9E4LY08 |
| **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 | 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 |
| understand how to apply knowledge of common base words, prefixes, suffixes and generalisations for adding a suffix to a base word to read and comprehend new multimorphemic words AC9E3LY10 | understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, common prefixes and suffixes, and word origins, to spell more complex words AC9E4LY10 |
| use phoneme–grapheme (sound–letter) relationships and less common letter patterns to spell words AC9E3LY11 |  |
| recognise and know how to write most high-frequency words including some homophones AC9E3LY12 | read and write high-frequency words including homophones and know how to use context to identify correct spelling AC9E4LY11 |

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| **Year 5** | **Year 6** |
| **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. | 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. |

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| **Content descriptions** |
| **Strand: Language** |
| **Sub-strand: Language for interacting with others** |
| understand that language is selected for social contexts and that it helps to signal social roles and relationships AC9E5LA01 | understand that language varies as levels of formality and social distance increase AC9E6LA01 |
| understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources AC9E5LA02 | understand the uses of objective and subjective language, and identify bias AC9E6LA02 |
| **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 | explain how texts across the curriculum are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features AC9E6LA03 |
| understand how texts can be made cohesive by using the starting point of a sentence or paragraph to give prominence to the message and to guide the reader through the text AC9E5LA04 | understand that cohesion can be created by the intentional use of repetition, and the use of word associations AC9E6LA04 |
| **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 | understand how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas AC9E6LA05 |
| understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea AC9E5LA06 | understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups AC9E6LA06 |
| explain how the sequence of images in print, digital and film texts has an effect on meaning AC9E5LA07 | identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning AC9E6LA07 |
| understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of words AC9E5LA08 | identify authors’ use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole AC9E6LA08 |
| use commas to indicate prepositional phrases, and apostrophes where there is multiple possession AC9E5LA09 | understand how to use the comma for lists, to separate a dependent clause from an independent clause, and in dialogue AC9E6LA09 |

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| **Strand: Literature** |
| **Sub-strand: Literature and contexts** |
| identify aspects of literary texts that represent details or information about historical, social and cultural contexts in literature by First Nations Australian, and wide-ranging Australian and world authors AC9E5LE01 | identify responses to characters and events in literary texts, drawn from historical, social or cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors AC9E6LE01 |
| **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 | identify similarities and differences in literary texts on similar topics, themes or plots AC9E6LE02 |
| **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 | identify and explain characteristics that define an author's individual style AC9E6LE03 |
| examine the effects of imagery, including simile, metaphor and personification, and sound devices in narratives, poetry and songs AC9E5LE04 | explain the way authors use sound and imagery to create meaning and effect in poetry AC9E6LE04 |
| **Sub-strand: Creating literature** |
| create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced AC9E5LE05 | create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices AC9E6LE05 |

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| **Strand: Literacy** |
| **Sub-strand: Texts in context** |
| describe the ways in which a text reflects the time and place in which it was created AC9E5LY01 | examine texts including media texts that represent ideas and events, and identify how they reflect the context in which they were created AC9E6LY01 |
| **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 | 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 |
| **Sub-strand: Analysing, interpreting and evaluating** |
| explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text AC9E5LY03 | analyse how text structures and language features work together to meet the purpose of a text, and engage and influence audiences AC9E6LY03 |
| navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming AC9E5LY04 | select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features; for example, table of contents, glossary, chapters, headings and subheadings AC9E6LY04 |
| use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas AC9E5LY05 | use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources AC9E6LY05 |

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| **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 | 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 |
| plan, create, rehearse and deliver spoken and multimodal presentations that include relevant, elaborated ideas, sequencing ideas and using complex sentences, specialist and technical vocabulary, pitch, tone, pace, volume, and visual and digital features AC9E5LY07 | plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features AC9E6LY07 |
| **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 | use phonic knowledge of common and less common grapheme–phoneme relationships to read and write increasingly complex words AC9E6LY08 |
| build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations AC9E5LY09 | use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words AC9E6LY09 |
| explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word AC9E5LY10 |  |

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| **Year 7** | **Year 8** |
| **Achievement standard** |
| By the end of Year 7, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and expand ideas with evidence. They adopt text structures to organise, develop and link ideas. They adopt language features including 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 identify how ideas are portrayed and how texts are influenced by contexts. They identify the aesthetic qualities of texts. They identify how text structures, language features including literary devices and visual features shape meaning.They create written and/or multimodal texts, including literary texts, for different purposes and audiences, expressing and expanding on ideas with evidence. They adopt text structures to organise, develop and link ideas. They adopt language features including literary devices, and/or multimodal features. | By the end of Year 8, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and elaborate on ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features and features of voice.They read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They explain how ideas are represented and how texts reflect or challenge contexts. They explain the aesthetic qualities of texts. They explain how text structures shape meaning. They explain the effects of language features including intertextual references and literary devices, and visual features.They create written and/or multimodal texts, including literary texts for different purposes and audiences, expressing and advancing ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features. |

