



Australian
CURRICULUM
Review

ENGLISH

CONSULTATION CURRICULUM

All elements F–10

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F–10 AUSTRALIAN CURRICULUM: ENGLISH

ABOUT THE LEARNING AREA

Introduction

The Australian Curriculum: English has been developed on the basis that all students will study English in each year of schooling from Foundation to Year 10.

Rationale

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them.

The study of English plays a key role in the development of literacy, which helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, informed, perceptive, innovative and active members of society. The Australian Curriculum: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Australia is a linguistically and culturally diverse country, with links to Asia. Participation in many aspects of Australian life is dependent on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally.

The Australian Curriculum: English also helps students to engage imaginatively and critically with literature from a range of historical, cultural and social contexts to expand their social, emotional and cultural understanding. The traditional and contemporary literature of First Nations Australian Peoples is communicated in distinctive ways and is shaped by lived experiences, knowledge, traditions and connections. The Australian Curriculum: English explores the richness of First Nations Australian voices.

Aims

The Australian Curriculum: English aims to ensure that students:

- learn to purposefully and proficiently read, view, listen to, speak, write, create and reflect on increasingly complex texts across a growing range of contexts
- appreciate, enjoy, evaluate and use the richness and power of the English language to evoke feelings, form ideas, facilitate interaction with others, inform, entertain and persuade

- understand how Standard Australian English works in its spoken and written forms, and in combination with non-linguistic forms of communication, to create meaning
- develop interest and skills in examining the aesthetic aspects of texts and develop an informed appreciation of literature.

Organisation of the learning area

Content structure

The Australian Curriculum: English is presented in year levels from Foundation to Year 10.

Year level descriptions

Year level descriptions provide an overview of the learning that students should experience at each year level.

Achievement standards

Achievement standards describe the expected quality of learning that students should typically demonstrate by the end of each year level.

Content descriptions

Content descriptions specify the essential knowledge, understanding and skills that students are expected to learn, and teachers are expected to teach, in each year. The content descriptions are organised into strands and sub-strands.

Content elaborations

Content elaborations provide teachers with suggestions and illustrations of ways to teach the content descriptions. They are optional material only; they are not a set of complete or comprehensive content points that all students need to be taught. They illustrate and exemplify content descriptions with a diverse range of examples.

Strands and sub-strands

Content in the Australian Curriculum: English is organised under three interrelated strands:

- Language
- Literature
- Literacy.

Language strand

In the Language strand, students develop their knowledge of the English language and how it works. They learn that changes in English are related to historical developments and the geographical differences of its users over the centuries. They learn how language enables people to interact effectively, to build and maintain relationships, and to express and exchange knowledge, skills, attitudes, feelings and opinions. They discover the patterns and purposes of English usage, including spelling, grammar and punctuation. By developing a body of knowledge about these patterns and their connections, students learn to communicate effectively through coherent, well-structured sentences and texts, and understand language in use and language as a system.

The Language strand has five sub-strands:

- **English as a language that varies and changes:** Students learn that languages evolve owing to historical, social and cultural changes, and technological innovations.
- **Language for interacting with others:** Students learn that language varies according to relationships, social setting, purpose and audience.
- **Text structure and organisation:** Students learn how texts are structured for different audiences and contexts and to achieve particular purposes. They learn the techniques that authors use to support and influence the reader or viewer.
- **Language for expressing and developing ideas:** Students learn how authors control and use a range of clause structures and word groups. They learn how to understand and use words and vocabulary according to context.
- **Phonics and word knowledge:** Students develop knowledge about the sounds of English (phonemes) and learn to identify the sounds in spoken words. They learn the letters of the alphabet (graphemes) and how to represent spoken words by using combinations of these letters.

Literature strand

The Literature strand engages students in the study of literary texts of personal, cultural, social and aesthetic value. Learning to appreciate literary texts and to create their own literary texts enriches students' understanding of the breadth and complexity of human experiences. It builds students' knowledge of the interrelationship of language and culture, and stimulates creative thinking. Students appreciate, analyse, interpret and evaluate a range of literary texts, which comprises the oral narrative traditions and contemporary literature of First Nations Australian Peoples, and classic and contemporary non-First Nations Australian literature and world literature including texts from and about Asia. They create texts such as short stories, novels, poetry, prose, plays, film and multimodal texts, in spoken, print and digital/online forms.

The Literature strand has four sub-strands:

- **Appreciating literature and contexts:** Students learn how characters, events and issues in literary texts are shaped by the historical, social and cultural contexts in which they were created.

- **Engaging with and responding to literature:** Students learn to make personal responses to literary texts and make connections to their own lives, other texts and the responses of others.
- **Examining literature:** Students learn how to explain and analyse the ways in which stories, ideas, experiences, opinions and settings are reflected in texts.
- **Creating literature:** Students learn how to create a range of literary texts whose main purpose is to entertain or to elicit an emotional response through a creative use of language.

Literacy strand

The Literacy strand aims to develop students' ability to listen to, read, create, view, analyse, interpret and perform a range of spoken, written and multimodal texts. These texts include various types of media, online and digital texts, novels, non-fiction, film, poetry and dramatic performances. The language features and text structures of these texts may function as models for students' own created work.

The Literacy strand has four sub-strands:

- **Texts in context:** Students learn that texts are influenced by historical, social and cultural contexts, and particular purposes and audiences.
- **Interacting with others:** Students learn how language is used to express ideas and to develop arguments. They learn how to express ideas and opinions in spoken and written presentations by selecting and using language and multimodal features.
- **Analysing, interpreting and evaluating:** Students learn to comprehend what they read and view by applying growing phonic, contextual, semantic and grammatical knowledge.
- **Creating texts:** Students plan, create, draft and publish a range of spoken, written, visual and multimodal texts, using text and language features for various purposes and audiences. They learn how to edit for enhanced meaning and clarity. They develop and consolidate a handwriting style that is legible, fluent and automatic, and that supports sustained writing.

Table 1: Australian Curriculum: English strands and sub-strands

Strands			
Sub-strands	Language	Literature	Literacy
	English as a language that varies and changes	Appreciating literature and contexts	Texts in context
	Language for interacting with others	Engaging with and responding to literature	Interacting with others
	Text structure and organisation	Examining literature	Analysing, interpreting and evaluating
	Language for expressing and developing ideas	Creating literature	Creating texts
	Phonics and word knowledge		

Core concepts

Core concepts are the big ideas, understandings, skills or processes that are central to the English curriculum. They give clarity and direction about what content matters most in the learning area. Core concepts help identify the essential content students should learn to develop a deep and increasingly sophisticated understanding of English across the years of schooling. They ensure content is connected within and across the strands, building in sophistication across the year levels.

The Australian Curriculum: English uses core concepts to connect essential content across the three strands of Language, Literature and Literacy. The core concepts of English are:

- Language and texts reflect and respond to historical, social and cultural contexts.
- Language is used to interact with others by listening, speaking and signing, and to respond to, develop and present opinions and ideas.
- The features of texts, language and literary devices are used to read, understand, analyse, interpret and evaluate texts.
- The understanding of language and processes to express and develop ideas is used when creating a range of texts.
- Oral language, early reading and writing skills provide a foundation for meaning making and communication.

Figure 1 gives an overview of the English core concepts.



Figure 1: Overview of the relationship between the core concepts and strands in the Australian Curriculum: English

Australian Curriculum: English – All elements F–10
Consultation curriculum

Key connections

General capabilities

In the Australian Curriculum, general capabilities equip young Australians with the knowledge, skills, behaviours and dispositions to live and work successfully. General capabilities are developed through learning area content; they are not separate learning areas, subjects or isolated skills.

Opportunities to develop general capabilities in learning area content vary. General capabilities are identified in content descriptions when they are developed or applied through learning area content. They are also identified in content elaborations when they offer opportunities to add depth and richness to student learning.

While literacy and numeracy are fundamental to all learning, literacy development is core to the English curriculum. In addition to Literacy, the general capabilities of most relevance and application to English are Critical and Creative Thinking, Personal and Social Capability, Intercultural Understanding and Digital Literacy.

Read more

Literacy

In the Australian Curriculum: English, literacy is developed through the study of the English language in all its spoken, written and visual forms. Literacy equips students with the skills to confidently listen to, read, view, speak, write and create texts in all Learning Areas. As students develop literacy skills, they understand how language use is determined by different contexts, audiences and specific purposes, and they develop the skills to acquire and build knowledge and understanding, and to communicate their thoughts and ideas with others. Through analysing, interpreting and evaluating a range of texts, students develop an understanding of and ability to use grammatical and language features and conventions, and they acquire a wide vocabulary. They learn about language and how it works in the Language strand, and gradually develop and apply this knowledge in the Literacy strand in English, where they systematically and concurrently apply phonic, contextual, semantic and grammatical knowledge to engage with, analyse, interpret, evaluate and create spoken, print, visual and multimodal texts.

