



Australian
CURRICULUM
Review

ENGLISH

CONSULTATION CURRICULUM

Scope and sequence F–6

Copyright statement

The copyright material published in this work is subject to the *Copyright Act 1968* (Cth) and is owned by ACARA or, where indicated, by a party other than ACARA.

This material is consultation material only and has not been endorsed by Australia's nine education ministers.

You may view, download, display, print, reproduce (such as by making photocopies) and distribute these materials in unaltered form only for your personal, non-commercial educational purposes or for the non-commercial educational purposes of your organisation, provided that you make others aware it can only be used for these purposes and attribute ACARA as the source. For attribution details, refer to clause 5 of the Copyright and Terms of Use published on the Australian Curriculum website – www.australiancurriculum.edu.au/copyright-and-terms-of-use.

ACARA does not endorse any product that uses the Australian Curriculum Review consultation material or make any representations as to the quality of such products. Any product that uses this material should not be taken to be affiliated with ACARA or have the sponsorship or approval of ACARA.

ENGLISH SCOPE AND SEQUENCE: FOUNDATION – YEAR 6

English		Foundation	Year 1	Year 2
Achievement standard				
		<p>By the end of the Foundation year, students listen and respond to others, sharing thoughts, asking questions and following instructions. They listen to familiar texts and recall events and key ideas. They use vocabulary, background knowledge and predicting and questioning strategies to understand content. They use words and phrases acquired from learning and texts. They listen for and identify rhyme, letter patterns and sounds (phonemes) in words and can orally segment one- and two-syllable words. They present short, spoken texts to express likes, dislikes and experiences, and to demonstrate learning.</p> <p>They read imaginative and informative texts that may be decodable and/or predictable, drawing on their developing knowledge of concepts of print, sounds and letters (phonemes and graphemes) and decoding and self-monitoring strategies. They name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters. They read high-frequency words and orally blend and segment regular one-syllable words with taught grapheme–phoneme correspondences. They understand that there are different types of texts that have particular features and they can identify features of familiar texts and describe some connections between print and visual elements in these texts. They make connections between texts and their personal experience when reading, viewing and comprehending.</p> <p>They use writing and multimodal elements to create texts that retell events or information, state their thoughts and feelings or innovate on a text, using familiar vocabulary. Their writing shows evidence of letter and sound (grapheme and phoneme) knowledge, and (grammatical) knowledge of simple sentences, capital letters and full stops. They write using unjoined upper-case and lower-case letters.</p>	<p>By the end of Year 1, students listen to texts and ask questions to understand ideas in those texts. They participate in spoken interactions with peers and known adults, taking turns, sharing ideas and responding to the comments of others. They use vocabulary, background knowledge, and predicting and questioning strategies to make connections to personal experiences and learned content. They can manipulate speech sounds (phonemes) to generate words. They present short, spoken and multimodal texts on familiar topics to a known audience.</p> <p>They read texts that may be decodable and/or predictable with some unfamiliar vocabulary and some varied sentence patterns, with developing fluency. When reading, they use knowledge of letter and sound relationships (grapheme and phoneme), taught high-frequency words and sentence boundary punctuation to make meaning. They understand key ideas and literal and inferred meaning in texts they read and view. They understand that imaginative, informative and persuasive texts communicate ideas and information using different text structures and language. They adjust reading and comprehension strategies when needed.</p> <p>They write and create informative and persuasive texts and innovate on imaginative texts on familiar topics, using familiar vocabulary and multimodal elements. They use simple sentences, correct sentence boundary punctuation and capital letters for proper nouns. They spell high-frequency words and words with regular spelling patterns. They write words using unjoined upper-case and lower-case letters.</p>	<p>By the end of Year 2, students participate in discussions about topics, sharing personal responses, initiating and responding to comments, asking for clarification or details and extending on others' ideas. They explain and discuss their responses to a range of texts they have heard or viewed. They identify and discuss the purpose of texts and compare texts on similar topics. They listen for and manipulate sound combinations and produce rhythmic sound patterns. They present organised spoken and multimodal texts that may be imaginative, informative or persuasive.</p> <p>They read less predictable texts with varied sentence structures, unfamiliar vocabulary and multimodal features. They read fluently, monitoring meaning and self-correcting, using knowledge of phonics, syntax, punctuation, semantics and context. They identify and understand inferred meaning, main ideas and supporting detail and can make connections between texts they read and view by comparing content.</p> <p>They write and create using identifiable text structures and language features innovating on imaginative, informative and persuasive texts. They introduce and develop ideas by building on sentences and using simple and compound sentences, and punctuation. They use everyday and technical vocabulary appropriate to purpose. They accurately spell words with regular spelling patterns and words with silent letters and long vowel patterns. They write words using consistently legible unjoined upper-case and lower-case letters.</p>
		Content description		
		<i>Students learn to:</i>		
Strand	Sub-strand			
Language	English as a language that varies and changes	understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (AC9EFL01)	understand that people use different systems of communication to cater to different needs and purposes, and that people may use sign, augmentative and alternative communication systems to communicate with others (AC9E1L01)	understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (AC9E2L01)