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| **Content descriptions** |
| **Strand: Language** |
| **Sub-strand: Language for interacting with others** |
| understand how language expresses and creates personal and social identitiesAC9E7LA01 | recognise how language shapes relationships and rolesAC9E8LA01 |
| recognise language used to evaluate texts including visual and multimodal texts, and how evaluations of a text can be substantiated by reference to the text and other sourcesAC9E7LA02 | understand how layers of meaning can be created when evaluating by using literary devices such as simile and metaphorAC9E8LA02 |
| **Sub-strand: Text structure and organisation** |
| identify and describe how texts are structured differently depending on their purpose and how language features vary in textsAC9E7LA03 | explain how texts are structured depending on their purpose and how language features vary, recognising that some texts are hybrids that combine different genres or elements of different genresAC9E8LA03 |
| understand that the cohesion of texts relies on devices that signal structure and guide readers, such as overviews and initial and concluding paragraphsAC9E7LA04 | understand how cohesion in texts is improved by strengthening the internal structure of paragraphs with examples, quotations and substantiation of claimsAC9E8LA04 |
| **Sub-strand: Language for expressing and developing ideas** |
| understand how complex and compound-complex sentences can be used to elaborate, extend and explain ideasAC9E7LA05 | examine a variety of clause structures including embedded clauses that add information and expand ideas in sentencesAC9E8LA05 |
| understand how consistency of tense through verbs and verb groups achieves clarity in sentencesAC9E7LA06 | understand the effect of nominalisation in textsAC9E8LA06 |
| analyse how techniques such as vectors, angle and/or social distance in visual texts can be used to create a perspectiveAC9E7LA07 | investigate how visual texts use intertextual references to enhance and layer meaningAC9E8LA07 |
| investigate the role of vocabulary in building specialist and technical knowledge, including terms that have both everyday and technical meaningsAC9E7LA08 | identify and use vocabulary typical of academic textsAC9E8LA08 |
| understand the use of punctuation including colons and brackets to support meaningAC9E7LA09 | understand and use punctuation conventions including semicolons and dashes to extend ideas and support meaningAC9E8LA09 |

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| **Strand: Literature** |
| **Sub-strand: Literature and contexts** |
| identify and explore ideas, points of view, characters, events and/or issues in literary texts, drawn from historical, social and/or cultural contexts, by First Nations Australian, and wide-ranging Australian and world authorsAC9E7LE01 | explain the ways that ideas and points of view may represent the values of individuals and groups in literary texts, drawn from historical, social and cultural contexts, by First Nations Australian, and wide-ranging Australian and world authorsAC9E8LE01 |
| **Sub-strand: Engaging with and responding to literature** |
| form an opinion about characters, settings and events in texts, identifying areas of agreement and difference with others’ opinions and justifying a responseAC9E7LE02 | share opinions about the language features, literary devices and text structures that contribute to the styles of literary textsAC9E8LE02 |
| explain the ways that literary devices and language features such as dialogue, and images are used to create character, and to influence emotions and opinions in different types of textsAC9E7LE03 | explain how language and/or images in texts position readers to respond and form viewpointsAC9E8LE03 |
| discuss the aesthetic and social value of literary texts using relevant and appropriate metalanguageAC9E7LE04 |  |
| **Sub-strand: Examining literature** |
| identify and explain the ways that characters, settings and events combine to create meaning in narrativesAC9E7LE05 | identify intertextual references in literary texts and explain how the references enable new understanding of the aesthetic quality of the textAC9E8LE04 |
| identify and explain how literary devices create layers of meaning in texts including poetryAC9E7LE06 | analyse how language features such as sentence patterns create tone, and literary devices such as imagery create meaning and effectAC9E8LE05 |
| **Sub-strand: Creating literature** |
| create and edit literary texts that experiment with language features and literary devices encountered in textsAC9E7LE07 | create and edit literary texts that experiment with language features and literary devices for particular purposes and effectsAC9E8LE06 |