Critical and Creative Thinking

In the Australian Curriculum: English, students develop critical and creative thinking through listening to, reading, viewing, creating and presenting texts, interacting with others, recreating and experimenting with literature, and discussing the aesthetic or social value of texts. Through close analysis of text and through reading, viewing and listening, students critically analyse the opinions, perspectives and unstated assumptions embedded in texts. They develop

critical thinking as they share personal responses and express preferences for specific texts, state and justify their points of view, and respond to the views of others. When creating their own written, visual and multimodal texts, students develop creative thinking skills by considering the innovations of authors, planning, exploring and creating ideas for imaginative texts, and using language in innovative ways to represent novel ideas.

Personal and Social Capability

Through the Australian Curriculum: English, students develop personal and social capabilities as they learn that language is central to personal and social identity. When engaging with a range of texts, students have the opportunity to explore diverse perspectives and the ways in which these shape different interpretations and responses by readers. Interacting with others in formal and informal settings assists students' personal and social development as they become effective communicators, able to articulate their opinions and collaborate with others. Through close reading and discussion of texts, students experience and evaluate a range of personal and social behaviours and perspectives, and develop connections and empathy with characters in different contexts.

Intercultural Understanding

Through the Australian Curriculum: English, students develop intercultural understanding as they study texts drawn from different historical, social and cultural contexts, and learn that the English language has been influenced by different cultural groups, languages, speakers and writers. By engaging with the oral narrative traditions and contemporary literature of First Nations Australian Peoples, and classic and contemporary non-First Nations Australian literature and world literature including texts from and about Asia, students explore cultural perspectives and worldviews from the past and present. Through interpreting and analysing authors' ideas and perspectives represented in traditional and contemporary texts in a range of media, students learn to appreciate issues of intercultural meaning and sensitivity.

Digital Literacy

The Australian Curriculum: English develops students' ability to use digital tools as key ways to communicate, collaborate, create and edit content, read and access information. They may use a range of tools to create digital and multimodal texts and presentations.

Numeracy

In the Australian Curriculum: English, students develop numeracy by communicating with others, using numbers as they share information about themselves, family and friends, such as date of birth, age, address and telephone number, or describe relationships involving quantities. They use numerical skills and pattern recognition as they reference an index, analyse texts, identify the number of syllables in a line of poetry or in verse novels to ascertain patterns in rhythm. Students apply numeracy skills to comprehend and interpret texts, including timetables and maps. They use statistics, tables and statistical data displays as they reason and present an evidenced-based argument.

Cross-curriculum priorities

Cross-curriculum priorities support the Australian Curriculum to be a relevant, contemporary and engaging curriculum that reflects regional, national and global contexts. Cross-curriculum priorities are incorporated through learning area content; they are not separate learning areas or subjects. They provide opportunities to enrich the content of the learning areas, where most appropriate and authentic, allowing students to engage with and better understand their world.

Opportunities to apply cross-curriculum priorities to learning area content vary. The cross-curriculum priority of most relevance and meaning to the English learning area is Aboriginal and Torres Strait Islander Histories and Cultures. This cross-curriculum priority is embedded in content descriptions where it is core to the delivery of the content in English. It is also identified in content elaborations where it offers opportunities to add depth and richness to student learning.

Read more

Aboriginal and Torres Strait Islander Histories and Cultures

In the Australian Curriculum: English, students explore First Nations Australian Peoples' cultural knowledge, traditions and experiences represented and communicated through traditional, modern and contemporary literature and literary works. The histories and cultures are also reflected within the Language and Literacy strands to showcase a responsiveness to the importance and significance of First Nations Peoples of Australia.

The Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority within English provides culturally relevant and engaging contexts for all students to:

- appreciate literature created by First Nations Australian authors and illustrators.
- engage with and respond to literature about Aboriginal and Torres Strait Islander histories, cultures and perspectives.
- examine texts that include characters, events, Country/Place, identities and languages of First Nations Australian Peoples.
- identify and discuss the representation of First Nations Australian Peoples' histories and cultures.
- recognise the importance of language and connection to Country/Place for First Nations Australian Peoples.
- understand history and contemporary events through literature while reflecting on different perspectives and points of view of First Nations Australian Peoples.
- identify, examine and discuss a range of texts that have been written by First Nations Australian authors.
- explore oral narrative traditions of First Nations Australian Peoples and the importance these stories have for their connections to people, Country/Place and cultural identity.

Learning areas

The Australian Curriculum: English provides opportunities to integrate and connect content to other learning areas; in particular, The Arts, Languages, and Humanities and Social Sciences.

Read more

English and Languages

English and Languages share a focus on interacting with others and creating spoken, written and multimodal texts with an awareness of purpose and audience. Both learning areas help students to understand the relationship between spoken and written language, and how cultural context shapes meaning. They develop students' understanding of and ability to use grammatical and language features.

English and Humanities and Social Sciences

English and Humanities and Social Sciences share a focus on analysing, interpreting and evaluating information and texts, considering the ways in which perspectives and points of view shape texts. Both learning areas help students to develop written, visual, digital and multimodal texts by selecting text and language features for a range of purposes and audiences.

English and The Arts

English and The Arts share a focus on communicating ideas and perspectives in spoken, written and visual modes with an awareness of purpose and audience. Both learning areas help students develop speaking and listening skills as they work individually, and collaborate with others, to create texts, presentations and performances.

Key considerations

Texts

Texts provide the means for communication. They can be written, spoken, visual, multimodal, and in print or digital forms. Texts include augmentative and alternative communication; for example, gesture, signing, real objects, photographs, pictographs, pictograms and braille. Texts provide important opportunities for learning about aspects of human experience and about aesthetic value. Many of the tasks that students undertake in and out of school involve understanding and producing imaginative, informative, persuasive, reflective, analytical and critical texts, in media, everyday and workplace contexts. The distinctions between types of texts need not be sharply defined or formulaic.

Creating texts involves understanding, experimenting with, adapting and manipulating language and textual features and forms, for the purpose and audience of the text. The choices that authors make in language features, visual features and text structure combine to define the type of text and create certain meanings and effects that shape the way that texts are interpreted, analysed and evaluated by their audiences.

The English language

The Australian Curriculum: English provides students with a broad conceptual understanding of what a language is, and its importance for learning at school and participating in the broader community. Language as a body of knowledge represents both language in use and language as a system, drawing from both history and linguistics, which emphasise how languages change and are shaped by different historical and diverse social and cultural contexts. Language operates within a contextual framework, in which choices vary according to topics, the nature and proximity of relationships and modes of communication.

Oral language is the foundation of learning and is an essential component of exploring ideas, expressing viewpoints, forming arguments, and learning and understanding new words and ways of expressing ideas. Language users pay attention to structure (syntax) and meaning (semantics) at the level of the word, the sentence and the text.

The appreciation of literature

Literature is a body of work comprising a dynamic and evolving range of texts (written, spoken, visual, multimodal, print and digital) from diverse historical and cultural contexts that are valued and appreciated for their form and style, and have enduring or artistic value that is personal, social, cultural and aesthetic. These texts have the potential to enrich, engage and inspire enjoyment in the scope of experiences relating to the personal, the interpersonal and the world. Interactions with, reflections on, critical appreciation and creation of texts develop an understanding of language, how it is used, its effects and the uniqueness of expression.

The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and contemporary literature of First Nations Australian Peoples, and classic and contemporary non-First Nations Australian literature and world literature including texts from and about Asia. The Australian Curriculum: English supports a variety of approaches to the study of literature:

- enjoyable encounters with a wide variety of literary texts
- the different ways in which literature is significant in everyday life
- close analysis of literary works and the key ideas and values on which they are based
- comparisons of works of literature from different historical, social and cultural contexts
- study of the origins, authorship, readership and reception of literary texts
- exploration of the relationships between historical, cultural and literary traditions.

Teachers and schools make decisions about the selection of texts to address the content in the Australian Curriculum: English while also meeting the needs of the students in their classes.

Literacy is language in use

The Australian Curriculum: English holds that literacy serves everyday communication purposes in a range of contexts and refers to the ability to read, view, listen to, speak about, write and create texts for learning and communicating. Literacy is the capacity to interpret, use and transfer language features, forms, conventions and text structures in ways that may be imaginative, reflective, informative, persuasive, critical and analytical. Literacy uses increasingly fluent language and communication skills, including the ability to give and receive information and interact with ideas, which build increasingly sophisticated and complex social, cultural and critical knowledge.

The Australian Curriculum: English draws broadly from a range of approaches and emphasises:

- fluency in grapheme–phoneme (letter–sound) correspondences of English
- an expanding vocabulary and grasp of grammar and text patterns
- fluency and innovation in listening, reading, viewing and creating texts for different purposes and contexts
- the skills needed to analyse and understand the contextual and aesthetic bases on which many texts are built
- an interest in expanding the range of texts listened to, viewed and read, and in experimenting with ways of expressing increasingly complex ideas to create effective and innovative texts.

CURRICULUM ELEMENTS

Foundation

Year level description

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In the Foundation year, students communicate with peers, teachers, known adults and students from their own and other classes.

Students engage with a variety of texts for enjoyment. They participate in shared reading, viewing and storytelling. Spoken, written and multimodal texts include traditional oral texts, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, multimodal texts and dramatic performances.

The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and contemporary literature of First Nations Australian Peoples, and classic and contemporary non-First Nations Australian literature and world literature including texts from and about Asia.