Language for interacting with others	explore how language is used differently at home and school depending on the relationships between people (AC9EFL02)	understand that language varies and is used in combination with other means of communication, for example facial expressions and gestures, to interact with others (AC9E1L02)	understand that language varies when people take on different roles in social interactions and that interpersonal communication varies according to context (AC9E2L02)
	understand that language can be used to express needs, likes and dislikes (AC9EFL03)	understand that there are different ways of asking for information, making offers and giving commands (AC9E1L03)	identify that language can be used for appreciating texts and the qualities of people and things (AC9E2L03)
		explore different ways of expressing emotions, including verbal and visual communication, body language, signing and facial expressions (AC9E1L04)	
Text structure and organisation	understand that texts can take many forms and have different purposes (AC9EFL04)	understand that imaginative, informative and persuasive texts have different purposes which shape their structure in predictable ways (AC9E1L05)	understand that the purpose of imaginative, informative and persuasive texts is achieved through a range of identifiable text structures and the language features used (AC9E2L04)
	understand that some language in written texts is unlike everyday spoken language (AC9EFL05)	understand patterns of repetition and contrast in texts (AC9E1L06)	understand how texts are made cohesive through language and grammatical features including word associations and personal and possessive pronouns (AC9E2L05)
	understand how conventions of print and screen are used to access texts (AC9EFL06)	understand how different types of print and screen texts are organised using features such as page numbers, tables of content, headings and titles, navigation buttons, links, images and icons (AC9E1L07)	understand how to use chapters, indexes, glossaries, menus, drop menus, links and live connections to navigate print and screen texts to access information (AC9E2L06)
Language for expressing and developing ideas	understand that sentences are key units for expressing ideas (AC9EFL07)	understand and identify the parts of a simple sentence (AC9E1L08)	understand that connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (AC9E2L07)
	understand that sentences are made up of groups of words that work together in particular ways to make meaning (AC9EFL08)	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) (AC9E1L09)	understand that there are different types of nouns and these may be expanded into noun groups using articles and adjectives, and different types of verbs that can be extended into verb groups (AC9E2L08)
	explore the contribution of images and words to meaning in stories and informative texts (AC9EFL09)	understand that imaginative, informative and persuasive texts may use different types of images to contribute to meaning (AC9E1L10)	understand that images add to, contradict or multiply the meanings of a text (AC9E2L09)
	understand that different vocabulary is used in different contexts, such as everyday conversation, imaginative play, areas of interest and learning areas (AC9EFL10)	understand that different vocabulary is appropriate in different contexts, including use of formal and informal terms of address (AC9E1L11)	understand the use of vocabulary about familiar and new topics; experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (AC9E2L10)
	understand that punctuation is a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters and punctuation marks signal the beginning and end of sentences (AC9EFL11)	understand that written language uses different types of punctuation; understand that question marks and exclamation marks signal sentences that make statements, ask questions, express emotion or give commands; use capital letters for proper nouns (AC9E1L12)	recognise that capital letters signal proper nouns and commas are used to separate items in lists (AC9E2L11)
Phonics and word knowledge	recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness) (AC9EFL12)	segment consonant blends or clusters into separate phonemes (sounds) at the beginnings and ends of words (phonological awareness) (AC9E1L13)	orally manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words (AC9E2L12)
	segment sentences into individual words; orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness) (AC9EFL13)	orally manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness) (AC9E1L14)	use phoneme–grapheme (sound–letter) 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 (AC9E2L13)