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| **Strand: Literature** |
| **Sub-strand: Texts in context** |
| explain the effect of current technology on reading, creating and responding to texts including media textsAC9E7LY01 | identify how texts reflect contextsAC9E8LY01 |
| **Sub-strand: Interacting with others** |
| use interaction skills when discussing and presenting ideas and information including evaluations of the features of spoken textsAC9E7LY02 | use interaction skills for identified purposes and situations, including when supporting or challenging the stated or implied meanings of spoken texts in presentations or discussionAC9E8LY02 |
| **Sub-strand: Analysing, interpreting and evaluating** |
| analyse the ways in which language features shape meaning and vary according to audience and purposeAC9E7LY03 | analyse and evaluate the ways that language features vary according to the purpose and audience of the text, and the ways that sources and quotations are used in a textAC9E8LY03 |
| explain the structure of ideas such as the use of taxonomies, cause and effect, extended metaphors and chronologyAC9E7LY04 | analyse how authors organise ideas to develop and shape meaningAC9E8LY04 |
| use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and summarise information and ideasAC9E7LY05 | use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to interpret and evaluate ideas in textsAC9E8LY05 |

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| **Sub-strand: Creating texts** |
| plan, create, edit and publish written and multimodal texts, selecting subject matter, and using text structures, language features, literary devices and visual features as appropriate to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive and/or analyticalAC9E7LY06 | plan, create, edit and publish written and multimodal texts, organising and expanding ideas, and selecting text structures, language features, literary devices and visual features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analyticalAC9E8LY06 |
| plan, create, rehearse and deliver presentations for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical, by selecting text structures, language features, literary devices and visual features, and using features of voice including volume, tone, pitch and paceAC9E7LY07 | plan, create, rehearse and deliver spoken and multimodal presentations for audiences and purposes, selecting language features, literary devices, visual features and features of voice to suit formal or informal situations, and organising and developing ideas in texts in ways that may be imaginative, reflective, informative, persuasive and/or analyticalAC9E8LY07 |
| **Sub-strand: Word knowledge** |
| understand how to use spelling rules and word origins; for example, Greek and Latin roots, base words, suffixes, prefixes and spelling patterns to learn new words and how to spell themAC9E7LY08 | apply learnt knowledge to spell accurately and to learn new wordsAC9E8LY08 |

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| **Year 9** | **Year 10** |
| **Achievement standard** |
| By the end of Year 9, students interact with others, and listen to and create spoken and multimodal texts including literary texts. With a range of purposes and for audiences, they discuss and expand on ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select and experiment with language features including literary devices, and experiment with multimodal features and features of voice.They read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They analyse representations of people, places, events and concepts, and how texts respond to contexts. They analyse the aesthetic qualities of texts. They analyse the effects of text structures, and language features including literary devices, intertextual references, and multimodal features.They create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing and expanding ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise, develop and link ideas. They select and experiment with language features including literary devices, and experiment with multimodal features. | By the end of Year 10, students interact with others, and listen to and create spoken and multimodal texts including literary texts. With a range of purposes and for audiences, they discuss ideas and responses to representations, making connections and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select, vary and experiment with language features including rhetorical and literary devices, and experiment with multimodal features and features of voice.They read, view and comprehend a range of texts created to inform, influence and engage audiences. They analyse and evaluate representations of people, places, events and concepts, and how interpretations of these may be influenced by readers and viewers. They analyse the effects of text structures, and language features including literary devices, intertextual connections, and multimodal features, and their contribution to the aesthetic qualities of texts.They create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing ideas and representations, making connections and providing substantiation. They select and experiment with text structures to organise, develop and link ideas and representations. They select, vary and experiment with language features including literary devices, and experiment with multimodal features. |

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| **Content descriptions** |
| **Strand: Language** |
| **Sub-strand: Language for interacting with others** |
| recognise how language empowers relationships and rolesAC9E9LA01 | understand how language can have inclusive and exclusive social effects, and can empower or disempower peopleAC9E10LA01 |
| understand how evaluation can be expressed directly and indirectly using devices such as allusion, evocative vocabulary and metaphorAC9E9LA02 | understand that language used to evaluate, implicitly or explicitly reveals an individual's valuesAC9E10LA02 |
| **Sub-strand: Text structure and organisation** |
| examine how authors adapt and subvert text structures and language features by experimenting with spoken, written, visual and multimodal elements, and their combinationAC9E9LA03 | analyse text structures and language features and evaluate their effectiveness in achieving their purposeAC9E10LA03 |
| investigate a range of cohesive devices that condense information in texts, including nominalisation, and devices that link, expand and develop ideas, including text connectivesAC9E9LA04 | understand how paragraph structure can be varied to create cohesion, and paragraphs and images can be integrated for different purposesAC9E10LA04 |
| **Sub-strand: Language for expressing and developing ideas** |
| identify how authors vary sentence structures creatively for effects, such as intentionally using a dependent clause on its own or a sentence fragmentAC9E9LA05 | analyse and evaluate the effectiveness of particular sentence structures to express and craft ideasAC9E10LA05 |
| understand how abstract nouns and nominalisation can be used to summarise ideas in textAC9E9LA06 | analyse how meaning and style are achieved through syntaxAC9E10LA06 |
| analyse how symbols in still and moving images augment meaningAC9E9LA07 | evaluate the features of still and moving images, and the effects of those choices on representationsAC9E10LA07 |
| analyse how vocabulary choices contribute to style, mood and toneAC9E9LA08 | use an expanded technical and academic vocabulary for precision when writing academic textsAC9E10LA08 |
| understand punctuation conventions for referencing and citing others for formal and informal purposesAC9E9LA09 | understand how authors use and experiment with punctuationAC9E10LA09 |