Texts that support and extend Foundation students as beginner readers may include decodable and predictable texts.

Foundation students collaboratively create a range of imaginative, informative and persuasive texts including pictorial representations, short statements, performances, short recounts and poetry, for a small range of purposes and audiences.

Achievement standard

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.

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.

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.

Strand / Sub-strand		Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
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)	acknowledging the home languages of students (AC9EFL01_E1)
			valuing the ability to speak more than one language (AC9EFL01_E2)
			discussing the various languages encountered in the community and at school (AC9EFL01_E3)
			recognising that some texts include both Aboriginal and Torres Strait Islander languages and Standard Australian English (AC9EFL01_E4)
	Language for interacting with others	explore how language is used differently at home and school depending on the relationships between people (AC9EFL02)	adjusting language used with people in different roles (AC9EFL02_E1)
			asking relevant questions and expressing requests and opinions in ways that suit different contexts (AC9EFL02_E2)
learning to use vocabulary according to the relationship between people; for example, between a parent and a child, a teacher and a student, siblings or friends, shopkeepers and customers (AC9EFL02_E3)			
recognising how feelings and preferences might be communicated in speech, gesture and writing (AC9EFL03_E1)			
understand that language can be used to express needs, likes and dislikes (AC9EFL03)	recognising the ways emotions and feelings can be conveyed in visual and media representations; for example, in advertising and animations (AC9EFL03_E2)		

Text structure and organisation	understand that texts can take many forms and have different purposes (AC9EFL04)	comparing images in informative and imaginative texts (AC9EFL04_E1)
		discussing the purpose of texts; for example, 'This text will tell a story', 'This text will give information' (AC9EFL04_E2)
		comparing different ways information might be presented; for example, on a sign or in a set of instructions (AC9EFL04_E3)
	understand that some language in written texts is unlike everyday spoken language (AC9EFL05)	recognising that written text in Standard Australian English has conventions about words, spaces between words, layout on the page and consistent spelling because written text must hold meaning when the speaker or writer is not present (AC9EFL05_E1)
		recognising that spoken language uses connectives such as 'and then', where written language uses conventions about word order and sentence boundary punctuation (AC9EFL05_E2)
	understand how conventions of print and screen are used to access texts (AC9EFL06)	learning that Standard Australian English in written texts is read from left to right and usually from top to bottom of the page, and that direction of print may differ in some contexts or languages other than English; for example, Japanese texts and layout of text on a webpage (AC9EFL06_E1)
Language for expressing and developing ideas	understand that sentences are key units for expressing ideas (AC9EFL07)	learning that word order in sentences is important for meaning (for example, 'The boy sat on the dog', 'The dog sat on the boy') (AC9EFL07_E1)
		recognising the difference between a sentence fragment or phrase, and a sentence; for example, 'after school', 'Dad will pick me up after school' (AC9EFL07_E2)
		understanding that most First Nations Australian Peoples bring an oral narration of stories with them and there may not be a large focus on written texts (AC9EFL07_E3)
	understand that sentences are made up of groups of words that work together in particular ways to make meaning (AC9EFL08)	learning how words in a sentence relate to one another; for example, connecting a noun (cat) to a verb (ate), or an adjective (black) to a noun (cat) (AC9EFL08_E1)

		explore the contribution of images and words to meaning in stories and informative texts (AC9EFL09)	recognising that texts can be interpreted differently when only the words or only the images are read or viewed, and how a reader or viewer needs to attend to the words and images simultaneously (AC9EFL09_E1)
			identifying parts of written text that are represented in accompanying images and parts that are not captured in images (AC9EFL09_E2)
		understand that different vocabulary is used in different contexts, such as everyday conversation, imaginative play, areas of interest and learning areas (AC9EFL10)	recognising where vocabulary in written texts is more formal or precise than vocabulary used in everyday language; for example, 'The caterpillar is munching the strawberry' (AC9EFL10_E1)
		identifying subject-specific words when learning new topics or engaging in imaginative play; for example, role-playing a shopkeeper and a customer (AC9EFL10_E2)	
	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)	commenting on punctuation encountered in everyday texts; for example, 'That's the letter that starts my name', 'The name of my family and my town have capital letters' (AC9EFL11_E1)	
Phonics and word knowledge	recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness) (AC9EFL12)	recognising and producing rhyming words when listening to rhyming stories or rhymes; for example, 'funny' and 'money' (AC9EFL12_E1)	
		identifying patterns of alliteration in spoken words; for example, 'helpful Henry' (AC9EFL12_E2)	
		identifying syllables in spoken words; for example, clapping the rhythm of 'Mon-day', 'Ja-cob' or 'Si-en-na' (AC9EFL12_E3)	

		<p>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)</p>	<p>identifying sounds (phonemes) in spoken words; for example, 'c-a-n' (AC9EFL13_E1)</p>
		<p>recognise and name all upper- and lower-case letters (graphemes) and know the most common sound that each letter represents (AC9EFL14)</p>	
		<p>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)</p>	<p>blending sounds (phonemes) to form one-syllable spoken words; for example, 's-u-n' is spoken as 'sun' and 'b-a-g' is spoken as 'bag' (AC9EFL15_E1)</p> <p>orally segmenting words into sounds (phonemes); for example, 'big' is segmented to b-i-g (AC9EFL15_E2)</p>
		<p>understand how to use knowledge of letters and sounds to spell words (AC9EFL16)</p>	<p>identifying familiar and recurring letters and the use of upper- and lower-case letters in different contexts; for example, 'Return book here' (AC9EFL16_E1)</p>

		read and write some high-frequency words and other familiar words (AC9EFL17)	knowing how to write some high-frequency words recognised in shared texts and texts being read independently, for example 'and', 'my', 'is', 'the' and 'went' (AC9EFL17_E1)
		understand that words are units of meaning and can be made of more than one meaningful part (AC9EFL18)	learning that words are made up of meaningful parts, for example 'dogs' has two meaningful parts 'dog' and 's' meaning more than one (AC9EFL18_E1)
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)	engaging with texts that reflect the social and cultural groups to which students belong (AC9EFLE01_E1)
			comparing experiences depicted in stories with own experiences (AC9EFLE01_E2)
			viewing stories by Aboriginal and Torres Strait Islander storytellers from print, visual, digital and multimodal sources (AC9EFLE01_E3)
	Engaging with and responding to literature	respond to stories and share feelings and thoughts about their events and characters (AC9EFLE02)	using drawing and beginning forms of writing to express personal responses to stories, poems or films (AC9EFLE02_E1)
			discussing characters, events and ideas in texts, enabling students to connect them to their own experiences and to express their opinions about what is depicted (AC9EFLE02_E2)

	Examining literature	explore stories from a range of cultures and identify characters and characteristic features, including events, beginnings and endings (AC9EFLE03)	identifying some features of culture that are represented by characters and events in stories; for example, dress, food and daily routines (AC9EFLE03_E1)
			recognising cultural patterns of storytelling; for example, 'Once upon a time', 'A long, long time ago' (AC9EFLE03_E2)
			exploring First Nations Australian stories and their cultural patterns of storytelling; for example, Dreaming/Creation stories may say 'in the Dreaming/Creation', 'back in the days of our ancestors', 'when the great ancestor spirit' (AC9EFLE03_E3)
		replicate and explore the rhythms and sound patterns of different types of literary texts such as poems, rhymes and songs (AC9EFLE04)	using music and actions to enhance appreciation of rhymes, poems, chants and songs (AC9EFLE04_E1)
			reciting rhymes with actions (AC9EFLE04_E2)
			exploring the importance of actions for song, rhythms and chants for First Nations Australian Peoples; for example, the use of musical instruments in song and dance help to enhance and emphasise the performance of cultural stories (AC9EFLE04_E3)
Creating literature	retell and innovate on familiar literary texts through play, performance, images or writing (AC9EFLE05)	drawing, labelling and role-playing representations of characters or events (AC9EFLE05_E1)	
		sequencing pictures to retell a story (AC9EFLE05_E2)	
		using digital technologies to retell events and recreate characters from favourite print and film texts (AC9EFLE05_E3)	
Literacy	Texts in context	identify some familiar texts and the contexts in which they are used (AC9EFLY01)	recognising symbols and icons in everyday contexts and discussing why they are used; for example, exit signs, school crossing signs, emblems or badges on school uniforms (AC9EFLY01_E1)
			using book covers to group imaginative and informative texts (AC9EFLY01_E2)
			grouping texts according to topic; for example, grouping a set of texts, which may include informative and imaginative texts, about farm animals (AC9EFLY01_E3)
	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,	exchanging ideas with peers in pairs and small groups, engaging in class discussions, listening to others and contributing ideas (AC9EFLY02_E1)
			showing understanding of appropriate listening behaviour, such as listening without interrupting, and looking at the speaker, if culturally appropriate (AC9EFLY02_E2)
			altering volume for inside and outside situations and when speaking to an audience (AC9EFLY02_E3)