		recognise and name all upper- and lower-case letters (graphemes) and know the most common sound that each letter represents (AC9EFL14)	use short vowels, common long vowels, consonant blends and diagraphs to write words, and blend these to read one-syllable words (AC9E1L15)	understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one- and two-syllable words (AC9E2L14)
		write consonant–vowel–consonant (CVC) words by representing some sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words (AC9EFL15)	understand that a letter can represent more than one sound and that a syllable must contain a vowel sound (AC9E1L16)	use knowledge of letter patterns and morphemes to read and write high frequency words and words whose spelling is not predictable from their sounds (AC9E2L15)
		understand how to use knowledge of letters and sounds to spell words (AC9EFL16)	understand how to spell one- and two-syllable words with common letter patterns (AC9E1L17)	build morphemic word families using knowledge of prefixes and suffixes (AC9E2L16)
		read and write some high-frequency words and other familiar words (AC9EFL17)	read and write high-frequency words (AC9E1L18)	
		understand that words are units of meaning and can be made of more than one meaningful part (AC9EFL18)	recognise and know how to use grammatical morphemes to create word families (AC9E1L19)	
Literature	Appreciating literature and contexts	respond to stories and poems, sharing ideas about how texts may reflect experiences that are similar or different to their own, in texts created by First Nations Australian and non–First Nations Australian authors and illustrators and those from around the world (AC9EFLE01)	investigate how language and images are used to create characters, settings and events in texts created by First Nations Australian and non–First Nations Australian authors and illustrators, and those from around the world (AC9E1LE01)	investigate how depictions of characters in print, sound and images reflect the contexts in which they were created by First Nations Australian and non–First Nations Australian authors and illustrators, and those from around the world (AC9E2LE01)
	Engaging with and responding to literature	respond to stories and share feelings and thoughts about their events and characters (AC9EFLE02)	discuss characters, settings and events in a range of literary texts and share responses by making connections with students' own experiences (AC9E1LE02)	discuss and share personal responses to characters, settings, events and language features in different literary texts (AC9E2LE02)
	Examining literature	explore stories from a range of cultures and identify characters and characteristic features, including events, beginnings and endings (AC9EFLE03)	discuss the different ways characters, settings and events are represented in different types of literature, from a range of cultures and perspectives (AC9E1LE03)	discuss the characters and settings of literary texts from a range of cultures and perspectives and explore how language is used to present these text features (AC9E2LE03)
		replicate and explore the rhythms and sound patterns of different types of literary texts such as poems, rhymes and songs (AC9EFLE04)	listen to, recite, perform and discuss different types of literary texts (poems, rhymes, songs, stories) identifying sound patterns including alliteration and rhyme (AC9E1LE04)	identify, discuss and reproduce rhythmic sound, repetition and patterns in different types of literary texts from a range of cultures (AC9E2LE04)
Creating literature	retell and innovate on familiar literary texts through play, performance, images or writing (AC9EFLE05)	retell or innovate on a familiar story using the ideas, language features, characters, vocabulary and/or structure of the familiar text, through role play, writing, drawing or digital applications (AC9E1LE05)	create or innovate on familiar literary texts by experimenting with characters and/or setting and events and language features through drawing, writing, performance and digital applications (AC9E2LE05)	
Literacy	Texts in context	identify some familiar texts and the contexts in which they are used (AC9EFLY01)	discuss how similar ideas or information are presented in texts drawn from a range of contexts (AC9E1LY01)	discuss different texts on a similar topic, comparing similarities and differences in purpose and language choices (AC9E2LY01)
	Interacting with others	interact with peers and familiar adults in informal and structured classroom situations by listening while others speak and using skills including voice levels, articulation, body language and facial expression (AC9EFLY02)	use interaction skills including turn-taking, speaking clearly, listening to and responding to the contributions of others, and contributing ideas and questions (AC9E1LY02)	use interaction skills when engaging with topics, listening to others and extending own ideas, expressing and responding to opinions, making statements, and receiving and giving instructions (AC9E2LY02)