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| **Strand: Literature** |
| **Sub-strand: Literature and contexts** |
| analyse the representations of people and places in literary texts, drawn from historical, social and cultural contexts, by First Nations Australian, and wide-ranging Australian and world authorsAC9E9LE01 | analyse representations of individuals, groups and places and evaluate how they reflect their context in literary texts by First Nations Australian, and wide-ranging Australian and world authorsAC9E10LE01 |
| **Sub-strand: Engaging with and responding to literature** |
| present a personal response to a literary text comparing initial impressions and subsequent analysis of the whole textAC9E9LE02 | reflect on and extend others’ interpretations of and responses to literatureAC9E10LE02 |
| analyse how features of literary texts influence readers’ preference for textsAC9E9LE03 | analyse how the aesthetic qualities associated with text structures, language features, literary devices and visual features, and the context in which these texts are experienced, influence audience responseAC9E10LE03 |
|  | evaluate the social, moral or ethical positions represented in literatureAC9E10LE04 |
| **Sub-strand: Examining literature** |
| analyse texts and evaluate the aesthetic qualities and appeal of an author’s literary styleAC9E9LE04 | analyse how text structure, language features, literary devices and intertextual connections shape interpretations of textsAC9E10LE05 |
| analyse the effect of text structures, language features and literary devices such as extended metaphor, metonymy, allegory, symbolism and intertextual referencesAC9E9LE05 | compare and evaluate how “voice” as a literary device is used in different types of texts, such as poetry, novels and film, to evoke emotional responsesAC9E10LE06 |
|  | analyse and evaluate the aesthetic qualities of textsAC9E10LE07 |
| **Sub-strand: Creating literature** |
| create and edit literary texts, that may be a hybrid, that experiment with text structures, language features and literary devices for purposes and audiencesAC9E9LE06 | create and edit literary texts with a sustained “voice”, selecting and adapting text structures, literary devices, and language, auditory and visual features for purposes and audiencesAC9E10LE08 |

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| **Strand: Literacy** |
| **Sub-strand: Texts in context** |
| analyse how representations of people, places, events and concepts reflect contextsAC9E9LY01 | analyse and evaluate how people, places, events and concepts are represented in texts and reflect contextsAC9E10LY01 |
| **Sub-strand: Interacting with others** |
| listen to spoken texts that have different purposes and audiences, analysing how language features position listeners to respond in particular ways, and use interacting skills to present and discuss opinions regarding these textsAC9E9LY02 | listen to spoken texts and explain the purposes and effects of text structures and language features, and use interaction skills to discuss and present an opinion about these textsAC9E10LY02 |
| **Sub-strand: Analysing, interpreting and evaluating** |
| analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or groupAC9E9LY03 | analyse and evaluate how language features are used to implicitly or explicitly represent values, beliefs and attitudesAC9E10LY03 |
| analyse the organisation of ideas in paragraphs and extended texts, and evaluate its impact on meaningAC9E9LY04 | analyse and evaluate how authors organise ideas in texts to achieve a purposeAC9E10LY04 |
| use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to compare and contrast ideas and opinions in and between textsAC9E9LY05 | integrate comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and interpret complex and abstract ideasAC9E10LY05 |

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| **Sub-strand: Creating texts** |
| plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas, and selecting text structures, language features, literary devices and multimodal features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or criticalAC9E9LY06 | plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas through experimenting with text structures, language features, literary devices and multimodal features for specific purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or criticalAC9E10LY06 |
| plan, create, rehearse and deliver spoken and multimodal presentations for purpose and audience, using language features, literary devices and features of voice such as volume, tone, pitch and pace, and organising, expanding and developing ideas in ways that may be imaginative, reflective, informative, persuasive, analytical and/or criticalAC9E9LY07 | plan, create, rehearse and deliver spoken and multimodal presentations by experimenting with rhetorical devices, and the organisation and development of ideas, to engage audiences for different purposes in ways that may be imaginative, reflective, informative, persuasive, analytical and/or criticalAC9E10LY07 |
| **Sub-strand: Word knowledge** |
| understand how spelling is used in texts for particular effects; for example, characterisation, humour and to represent accents and distinctive speechAC9E9LY08 | use knowledge of the spelling system to spell words and to manipulate standard spelling for particular effectsAC9E10LY08 |