Analysing, interpreting and evaluating texts	articulation, body language and facial expression (AC9EFLY02)	participating in informal interaction situations; for example, play-based experiences that involve the imaginative use of spoken language (AC9EFLY02_E4)
	identify some differences between imaginative and informative texts (AC9EFLY03)	talking about what is 'real' and what is imagined in texts (AC9EFLY03_E1)
		identifying and selecting texts for information purposes and commenting on how the text might help with a task (AC9EFLY03_E2)
		comparing images in imaginative texts with images in informative texts (AC9EFLY03_E3)
	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)	navigating a text correctly, starting at the right place and reading in the right direction, returning to the next line as needed and matching one spoken word to one written word (AC9EFLY04_E1)
		attempting to work out unknown words by combining emerging phonic, contextual, semantic and grammatical knowledge (AC9EFLY04_E2)
		predicting what might happen in a text based on experience of this kind of text (AC9EFLY04_E3)
	use comprehension strategies to understand and discuss texts listened to, viewed or read independently (AC9EFLY05)	listening to and following instructions (AC9EFLY05_E1)
		sequencing ideas in spoken texts, retelling well-known stories, retelling stories with picture cues, retelling information using prompts (AC9EFLY05_E2)
		listening for specific purposes; for example, details of a character or to answer a given question (AC9EFLY05_E3)
		relating one or two key facts from informative texts (AC9EFLY05_E4)
		drawing events in sequence, recognising that in some Aboriginal and Torres Strait Islander stories the sequence of events may be cyclical (AC9EFLY05_E5)

Creating texts	create a range of short written and/or multimodal texts to record and to report ideas and events (AC9EFLY06)	using beginning concepts about print, sound–letter relationships, word knowledge and punctuation to create short texts (AC9EFLY06_E1)
		using speaking, writing and drawing to represent and communicate personal responses to ideas and events experienced through texts (AC9EFLY06_E2)
		‘reading’ their own texts back to an experienced writer (AC9EFLY06_E3)
	create and deliver short spoken texts to report ideas and events to peers, using appropriate voice levels and articulation (AC9EFLY07)	sharing a personal experience, interest or discovery with peers in a semi-formal situation (AC9EFLY07_E1)
		sharing personal responses to ideas and events experienced through texts (AC9EFLY07_E2)
		using visual prompts to practise staying on topic or to sequence ideas (AC9EFLY07_E3)
	edit texts collaboratively for meaning, spelling, capital letters and full stops (AC9EFLY08)	
	form most lower-case and upper-case letters using learned letter formations (AC9EFLY09)	following clear demonstrations of how to construct each letter; for example, where to start, which direction to write (AC9EFLY09_E1)

Year 1

Year level description

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 1, students communicate with peers, teachers, known adults and students from their own and other classes.

Students engage with a variety of texts for enjoyment. They listen to, read and view spoken, written and multimodal texts. Texts encompass picture books, various types of stories, rhyming verse, poetry, non-fiction, film, dramatic performances, and texts used by students as models for constructing their own texts.

The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and contemporary literature of First Nations Australian Peoples, and classic and contemporary non-First Nations Australian literature and world literature including texts from and about Asia.

Texts that support and extend Year 1 students as independent readers may include decodable texts and predictable texts that present a small range of language features, including simple and compound sentences, some unfamiliar vocabulary, a small number of high-frequency words and words that need to be decoded phonically, as well as illustrations and diagrams that support the printed text.

Year 1 students create a variety of imaginative, informative and persuasive texts including short recounts, procedures, performances, literary retellings and poetry, for a small range of purposes and audiences.

Achievement standard

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.

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.

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.

Strand / Sub-strand		Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Language	English as a language that varies and changes	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)	understanding where and why signs and symbols are used in students' schools and communities (AC9E1L01_E1)
			learning some signs in Auslan and finding out about 'Hear a Book' and Braille technologies for people who are deaf or hard of hearing and people who are blind or have low vision (AC9E1L01_E2)
	Language for interacting with others	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)	recognising the effects of words, symbols, gestures and body language on the way communications are received by others (AC9E1L02_E1)
			understanding that symbols, gestures and body language are key components of communication between Aboriginal Peoples and Torres Strait Islander Peoples and within their communities (AC9E1L02_E2)

		understand that there are different ways of asking for information, making offers and giving commands (AC9E1L03)	learning the difference between questions and statements, requests and commands (AC9E1L03_E1)
			learning the difference between closed questions; for example, 'Are you ready?', and open questions; for example, 'What made this text so exciting?' (AC9E1L03_E2)
		explore different ways of expressing emotions, including verbal and visual communication, body language, signing and facial expressions (AC9E1L04)	viewing short films and discussing how characters use words and body language to convey emotions (AC9E1L04_E1)
Text structure and organisation	understand that imaginative, informative and persuasive texts have different purposes which shape their structure in predictable ways (AC9E1L05)		discussing and comparing the purposes of familiar texts (AC9E1L05_E1)
			becoming familiar with the typical stages of types of texts; for example, recount and procedure (AC9E1L05_E2)
			identifying the text structure of Aboriginal Dreaming and Torres Strait Islander Creation Stories and the consistent sequence of the text, which starts with a link to the ancestors and Place/Country of the story; this is followed by the characterisation of animals, events, the problem and solution, and the message behind the story (AC9E1L05_E3)
	understand patterns of repetition and contrast in texts (AC9E1L06)		identifying patterns of repetition in texts; for example, repeated sentence beginnings or endings (AC9E1L06_E1)
			identifying word associations in texts; for example, 'farm', 'cows', 'farmer', 'tractor' (AC9E1L06_E2)
			discussing different types of texts and identifying some characteristic features and elements; for example, language patterns in stories and repetition in poetry (AC9E1L06_E3)

Language for expressing and developing ideas	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)	comparing the layout of print and digital texts; for example, the layout of print and images in an information book and the layout in its online equivalent (AC9E1L07_E1)
	understand and identify the parts of a simple sentence (AC9E1L08)	knowing that, in terms of meaning, a basic clause represents: a happening or a state (verb), who or what is involved (noun group/phrase), and the surrounding circumstances (adverb group/phrase) (AC9E1L08_E1)
		understanding that a simple sentence expresses a single idea, represented grammatically by a single independent clause (AC9E1L08_E2)
		identifying the parts of a simple sentence that represent what is happening, who or what is involved and the surrounding circumstances (when and where) (AC9E1L08_E3)
		identifying the subject and the verb in a simple sentence (AC9E1L08_E4)
	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)	experimenting with words to more precisely describe a place, person or event (AC9E1L09_E1)
		recognising how a sentence can be made more specific by adding adjectives, adverbs and precise verbs (AC9E1L09_E2)
	understand that imaginative, informative and persuasive texts may	comparing images from imaginative, informative and persuasive texts where images of the same subject are represented differently; for example, a cartoon image of an animal, a photograph of an animal and a digital image of an animal in an advertisement (AC9E1L10_E1)

	use different types of images to contribute to meaning (AC9E1L10)	understanding how authors and illustrators build up meaning across a sequence of images (AC9E1L10_E2)
		understanding that some images convey meaning that is not included in the accompanying written text; for example, a diagram shows information about how parts of a plant are connected, which is not explained in the print text (AC9E1L10_E3)
		considering the reason why people, animals and spiritual beings appear in Aboriginal Dreaming and Torres Strait Islander Creation Stories and understanding the impact this may have on a story and what this means for First Nations Australian Peoples (AC9E1L10_E4)
	understand that different vocabulary is appropriate in different contexts, including use of formal and informal terms of address (AC9E1L11)	observing and discussing how different forms of address are used in different contexts at school and at home (AC9E1L11_E1)
		using First Nations Australian cultural protocols to express vocabulary through an Acknowledgement of Country as a formal process at assemblies and other school events (AC9E1L11_E2)
	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)	using intonation and pauses in response to punctuation, when reading (AC9E1L12_E1)
		identifying different sentence-level punctuation, when reading (AC9E1L12_E2)
		writing different types of sentences; for example, statements and questions, and discussing appropriate punctuation (AC9E1L12_E3)