Analysing, interpreting and evaluating texts	identify some differences between imaginative and informative texts (AC9EFLY03)	describe some differences between imaginative, informative and persuasive texts (AC9E1LY03)	identify the purpose and audience of imaginative, informative and persuasive texts (AC9E2LY03)
	read texts which may be decodable and/or predictable using developing phonic knowledge, practising phrasing and fluency, and monitoring meaning using concepts about print and emerging contextual, semantic, grammatical knowledge (AC9EFLY04)	read texts which may be decodable and/or predictable using developing phonic knowledge, using phrasing and fluency, and monitoring meaning using contextual, semantic and grammatical knowledge and emerging text processing strategies (AC9E1LY04)	read less predictable texts with phrasing and fluency using phonic, contextual, semantic and grammatical knowledge and text processing strategies, for example monitoring meaning, predicting, re-reading and self-correcting (AC9E2LY04)
	use comprehension strategies to understand and discuss texts listened to, viewed or read independently (AC9EFLY05)	use comprehension strategies when listening, viewing and reading to build literal and inferred meaning about key events, ideas and information in texts by drawing on growing knowledge of context, text structures and language features (AC9E1LY05)	use comprehension strategies when listening, viewing and reading to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features, and print and multimodal text structures (AC9E2LY05)
Creating texts	create a range of short written and/or multimodal texts to record and to report ideas and events (AC9EFLY06)	create short imaginative, informative and persuasive written and/or multimodal texts to show emerging use of appropriate text structure, sentence level grammar, word choice, spelling and punctuation (AC9E1LY06)	create short imaginative, informative and persuasive texts, to use growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the purpose and audience (AC9E2LY06)
	create and deliver short spoken texts to report ideas and events to peers, using appropriate voice levels and articulation (AC9EFLY07)	create and deliver short oral and/or multimodal presentations structuring ideas (opening statement, middle and concluding statement), using language features and appropriate volume and pace (AC9E1LY07)	create, rehearse and deliver short oral and/or multimodal presentations on familiar and new topics for a range of purposes, audiences and contexts, speaking clearly and varying tone, volume and pace appropriately (AC9E2LY07)
	edit texts collaboratively for meaning, spelling, capital letters and full stops (AC9EFLY08)	re-read their own texts and discuss possible changes to improve meaning, spelling and punctuation (AC9E1LY08)	read and edit texts to improve meaning, text structure, spelling and punctuation (AC9E2LY08)
	form most lower-case and upper-case letters using learned letter formations (AC9EFLY09)	write using unjoined lower-case and upper-case letters (AC9E1LY09)	write legibly and with growing fluency using unjoined upper-case and lower-case letters (AC9E2LY09)