Phonics and word knowledge	segment consonant blends or clusters into separate phonemes (sounds) at the beginnings and ends of words (phonological awareness) (AC9E1L13)	saying sounds in order for a given spoken word; for example, 's-p-oo-n' and 'f-i-s-t' (AC9E1L13_E1)
	orally manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness) (AC9E1L14)	recognising words that start with a given sound, or end with a given sound, or have a given medial sound; for example, 'b-e-d' and 'l-e-g' (AC9E1L14_E1)
		substituting initial sounds in spoken words; for example, swapping the 'm' in 'mat' with 'c' to form a new word 'cat' (AC9E1L14_E2)
		deleting initial onset sounds in spoken words; for example, taking away the 'f' from 'farm' to make a new word 'arm' (AC9E1L14_E3)
		substituting medial sounds in spoken words to make new words; for example, 'pin', 'pen', 'pan' (AC9E1L14_E4)
		substituting final sounds in spoken words; for example, substitute the 't' in 'pet' with 'g' to form a new word 'peg' (AC9E1L14_E5)
	use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one-syllable words (AC9E1L15)	using knowledge of letters and sounds to write words with short vowels, for example 'man', and common long vowel sounds, for example 'cake' (AC9E1L15_E1)
		using knowledge of letters sounds to write single-syllable words with consonant digraphs and consonant blends, for example 'wish' and 'rest' (AC9E1L15_E2)
understand that a letter can represent more than	recognising that letters can have more than one sound; for example, the letter 'u' in 'cut', 'put', 'use' and the letter 'a' in 'cat', 'father', 'any' (AC9E1L16_E1)	

		one sound and that a syllable must contain a vowel sound (AC9E1L16)	recognising sounds that can be produced by different letters; for example, the 's' sound in 'sat' and 'cent' (AC9E1L16_E2)
		understand how to spell one- and two-syllable words with common letter patterns (AC9E1L17)	writing one-syllable and two-syllable words containing known blends; for example, 'bl' and 'st' (AC9E1L17_E1)
		read and write high-frequency words (AC9E1L18)	learning an increasing number of high-frequency words and reading them independently; for example, 'one', 'have' and 'about' (AC9E1L18_E1)
		recognise and know how to use grammatical morphemes to create word families (AC9E1L19)	building word families from common morphemes; for example, 'play', 'plays', 'playing', 'played', 'playground' (AC9E1L19_E1)
			using morphemes to read words; for example, by recognising the base word in words such as 'walk-ed' (AC9E1L19_E2)
Literature	Appreciating literature and contexts	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)	discussing how animal characters are based on human characteristics (AC9E1LE01_E1)
			understanding how people, animals and spiritual beings are represented in Aboriginal Dreaming stories; that the representation of spiritual beings is connected to the special place of Country and the connection to ancestors who protect the knowledge and continue the provision of stories to First Nations Australian Peoples; understanding that this belief system may differ across the many First Nations Australian groups across the country (AC9E1LE01_E2)

	Engaging with and responding to literature	discuss characters, settings and events in a range of literary texts and share responses by making connections with students' own experiences (AC9E1LE02)	discussing whether characters from books or films are life-like or imaginary; for example, talking animals (AC9E1LE02_E1)
			discussing different texts and offering opinions about why they are appealing (AC9E1LE02_E2)
			expressing responses to characters and events in stories using arts and role-play (AC9E1LE02_E3)
			identifying who is telling the story in different texts (AC9E1LE02_E4)
	Examining literature	discuss the different ways characters, settings and events are represented in different types of literature, from a range of cultures and perspectives (AC9E1LE03)	recognising similar text features such as characters and settings in different types of imaginative texts; for example, traditional tales, narrative poems (AC9E1LE03_E1)
			discussing whether features of narrative settings including time (year, season) and place (country or city) are realistic or imagined (AC9E1LE03_E2)
			discussing how plots develop, including beginnings (orientation), how the problem (complication) is introduced and solved (resolution) (AC9E1LE03_E3)
		listen to, recite, perform and discuss different types of literary texts (poems, rhymes, songs, stories) identifying sound patterns including alliteration and rhyme (AC9E1LE04)	exploring performance poetry, chants and songs from Aboriginal and Torres Strait Islander peoples (AC9E1LE04_E1)
			exploring poetry, chants and songs from Asian cultures (AC9E1LE04_E2)
			listening to haiku poems about familiar topics such as nature and the seasons (AC9E1LE04_E3)
	Creating literature	retell or innovate on a familiar story using the ideas, language features, characters, vocabulary	writing character descriptions (AC9E1LE05_E1)
			imitating a characteristic piece of speech or dialogue, or the attitude or expressions of favourite characters in texts (AC9E1LE05_E2)

		and/or structure of the familiar text, through role play, writing, drawing or digital applications (AC9E1LE05)	retelling key events in stories using oral language, arts, digital technologies and performance media (AC9E1LE05_E3)
Literacy	Texts in context	discuss how similar ideas or information are presented in texts drawn from a range of contexts (AC9E1LY01)	comparing how characters and settings in traditional and contemporary texts are represented in print and images (AC9E1LY01_E1)
		Interacting with others	use interaction skills including turn-taking, speaking clearly, listening to and responding to the contributions of others, and contributing ideas and questions (AC9E1LY02)
	building a conversation by staying on topic, supporting other speakers, eliciting responses, listening supportively and attentively, asking relevant questions, providing useful feedback and prompting (AC9E1LY02_E2)		
	participating in informal and structured class, group and pair discussions about content area topics, ideas and information (AC9E1LY02_E3)		
	interacting confidently and appropriately with peers, teachers and visitors (AC9E1LY02_E4)		
	formulating different types of questions to ask a speaker, such as open and closed questions and 'when', 'why' and 'how' questions (AC9E1LY02_E5)		
Analysing, interpreting and evaluating texts	describe some differences between imaginative, informative and persuasive texts (AC9E1LY03)	comparing and discussing texts, identifying some features that distinguish those that 'tell stories' from those that 'give opinions' (AC9E1LY03_E1)	
		selecting texts for a particular purpose or task; for example, a website that will give information about a learning area topic, a book that will tell a story about an animal (AC9E1LY03_E2)	
	read texts which may be decodable and/or predictable using	using contextual and semantic knowledge to make predictions about a text's purpose and content (AC9E1LY04_E1)	
		recognising most high-frequency sight words when reading text (AC9E1LY04_E2)	

		developing phonic knowledge, using phrasing and fluency, and monitoring meaning using contextual, semantic and grammatical knowledge and emerging text processing strategies (AC9E1LY04)	self-correcting or asking for assistance when reading does not make sense (AC9E1LY04_E3)
		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)	identifying information and details from spoken informative texts (AC9E1LY05_E1)
			building knowledge from the topic of the text and learning new vocabulary before and during reading (AC9E1LY05_E2)
			making predictions from the cover, from illustrations and at points in the text before reading on (AC9E1LY05_E3)
			comparing interpretations of events and characters from texts with others (AC9E1LY05_E4)
Creating texts	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)	applying learnt knowledge of text structure and grammar when creating text (AC9E1LY06_E1)	
		using learnt vocabulary appropriately when creating text (AC9E1LY06_E2)	
		creating digital images and composing a story or information sequence on screen using images and captions (AC9E1LY06_E3)	
		adding images to digital written communications such as emails (AC9E1LY06_E4)	
		creating texts that demonstrate learning of new topics or ideas (AC9E1LY06_E5)	

	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)	reporting the results of group activities (AC9E1LY07_E1)
		providing explanations about how to do or make something (AC9E1LY07_E2)
		giving short oral presentations about areas of interest or content area topics, speaking clearly and with appropriate volume, and using extended vocabulary and a growing knowledge of content-specific words (AC9E1LY07_E3)
		experimenting with voice volume and pace for particular purposes; for example, delivering presentations, retelling stories, and reciting rhymes and poems (AC9E1LY07_E4)
	re-read their own texts and discuss possible changes to improve meaning, spelling and punctuation (AC9E1LY08)	adding or deleting words on page or screen to improve meaning; for example, adding an adjective to a noun (AC9E1LY08_E1)
		beginning to use dictionaries and classroom resources to check and correct spelling (AC9E1LY08_E2)
		identifying words that might not be spelt correctly (AC9E1LY08_E3)
	write using unjoined lower-case and upper-case letters (AC9E1LY09)	

Year 2

Year level description

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 2, students communicate with peers, teachers, students from other classes and community members.

Students engage with a variety of texts for enjoyment. They listen to, read and view spoken, written and multimodal texts in which the primary purpose is to engage, as well as texts designed to inform and persuade. Texts include oral texts, picture books, various types of print and digital stories, chapter books, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.

The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and contemporary literature of First Nations Australian Peoples, and classic and contemporary non-First Nations Australian literature and world literature including texts from and about Asia.

Literary texts that support and extend Year 2 students as independent readers may include predictable and less predictable texts. These texts include language features such as varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a range of punctuation conventions, as well as illustrations and diagrams that support and extend the printed text.

Year 2 students create a range of imaginative, informative and persuasive texts including imaginative retellings, reports, performances, poetry and expositions for particular purposes and audiences.

Achievement standard

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.

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.

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.