English		Year 3	Year 4	Year 5
Achievement standard				
		<p>By the end of Year 3, students contribute to class and group discussions, taking turns and sharing ideas. They discuss how authors select language and text features to develop ideas. They use vocal effects to engage the listener and support their understanding. They listen for sound devices in texts and identify how these shape meaning. They use learned vocabulary and relevant ideas and details in structured spoken and multimodal texts that may be imaginative, informative or persuasive.</p> <p>They fluently read texts that contain varied sentence structures, subject-specific and/or technical vocabulary and multimodal features. They use phonics, morphemic knowledge and word knowledge to read less common, multisyllabic words. They explain literal and inferred meaning, connecting and comparing ideas within and across texts they read and view.</p> <p>They create written and/or multimodal imaginative, informative and persuasive texts with control of text structures. They introduce and develop ideas by building on sentences and using sentence structures and punctuation in paragraphs. They use language features, and learning area-specific and/or technical vocabulary. They use knowledge of letter-sound relationships, including consonant and vowel clusters and high-frequency words, to spell words accurately. They edit their writing. They write texts using letters that are accurately formed and consistent in size.</p>	<p>By the end of Year 4, students can listen for key ideas, facts, opinions and feelings. They discuss how authors of a range of texts select language features to express ideas and engage audiences. They use vocal effects to deliver oral and/or multimodal presentations that may be imaginative, informative or persuasive and are appropriately structured for different purposes and audiences.</p> <p>They fluently read a range of texts that include varied sentence structures and unfamiliar vocabulary, including multisyllabic and multimorphemic words. They determine main and supporting ideas in texts they have read or viewed and identify evidence and reasons, and how these are organised to influence an audience. They compare how similar ideas, information, characters and events are represented in different texts. They explain inferences, using references to the text, and to make predictions.</p> <p>They create imaginative, informative and persuasive written and multimodal texts using paragraphs that develop, link and elaborate on ideas. They use language features including vocabulary, sentence structures and punctuation. They create texts that show understanding of how images and detail can be used to extend key ideas. They correctly spell a range of words with irregular spelling patterns. They edit their writing.</p>	<p>By the end of Year 5, students participate in discussions to build on their own and others' ideas, asking specific questions and elaborating on the comments of others. They comment on key ideas and draw conclusions about language and structural features of spoken texts. They create spoken texts that may be imaginative, informative or persuasive, use vocal effects, and select and structure ideas, evidence, language and multimodal features for purpose and audience.</p> <p>They read a range of texts accurately and fluently, using monitoring and self-correcting strategies. They compare within and between texts they have read or viewed, and explain how authors use features such as organisation of ideas, explanations, accounts of an event, characters and settings. They understand how language features and multimodal features contribute to the meaning of a text. They explain how texts reflect the social, historical or cultural context in which they were created. They analyse and explain literal and inferred meaning.</p> <p>They innovate on texts to create imaginative, informative and persuasive written and/or multimodal texts. They use paragraphs and build sentences using a variety of grammatical forms and appropriate tenses to introduce, link, develop and organise ideas for a purpose and audience. They use technical and/or expressive vocabulary. They spell accurately and edit their texts.</p>
Strand	Sub-strand	Content description <i>Students learn to:</i>		
Language	English as a language that varies and changes	understand that languages have different written visual and tactile communication systems, different oral traditions and different ways of constructing meaning (AC9E3L01)	understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (AC9E4L01)	understand that the pronunciations, spellings and meanings of words have histories and change over time (AC9E5L01)
	Language for interacting with others	understand that cooperation with others depends on shared understanding of social conventions, including turn-taking patterns, that vary according to the degree of formality in social situations (AC9E3L02)	understand that respectful social interactions influence the way people engage with ideas and respond to others (AC9E4L02)	understand that patterns of language interaction vary across social contexts and types of texts, and that they help to signal social roles and relationships (AC9E5L02)
		understand how evaluative language including adjectives, adverbs and modal verbs can be varied to be more or less forceful (AC9E3L03)	understand the differences between the subjective language of opinion and feeling and the objective language of factual reporting (AC9E4L03)	understand how to move beyond making bare assertions by taking account of differing perspectives and authoritative sources (AC9E5L03)

Text structure and organisation	understand how and why authors vary text structures and language features such as tense and types of sentences in imaginative, informative and persuasive texts depending on purpose and audience (AC9E3L04)	understand how texts vary in complexity and technicality depending on the approach to the topic, the author's choice of language and the purpose and audience (AC9E4L04)	understand how texts vary in structure, language features, purpose, degree of formality and mode (AC9E5L04)
	understand that paragraphs are a key organisational feature of written texts, grouping related information together, and can be made cohesive through pronoun referencing (AC9E3L05)	understand how texts can be made cohesive through the use of linking devices such as connectives (AC9E4L05)	understand how authors connect ideas, including using verb tenses to maintain or shift time across a text and using the starting point of a sentence to give prominence to the message in the text, connect ideas and allow for prediction of how the text will unfold (AC9E5L05)
	understand how the language and structural features of print, screen and online texts enhance navigation (AC9E3L06)	understand how features of print, digital and online texts including navigation links, graphics and layout enhance readability (AC9E4L06)	investigate how the organisation of texts into chapters, headings, subheadings, home pages and subpages for online texts, according to chronology or topic, can be used to predict content and assist navigation (AC9E5L06)
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 (AC9E3L07)	understand that clauses can be joined with conjunctions to create complex sentences showing relationships, for example of time, and cause and effect (AC9E4L07)	understand that the structure of a complex sentence includes a main clause and at least one subordinate clause, and how writers can use this structure for effect (AC9E5L07)
	understand how verbs represent different processes, for doing, feeling, thinking, saying and relating, and that these processes are anchored in time through tense (AC9E3L08)	investigate how quoted (direct) and reported (indirect) speech work in different types of text (AC9E4L08)	understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea across a text (AC9E5L08)
	identify the effect on audiences of techniques, for example shot type, vertical camera angle and layout in picture books, advertisements and film segments (AC9E3L09)	understand that the meaning of sentences is influenced by tense and can also be influenced by noun groups/phrases, verb groups, adverb groups/phrases and prepositional phrases (AC9E4L09)	explain how the sequence of images in print, digital and film texts has an effect on meaning (AC9E5L09)
	extend learning area-specific and technical vocabulary and doing, feeling, thinking, saying and relating verbs to express processes, and adverbs to qualify statements (AC9E3L10)	explore the effect of framing and placing elements in an image and the salience of composition of still and moving images in a range of texts (AC9E4L10)	understand how vocabulary is used to express greater precision of meaning, and know that words can have different meanings in different contexts (AC9E5L10)
	understand that apostrophes are used to show singular possession and that apostrophes also signal missing letters and contractions, which are a feature of informal language (AC9E3L11)	understand and use new vocabulary, drawn from a range of sources, including research (AC9E4L11)	understand how to use commas to indicate phrases, and the grammatical category of possessives through apostrophes in noun groups where there is multiple possession (AC9E5L11)
		understand the function of punctuation, including apostrophes in plural possessives, and quotation marks to signal dialogue, quoted (direct) speech and titles of some types of texts (AC9E4L12)	
Phonics and word knowledge	continue to apply knowledge about phonological and phonemic awareness when making connections between the sounds (phonemes) in spoken words and the letters (graphemes) in written words (AC9E3L12)	understand how to use phonic knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes (AC9E4L13)	know how to use phonic knowledge and morphology to read and spell words that share common letter patterns but have different pronunciations (AC9E5L12)
	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 (AC9E3L13)	understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes, and word origins, to spell more complex words (AC9E4L14)	understand how to use knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations to spell new words (AC9E5L13)
	understand how to apply knowledge of common base words and prefixes and suffixes to read and comprehend new multimorphemic words (AC9E3L14)	read and write high-frequency words including homophones and know how to use context to identify correct spelling (AC9E4L15)	explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word (AC9E5L14)
	understand how to use phoneme-grapheme (sound-letter) relationships and less common letter patterns to spell words (AC9E3L15)		