Strand / Sub-strand		Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Language	English as a language that varies and changes	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)	identifying examples and features of different kinds of spoken, non-verbal, written and visual communication from Aboriginal and Torres Strait Islander communities (AC9E2L01_E1)
			identifying examples of culturally specific communication from Asian cultures within Australia (AC9E2L01_E2)
			recognising some phrases from the languages of the class and community; for example, greetings and expressions of politeness (AC9E2L01_E3)
			identifying examples and features of different kinds of spoken, non-verbal (actions, dance, art, landscapes and features), written (language, books, signs) and visual communication (protocols, acknowledgement and welcome practices) from Aboriginal and Torres Strait Islander communities (AC9E2L01_E4)
	Language for interacting with others	understand that language varies when people take on different roles in social interactions and that interpersonal communication varies according to context (AC9E2L02)	exploring culturally specific greetings and expressions of politeness (AC9E2L02_E1)
			exploring First Nations Australian cultural protocols in Welcome to Country/Acknowledgement of Country and local Aboriginal and Torres Strait Islander greeting words; for example, Wunya in Kabi Kabi/Gubbi Gubbi language (North Lakes – Sunshine Coast region, Queensland) and Jingerra in Yugembah language (Rochedale – Gold Coast region, Queensland) (AC9E2L02_E2)
exploring how language is used to express feelings using more precise vocabulary; for example, ‘upset’, ‘annoyed’, ‘angry’, ‘furious’ (AC9E2L03_E1)			
	identify that language can be used for		

		appreciating texts and the qualities of people and things (AC9E2L03)	exploring language used to describe moral and social dilemmas; for example, right and wrong, fairness and unfairness, inclusion and exclusion, in stories and everyday media texts (AC9E2L03_E2)
			exploring language used to create characters and settings in narratives, including nouns; for example, 'magician', 'wizard', 'sorcerer', and adjectives such as 'gentle', 'timid' or 'frightened' (AC9E2L03_E3)
			understanding text-specific vocabulary such as words that are used in the text specific to the story, which may be language words; for example, students may be reading about Tiddalick the Frog and come across words that are written in Aboriginal language or which are specific to that Country/Place (AC9E2L03_E4)
			understanding that Aboriginal Dreaming stories always present a moral dilemma that is then described within the context of the story, and that the characters are pivotal to the solution and subsequent message to the audience (AC9E2L03_E5)
			explaining structure, content, vocabulary, imagery, characters, events and setting used in Aboriginal Dreaming stories (AC9E2L03_E6)
Text structure and organisation	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)		identifying the typical features of a text; for example, typical introduction to a narrative or the use of dot points in instructions (AC9E2L04_E1)
			identifying how adjectives are used differently in informative and imaginative texts; for example to describe qualities and behaviours such as 'nasty' or 'friendly' in narratives and to describe physical characteristics such as 'spiky' or 'scaly' in informative texts (AC9E2L04_E2)
			identifying the forms that different types of texts might take; for example a persuasive text might be a poster, email or brochure (AC9E2L04_E3)
			connecting to Aboriginal Dreaming stories and the structure of these in relation to narrative, text structure and language features (AC9E2L04_E4)
			explaining Aboriginal Dreaming stories and Torres Strait Islander stories and exploring their similarities and differences (AC9E2L04_E5)
	understand how texts are made cohesive		identifying language used to build information across a text; for example, through connecting similar and dissimilar things (AC9E2L05_E1)

		through language and grammatical features including word associations and personal and possessive pronouns (AC9E2L05)	mapping examples of word associations in texts; for example, words that refer to the main character in a story (AC9E2L05_E2)
			tracking how a person or thing is identified through a section of a text; for example, eggs, they, them (AC9E2L05_E3)
		understand how to use chapters, indexes, glossaries, menus, drop menus, links and live connections to navigate print and screen texts to access information (AC9E2L06)	recognising how chapters, tables of contents and alphabetical order of indexes operate to support access to information (AC9E2L06_E1)
			learning about features of screen texts including menu buttons, drop-down menus, links and live connections (AC9E2L06_E2)
Language for expressing and developing ideas	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)	using coordinating conjunctions; for example, 'and', 'but', 'so' to construct compound sentences (AC9E2L07_E1)	
	understand that there are different types of nouns and these may be expanded into noun groups using articles and adjectives, and different	identifying nouns that refer to people, places, concrete objects and ideas in texts (AC9E2L08_E1)	
		learning that nouns can be classified as three types: common, proper and pronouns (AC9E2L08_E2)	
	building extended noun groups/phrases using articles and adjectives; for example, 'the longest side of this shape' (AC9E2L08_E3)		

	types of verbs that can be extended into verb groups (AC9E2L08)	building extended verb groups using verbs and adverbs; for example, 'gently touched' (AC9E2L08_E4)
		identifying nouns that refer to people, places, concrete objects and ideas, and exploring First Nations Australian Peoples' names of Places/Countries, animals, landscapes and objects using specific First Nations Australian Peoples' language (AC9E2L08_E5)
	understand that images add to, contradict or multiply the meanings of a text (AC9E2L09)	comparing two versions of the same story; for example, <i>Jack and the Beanstalk</i> , identifying how images are used to depict characters differently (AC9E2L09_E1)
		identifying images and graphics in a text that add ideas or information not included in the written text; for example, a map or table in a factual text or an illustration in a story, which gives clues about the setting (AC9E2L09_E2)
	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)	selecting vocabulary appropriate to the topic to replace everyday language (AC9E2L10_E1)
		discussing new vocabulary encountered in learning area texts (AC9E2L10_E2)
		identifying examples of words used in everyday language that originate from an Aboriginal or Torres Strait Islander word; for example, place names and meanings (AC9E2L10_E3)
		learning the meanings of Aboriginal or Torres Strait Islander language words that are used in everyday language and their origin; for example, 'Yabbi' is based on an Aboriginal language word (AC9E2L10_E4)
	recognise that capital letters signal proper nouns and commas are used to separate items in lists (AC9E2L11)	identifying commas used in lists in a variety of types of text; for example, 'This class has students who speak Vietnamese, Thai and Arabic at home' (AC9E2L11_E1)

Phonics and word knowledge	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)	blending and segmenting sounds in words; for example, 'b-r-o-th-er' or 'c-l-ou-d-y' (AC9E2L12_E1)
		deleting and substituting sounds (phonemes) in spoken words to form new words; for example, delete the initial 'scr' in 'scratch' and substitute new initial sounds (phonemes) to form words such as 'catch', 'batch' and 'hatch'; substituting a medial sound (phoneme) to form a new word; for example, 'stack' becomes 'stick' (AC9E2L12_E2)
	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)	recognising silent letters in words; for example, 'knife' and 'thumb', when reading and using them in writing (AC9E2L13_E1)
		providing the sounds for less common letter–sound matches; for example, 'ight', and using them in writing (AC9E2L13_E2)
		recognising words with vowel digraphs ('ee', 'oo', 'ai', 'ay', 'ea') when reading (AC9E2L13_E3)
	understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one- and two-syllable words (AC9E2L14)	using knowledge of known words to spell unknown words, for example using the word 'thumb' to spell the word 'crumb' (AC9E2L14_E1)

		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)	using known words in writing and spelling unknown words using morphemic knowledge of letter patterns and morphemes, for example the words 'one', 'once', 'only' and 'lone' (AC9E2L15_E1)
		build morphemic word families using knowledge of prefixes and suffixes (AC9E2L16)	using morphemic knowledge of words to spell unknown words; for example, 'one', 'once', 'cover', 'covering', 'uncover' (AC9E2L16_E1) writing unknown words using morphemic knowledge of letter patterns and morphemes; for example, using the known word 'some' to write 'sometimes' and 'something' (AC9E2L16_E2)
Literature	Appreciating literature and contexts	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)	identifying similar messages and ideas in literary texts from different cultural contexts that have a moral or ethical message or teach a lesson (AC9E2LE01_E1)
			identifying similarities in main characters and settings in well-known traditional tales and discussing why authors have made similar choices (AC9E2LE01_E2)
			recognising recurring characters, settings and themes in Aboriginal Dreaming stories and Torres Strait Islander Creation stories as a key feature of print, visual, digital and multimodal sources (AC9E2LE01_E3)
			exploring how iconography is central to Aboriginal Dreaming stories and Torres Strait Islander Creation stories and understanding how Aboriginal Peoples and Torres Strait Islander Peoples use these icons to further create imagery within the context of new texts (AC9E2LE01_E4)

C I E	Engaging with and responding to literature (AC9E2LE02)	discuss and share personal responses to characters, settings, events and language features in different literary texts (AC9E2LE02)	discussing preferences for stories set in familiar or unfamiliar worlds, or about characters whose lives are like or unlike their own (AC9E2LE02_E1)	
			describing features of texts from different cultures, including recurring language patterns, styles of illustrations, elements of humour or drama, and identifying the features which give rise to their personal preferences (AC9E2LE02_E2)	
			connecting the feelings and behaviours of non-human characters, such as animals, with human behaviours, emotions and relationships (AC9E2LE02_E3)	
	Examining literature	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)		comparing how similar characters or settings are described in texts from different contexts; for example, how the seasons are described and used in the plots of narratives or in poems (AC9E2LE03_E1)
				identifying and comparing verb groups used to convey actions, emotions and dialogue in a range of texts (AC9E2LE03_E2)
				identifying how similar plot structures (introduction, complication, resolution) are found in narratives with different characters, settings and themes (AC9E2LE03_E3)
				understanding the significance of language used to describe First Nations Australian Peoples' Country/Place, time, relationships to the land, cultural practices and beliefs which is further explored in Dr Ernie Grant's Holistic Framework (AC9E2LE03_E4)
				investigating First Nations Australian Peoples' stories that explain physical features of the landscape, and identify and describe the common features of language used (AC9E2LE03_E5)
		identify, discuss and reproduce rhythmic sound, repetition and patterns in different types of literary texts from a range of cultures (AC9E2LE04)		exploring poems, chants, rhymes or songs from different home languages of class members (AC9E2LE04_E1)
			identifying the specific First Nations Australian Peoples' language from words used in poems, rhymes or songs, such as the repetition of words in language for Aboriginal Peoples, which may have a specific meaning in a cluster of words or be pluralistic; for example, the word 'mayi' on its own means food but when it is said twice – 'Mayi Mayi' – it refers to a big feast (AC9E2LE04_E2)	
		telling known stories from a different point of view (AC9E2LE05_E1)		