		recognise and know how to write most high-frequency words including some homophones (AC9E3L16)		
		know how to use common prefixes and suffixes, and generalisations for adding a suffix to a base word (AC9E3L17)		
Literature	Appreciating literature and contexts	discuss how characters, events and settings are portrayed in a range of cultural contexts in texts created by First Nations Australian and non-First Nations Australian authors and illustrators, and those from around the world (AC9E3LE01)	discuss the ways similar storylines, ideas and relationships are represented in literary texts by First Nations Australian and non-First Nations Australian authors, and authors from around the world (AC9E4LE01)	identify aspects of literary texts that convey details or information about particular historical, social and cultural contexts in texts and created by First Nations Australian and non-First Nations Australian authors, and authors from around the world (AC9E5LE01)
	Engaging with and responding to literature	discuss connections between personal experiences, ideas and viewpoints in literary texts and share personal preferences (AC9E3LE02)	use metalanguage to describe the effects of text structures and language features in literary texts when responding and sharing opinions (AC9E4LE02)	present perspectives on literary texts, using literary terms to describe the effects of ideas, text structures and language features on particular audiences (AC9E5LE02)
	Examining literature	discuss how an author's use of language to portray characters and settings in texts shapes the events and influences 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)	recognise that the point of view in a literary text frames events and relationships in the narrative and leads to different interpretations and responses from the reader (AC9E5LE03)
		discuss the effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose (AC9E3LE04)	examine how authors use a range of language devices and deliberate word play in a range of literary texts, including poetry, to shape meaning (AC9E4LE04)	examine, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, poetry and songs (AC9E5LE04)
Creating literature	use and adapt language features, plot structures, images and ideas encountered in literary texts from a range of cultures to create imaginative texts (AC9E3LE05)	use, adapt or experiment with characters, settings, plot structures and ideas encountered in texts to create literary texts based on students' reading, imagining or experiences (AC9E4LE05)	use, adapt or experiment with characters, settings, plot structures and language features of selected authors, to create literary texts (AC9E5LE05)	
Literacy	Texts in context	identify the perspective in a text and suggest alternative points of view (AC9E3LY01)	compare language features, images, layout, content and vocabulary between contemporary print, digital and online texts and older texts (AC9E4LY01)	show how ideas and points of view in texts are conveyed by vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (AC9E5LY01)
	Interacting with others	use interaction skills, including listening and speaking skills, to contribute to conversations and discussions to share information and ideas, and negotiate by communicating in a clear and coherent manner (AC9E3LY02)	listen for key points and information and contribute to discussions, acknowledging another's perspective, linking their response to the topic and sharing and extending ideas, speaking in a clear coherent manner (AC9E4LY02)	use interaction skills including paraphrasing, questioning and interpreting non-verbal cues to clarify content and meaning, to connect ideas to own experiences, and to present and justify a perspective (AC9E5LY02)
	Analysing, interpreting and evaluating texts	identify the audience and purpose of imaginative, informative and persuasive texts through their use of vocabulary and language features (AC9E3LY03)	identify characteristic features used in imaginative, informative and persuasive texts and discuss how they achieve the purpose of the text (AC9E4LY03)	explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose and audience of the text (AC9E5LY03)
		read an increasing range of different types of texts by using phonic knowledge and combining contextual, semantic and grammatical knowledge, using text processing strategies, for example monitoring, predicting, confirming, re-reading, reading on and self-correcting (AC9E3LY04)	read different types of texts using phonic knowledge and combining contextual, semantic and grammatical knowledge, and monitor meaning by cross checking and reviewing (AC9E4LY04)	navigate and read texts for specific purposes, applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (AC9E5LY04)

		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 when listening, viewing and reading to build literal and inferred meaning, to expand content knowledge, to integrate and link ideas, and to understand texts (AC9E4LY05)	use comprehension strategies when listening, viewing and reading to integrate and link ideas from a variety of print and digital sources and to analyse and evaluate information (AC9E5LY05)
Creating texts		plan, create, draft and publish imaginative, informative and persuasive texts, demonstrating increasing control over text structures and language features, and selecting print and multimodal elements appropriate to the audience and purpose (AC9E3LY06)	plan, create, draft and publish imaginative, informative and persuasive texts, integrating learned content and supporting details, and demonstrating increasing control over text structures and language features, for a range of purposes and audiences (AC9E4LY06)	plan, create, draft and publish a range of print and/or multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (AC9E5LY06)
		plan, create, rehearse and deliver short oral and/or multimodal presentations, providing key details in a logically organised way, for different purposes and audiences, using everyday and learned vocabulary, and vocal effects (AC9E3LY07)	plan, create, rehearse and deliver a range of structured and coherent oral and/or multimodal presentations for different audiences and purposes, with integrated learned content, and a range of vocal effects for clarity (AC9E4LY07)	plan, create, rehearse and deliver presentations for defined purposes, including details, elaborations and/or multimodal elements, to expand ideas and engage the audience using familiar and technical vocabulary and a range of vocal effects for clarity and coherence (AC9E5LY07)
		re-read and edit their own texts and the texts of others for meaning, structure, grammar, spelling and punctuation (AC9E3LY08)	re-read and edit texts to strengthen meaning by adding, deleting or moving words or word groups to clarify content and structure (AC9E4LY08)	re-read and edit their own and others' work for precision using negotiated criteria for vocabulary, text structures and language features (AC9E5LY08)
		write using joined letters that are clearly formed and consistent in size (AC9E3LY09)	write using clearly formed joined letters, and develop increased fluency and automaticity (AC9E4LY09)	develop a handwriting style that is legible, fluent and automatic (AC9E5LY09)