Literacy		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)	creating a sequel to a known story (AC9E2LE05_E2)
			inventing some speech, dialogue or behaviour for favourite or humorous characters through imagining an alternative event or outcome in the original text (AC9E2LE05_E3)
			understanding that oral storytelling, art, singing and dance are ways in which First Nations Australian Peoples create the context for stories (AC9E2LE05_E4)
			understanding that films and digital media are also a means of communicating First Nations Australian Peoples' stories and songs (AC9E2LE05_E5)
	Texts in context	discuss different texts on a similar topic, comparing similarities and differences in purpose and language choices (AC9E2LY01)	comparing two or more texts about the same topic by different authors or from different cultures and describing similarities and differences (AC9E2LY01_E1)
			identifying and discussing information that is included in two texts on the same topic, and identifying information that is only represented in one of the texts (AC9E2LY01_E2)
	Interacting with others	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)	exploring ways to comment on what others say, including using sentence starters such as 'I like the way you...', 'I agree that ...', 'I have a different thought...', 'I'd like to say something different...' (AC9E2LY02_E1)
			demonstrating appropriate listening behaviour, responding to and paraphrasing a partner's contribution to a discussion; for example, in Think Pair Share activities (AC9E2LY02_E2)
asking relevant questions and making connections with personal experiences and the contributions of others (AC9E2LY02_E3)			
understanding how to disagree with a perspective or respectfully offer an alternative idea (AC9E2LY02_E4)			

Analysing, interpreting and evaluating texts	identify the purpose and audience of imaginative, informative and persuasive texts (AC9E2LY03)	considering audience when texts are written by Aboriginal or Torres Strait Islander authors (AC9E2LY03_E1)
	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)	using prior knowledge to make and confirm predictions when reading a text (AC9E2LY04_E1)
		predicting vocabulary that is likely to be in a text, based on the topic and the purpose of the text; for example, predicting that 'station' and 'arrive' would be in a text recounting a train journey (AC9E2LY04_E2)
		using grammatical knowledge to predict likely sentence patterns when reading texts (AC9E2LY04_E3)
		using phonic (sound–letter) knowledge and knowledge of high-frequency words when decoding text (AC9E2LY04_E4)
		monitoring own reading and self-correcting or seeking assistance when reading does not make sense (AC9E2LY04_E5)
	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)	listening for specific information and providing two or more key facts or points from an informative or persuasive text (AC9E2LY05_E1)
		listening and responding to detailed instructions (AC9E2LY05_E2)
		integrating information from print, images and prior knowledge to make supportable inferences (AC9E2LY05_E3)
		identifying the main idea of a text (AC9E2LY05_E4)

Creating texts	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)	creating spoken and written texts so that listeners and readers follow the sequence of ideas or events (AC9E2LY06_E1)
		using vocabulary, including technical vocabulary, appropriate to text type and purpose (AC9E2LY06_E2)
		creating texts that include two or three related ideas or points (AC9E2LY06_E3)
		experimenting with and combining elements of software programs, including word processing, to create texts (AC9E2LY06_E4)
		using simple and compound sentences correctly and flexibly to express and combine ideas (AC9E2LY06_E5)
	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)	preparing and delivering oral presentations using more formal speech and specific vocabulary about content area topics (AC9E2LY07_E1)
		sequencing ideas, points or events appropriately (AC9E2LY07_E2)
		adjusting volume and tone when speaking in more formal situations (AC9E2LY07_E3)
	read and edit texts to improve meaning, text structure, spelling and punctuation (AC9E2LY08)	adding, deleting or changing vocabulary to improve a text; for example, replacing an everyday noun with a technical one (AC9E2LY08_E1)
		reviewing and developing sentences; for example, adding phrases such as 'with a long tail' to improve meaning (AC9E2LY08_E2)
		reviewing sentences for grammatical correctness; for example, use of pronouns (AC9E2LY08_E3)
		making changes to texts using a word processing program (AC9E2LY08_E4)

		write legibly and with growing fluency using unjoined upper-case and lower-case letters (AC9E2LY09)	
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Year 3

Year level description

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 3, students interact with peers and teachers from other classes and schools, and community members.

Students engage with a variety of texts for enjoyment. They listen to, read and view spoken, written and multimodal texts. Texts include oral texts, picture books, various types of print and digital texts, chapter books, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.

The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and contemporary literature of First Nations Australian Peoples, and classic and contemporary non-First Nations Australian literature and world literature including texts from and about Asia.

Literary texts in Year 3 that support and extend students as independent readers describe complex sequences of events that extend over several pages and involve unusual happenings within a framework of familiar experiences. Informative texts include content of increasing complexity and technicality about topics of interest and topics being studied in other areas of the curriculum. These texts use complex language features, including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a variety of punctuation conventions, as well as illustrations and diagrams that support and extend the printed text.

Year 3 students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions for particular purposes and audiences.

Achievement standard

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.

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.

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.

Strand / Sub-strand		Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</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)	learning that a word or sign can carry a different meaning or significance in different cultural contexts; for example, that particular respect is due to some people and creatures, and that stories can be passed on to teach people how to live appropriately (AC9E3L01_E1)
			understanding that First Nations Australian languages have words that are specific to their Country/Place; that visual communication is reflected in their art and symbology; that oral traditions may be different between various First Nations Australian groups (AC9E3L01_E2)

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)	recognising and using collaborative behaviours in group and pair work; for example, initiating a topic, changing a topic through negotiation, affirming other speakers and building on their comments, asking relevant questions, providing useful feedback, prompting, and checking individual and group understanding (AC9E3L02_E1)
		understanding First Nations Australian cultural protocols, cultural practices, specific roles, and ways of engaging and speaking (AC9E3L02_E2)
	understand how evaluative language including adjectives, adverbs and modal verbs can be varied to be more or less forceful (AC9E3L03)	exploring how modal verbs; for example, 'must', 'might' and 'could', indicate degrees of probability or obligation (AC9E3L03_E1)
		recognising how choice of adverbs, nouns and verbs present different evaluations of characters in texts (AC9E3L03_E2)
		exploring examples of language that demonstrate a range of feelings and positions, and building a vocabulary to express judgements about characters or events, acknowledging that language and judgements might differ depending on the cultural context (AC9E3L03_E3)
	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 that paragraphs are a key organisational feature of written texts, grouping related information together, and can be made cohesive through pronoun referencing (AC9E3L05)	recognising that longer informative texts are organised into paragraphs, which begin with a topic sentence that predicts how the paragraph will develop and is then elaborated in various ways (AC9E3L05_E1)
			recognising that paragraphs in narrative texts vary in length and do not always follow a predictable structure (AC9E3L05_E2)
		understand how the language and structural features of print, screen and online texts enhance navigation (AC9E3L06)	using features of online texts; for example, navigation bars and buttons, and sitemaps (AC9E3L06_E1)
		using hyperlinks appropriately (AC9E3L06_E2)	
		recognising the purpose of particular layout features; for example, shaded boxes or bold text (AC9E3L06_E3)	
	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)	identifying clauses in texts by locating verbs and the key words that link to the verbs; for example, 'While the cat slept, the mouse scurried across the path' (AC9E3L07_E1)
understand how verbs represent different processes, for doing, feeling, thinking, saying and relating, and that these processes are		exploring 'doing' and 'saying' verbs in narrative texts to understand how they give information about what characters do and say (AC9E3L08_E1)	
		exploring the use of sensing verbs and how they allow readers to understand what characters think and feel (AC9E3L08_E2)	
	exploring the use of relating verbs in constructing definitions and descriptions (AC9E3L08_E3)		

	anchored in time through tense (AC9E3L08)	learning how time is represented through the tense of a verb; for example, 'She arrived', 'She is arriving', and adverbials of time; for example, 'She arrived yesterday', 'She is arriving in the morning' (AC9E3L08_E4)
		identifying different types of verbs and the way they control meaning in a clause (AC9E3L08_E5)
	identify the effect on audiences of techniques, for example shot type, vertical camera angle and layout in picture books, advertisements and film segments (AC9E3L09)	recognising how the relationship between characters can be depicted in illustrations through the positioning of the characters; for example, facing each other or facing away from each other; the distance between them; the relative size; one character looking up (or down) at the other (power relationships); facial expressions and body gestures (AC9E3L09_E1)
		recognising how images construct a relationship with the viewer through direct gaze into the viewer's eyes, inviting involvement, and how close ups are more engaging than distanced images, which can suggest alienation or loneliness (AC9E3L09_E2)
	extend learning area—specific and technical vocabulary and doing, feeling, thinking, saying and relating verbs to express processes, and adverbs to qualify statements (AC9E3L10)	using adverbs to modify or qualify more generic verbs; for example, 'said quietly', 'said happily' (AC9E3L10_E1)

		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)	highlighting examples of the use of apostrophes in informal language and direct speech in narratives (AC9E3L11_E1)
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)	exploring phonological and phonemic awareness learning as it applies to Aboriginal and Torres Strait Islander language words; for example, names of First Nations Australian Peoples and Countries, words for animals, places and objects (AC9E3L12_E1)
		understand how to apply knowledge of	reading and writing more complex words with consonant digraphs and consonant blends; for example, 'shrinking', 'against', 'rocket' (AC9E3L13_E1)