English		Year 6
		Achievement standard
		<p>By the end of Year 6, students pose questions and make comments that extend the ideas or issues being discussed. They interpret information and ideas from spoken texts and make judgements about information and arguments. They create a range of spoken texts, selecting vocal features and multimodal features for purpose and audience, adapting text structures and language features, and using evidence to develop ideas.</p> <p>They read and view a wide range of texts and analyse information and ideas, comparing content from a variety of sources. They describe an author's style and identify language and text features that contribute to the style. They explain how texts from different social, historical and cultural contexts represent ideas. They identify authors' written and/or visual choices to influence audience responses to texts. They use specific details from texts to inform their own responses.</p> <p>They innovate on texts to create a range of written and multimodal texts, selecting relevant content. They control language features including vocabulary, sentence structure and punctuation to develop ideas and information for purpose and audience. They use cohesive devices and structural features such as paragraphs to demonstrate the relationship between ideas. They spell accurately and make editorial choices.</p>
Strand	Sub-strand	Content description
		<i>Students learn to:</i>
Language	English as a language that varies and changes	understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (AC9E6L01)
	Language for interacting with others	understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (AC9E6L02)
		understand the uses of objective and subjective language and recognise bias (AC9E6L03)
	Text structure and organisation	understand how authors innovate on text structures and play with language features to achieve aesthetic, humorous and persuasive purposes and effects (AC9E6L04)
		understand that cohesive links can be made in texts through lexical cohesion such as ellipsis and word associations such as synonyms, antonyms, and patterns (AC9E6L05)
	Language for expressing and developing ideas	investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (AC9E6L06)
		understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/ phrases (AC9E6L07)
		identify and explain how images, figures, tables, diagrams, maps and graphs contribute to understanding of information in a range of texts (AC9E6L08)
		investigate how vocabulary choices, including evaluative language, can express shades of meaning, feeling and opinion (AC9E6L09)
		understand how to use the comma for lists, to separate a dependent clause from an independent clause, and in dialogue (AC9E6L10)

	Phonics and word knowledge	<p>understand how to use phonic knowledge and accumulated understandings about blending, phoneme–grapheme (sound–letter) relationships, common and uncommon letter patterns, and phonic generalisations to read and write increasingly complex words (AC9E6L11)</p> <p>understand how to 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 (AC9E6L12)</p>
Literature	Appreciating literature and contexts	discuss different responses readers have to characters and events represented in literary texts drawn from a range of historical, social and cultural contexts and created by First Nations Australian and non–First Nations Australian authors, and authors from around the world (AC9E6LE01)
	Engaging with and responding to literature	compare similarities and differences in texts on similar topics, plots or themes and identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal responses (AC9E6LE02)
	Examining literature	compare similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (AC9E6LE03)
		examine the relationship between words, sounds, imagery and language patterns in poetry such as ballads and free verse (AC9E6LE04)
	Creating literature	create literary texts, for different audiences and purposes, that innovate on or experiment with written and visual language features, plot structure and ideas from texts students have experienced (AC9E6LE05)
Literacy	Texts in context	compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (AC9E6LY01)
	Interacting with others	use interaction skills and awareness of formality and audience when paraphrasing, questioning and interrogating ideas, developing arguments, participating in discussions, and sharing and evaluating information, experiences and opinions (AC9E6LY02)
	Analysing, interpreting and evaluating texts	analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences (AC9E6LY03)
		navigate, read and view texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings, colour and composition (AC9E6LY04)
		use comprehension strategies when listening, viewing and reading to analyse and interpret information and ideas, comparing content from a variety of sources including media and digital texts (AC9E6LY05)
	Creating texts	plan, create, draft and publish a range of texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (AC9E6LY06)
		plan, create, rehearse and deliver presentations, choosing and experimenting with text structures, language features, sound, image and digital resources appropriate to purpose and audience, using voice, volume, tone, pitch and pace according to group size and formality of interaction (AC9E6LY07)
		re-read and edit their own and others' work using negotiated criteria for vocabulary, text structures and language features and explaining editing choices as required (AC9E6LY08)
		begin to consolidate a handwriting style that is legible, fluent and automatic (AC9E6LY09)