		<p>phoneme–grapheme (sound–letter) relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns (AC9E3L13)</p>	<p>reading and writing consonant digraphs representing different sounds; for example, ‘machine’, ‘change’ and ‘school’ (AC9E3L13_E2)</p>
		<p>understand how to apply knowledge of common base words and prefixes and suffixes to read and comprehend new multimorphemic words (AC9E3L14)</p>	<p>Understand how to use knowledge of prefixes to change the meaning of a base word for example, ‘undone’, ‘remove’, ‘misunderstand’ (AC9E3L14_E1)</p>
		<p>understand how to use phoneme–grapheme (sound–letter) relationships and less common letter patterns to spell words (AC9E3L15)</p>	<p>using phonic knowledge to explore less common letter patterns after a short vowel; for example, words that end in ‘dge’: ‘badge’, ‘edge’, ‘fridge’ (AC9E3L15_E1)</p> <p>using phonic knowledge and knowledge of letter patterns to spell words with three-letter blends; for example, ‘str-ip’ (AC9E3L15_E2)</p> <p>exploring knowledge of phoneme–grapheme relationships and less common letter patterns to spell words as it applies to Aboriginal and Torres Strait Islander language words; for example, names of First Nations Australian Peoples and Countries, words for animals, places and objects (AC9E3L15_E3)</p>

		recognise and know how to write most high-frequency words including some homophones (AC9E3L16)	using context and syntactic knowledge to spell homophones; for example, 'break' or 'brake' and 'ate' or 'eight' (AC9E3L16_E1)
		know how to use common prefixes and suffixes, and generalisations for adding a suffix to a base word (AC9E3L17)	using generalisations for adding a suffix to a base word to form a plural or past tense; for example, to make a word plural when it ends in 'ss', 'sh', 'ch' or 'z', add 'es' (AC9E3L17_E1)
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)	exploring the ways that the same story can be told in many cultures, identifying variations in the storyline; for example, 'The Ramayana' story that is told to children in India, Indonesia, Thailand, Cambodia, Burma, Laos, Tibet and Malaysia (AC9E3LE01_E1)
			identifying First Nations Australian characters and the roles they play in protecting their Country/Place and families, as well as the key messages or teachings from the past for current and future generations (AC9E3LE01_E2)
			reading texts in which Aboriginal and Torres Strait Islander children or young people are the central characters or protagonists and making links to students' own lives (AC9E3LE01_E3)

Engaging with and responding to literature	discuss connections between personal experiences, ideas and viewpoints in literary texts and share personal preferences (AC9E3LE02)	discussing relevant prior knowledge and past experiences to make meaningful connections to the people, places, events, issues and ideas in texts (AC9E3LE02_E1)
		selecting and discussing favourite texts and explaining reasons for assigning greater or lesser merit to particular texts or types of texts (AC9E3LE02_E2)
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)	identifying and discussing how the use of descriptive language creates setting and atmosphere, and draws readers into events that follow; for example, 'the castle loomed dark and forbidding' (AC9E3LE03_E1)
		discussing the language used to describe the traits of characters in stories, their actions and motivations; for example, 'Claire was so lonely; she desperately wanted a pet and she was afraid she would do anything, just anything, to have one to care for' (AC9E3LE03_E2)
		considering how First Nations Australian authors use characters and settings to shape the events and influence the narrative (AC9E3LE03_E3)
	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)	discussing the effects of imagery in texts; for example, the use of imagery related to nature in haiku poems (AC9E3LE04_E1)

Literacy	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)	drawing on literary texts read, viewed and listened to for inspiration and ideas to create texts (AC9E3LE05_E1)
			appropriating language to create mood and characters (AC9E3LE05_E2)
			innovating on texts read, viewed and listened to by changing the point of view or revising an ending (AC9E3LE05_E3)
			using descriptions of actions, thoughts and feelings to show characters' responses (AC9E3LE05_E4)
			creating visual and multimodal texts based on First Nations Australian literature, applying one or more visual elements to convey the intent of the original text (AC9E3LE05_E5)
	Texts in context	identify the perspective in a text and suggest alternative points of view (AC9E3LY01)	identifying how a narrative can present the perspective of the main character, and speculating on what other characters might think or feel (AC9E3LY01_E1)
			recognising that there is more than one way of looking at the same event and that stories seen through the eyes of one character privilege some aspects of the story over others (AC9E3LY01_E2)
			retelling the story from a different character's point of view; for example, the point of view of a pet in a story about a child getting a pet (AC9E3LY01_E3)
	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)	building on and connecting ideas and opinions expressed by others and checking students' own understanding against group views (AC9E3LY02_E1)
			listening actively, including listening for specific information, recognising the value of others' contributions and responding through comments, recounts and summaries of information (AC9E3LY02_E2)
learning the specific speaking or listening skills of different group roles; for example, group leader, note taker and reporter (AC9E3LY02_E3)			
using language appropriately in different situations; for example, explaining a procedure to a group, engaging in a game with friends (AC9E3LY02_E4)			
sharing, information, listening and speaking by using a First Nations Australian cultural practice; for example, a Yarning Circle (AC9E3LY02_E5)			

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)	identifying words, phrases and images intended to persuade listeners, viewers or readers (AC9E3LY03_E1)
		identifying features of advertisements that target children (AC9E3LY03_E2)
	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)	combining word knowledge, vocabulary, grammar and phonic knowledge to read unknown words (AC9E3LY04_E1)
		reading on, reviewing and summarising meaning to read unknown words (AC9E3LY04_E2)
		reading a wider range of texts, including chapter books and informative texts, for pleasure and to support learning (AC9E3LY04_E3)
	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,	making predictions about a text, drawing on knowledge of the topic, subject-specific vocabulary and experience of texts on the same topic (AC9E3LY05_E1)
		determining important ideas, events or details in texts (AC9E3LY05_E2)
		learning new content from reading and listening, and asking questions to expand understanding (AC9E3LY05_E3)
		comparing and contrasting how text features are used in different texts to represent similar ideas or information (AC9E3LY05_E4)

Creating texts	text structures and language features (AC9E3LY05)	drawing inferences, using evidence from the text and prior knowledge and experience; for example, making predictions about a character's likely actions or about the content of tabbed pages on a website (AC9E3LY05_E5)
	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)	gathering information and ideas about a topic in preparation for writing (AC9E3LY06_E1)
		selecting appropriate text structure for a writing purpose and sequencing content for clarity and audience impact (AC9E3LY06_E2)
		using appropriate simple, compound and complex sentences to express and combine ideas (AC9E3LY06_E3)
		using vocabulary, including technical vocabulary, relevant to the text type and purpose (AC9E3LY06_E4)
		using features of relevant technologies to plan, sequence, compose and edit multimodal texts (AC9E3LY06_E5)
	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)	researching a topic to prepare an oral or multimodal presentation (AC9E3LY07_E1)
		planning the sequence of ideas and information using techniques such as storyboards (AC9E3LY07_E2)
		adjusting tone and pacing to suit topic and audience (AC9E3LY07_E3)
	re-read and edit their own texts and the texts	using glossaries, print and online dictionaries, and spell check to edit spelling, realising that spell check accuracy depends on understanding the word function; for example, 'there'/'their', 'rain'/'reign' (AC9E3LY08_E1)

	of others for meaning, structure, grammar, spelling and punctuation (AC9E3LY08)	checking for correct use of apostrophes for contractions and to indicate possession (AC9E3LY08_E2)
	write using joined letters that are clearly formed and consistent in size (AC9E3LY09)	

Year 4

Year level description

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 4, students interact with peers and teachers from other classes and schools, and community members in a range of contexts.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts. Texts include oral texts, picture books, various types of print and digital texts, chapter books, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances, and texts used by students as models for creating their own work.

The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and contemporary literature of First Nations Australian Peoples, and classic and contemporary non-First Nations Australian literature and world literature including texts from and about Asia.

Literary texts that extend students in Year 4 as independent readers describe complex sequences of events that extend over several pages and involve unusual happenings within a framework of familiar experiences. Informative texts include content of increasing complexity and technicality about topics of interest and topics being studied in other areas of the curriculum. These texts use complex language features, including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a variety of punctuation conventions, as well as illustrations and diagrams that support and extend the printed text.

Year 4 students create a range of imaginative, informative and persuasive types of texts including narratives, performances, reports, reviews, poetry and expositions for particular purposes and audiences.

Achievement standard

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.

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.

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.

Strand / Sub-strand		Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Language	English as a language that varies and changes	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)	identifying commonly used words derived from other languages; for example, 'money' (French origin) and 'sugar' (Arabic origin) (AC9E4L01_E1)
			identifying words used in Standard Australian English that are derived from other languages, including Aboriginal and Torres Strait Islander languages, and determining if the original meaning is reflected in English usage; for example, 'kangaroo' (AC9E4L01_E2)
	Language for interacting with others	understand that respectful social interactions influence the way people engage with ideas and respond to others (AC9E4L02)	recognising that language is adjusted in different contexts; for example, in degree of formality when moving between group discussions and presenting a group report (AC9E4L02_E1)
			understanding how age, expertise and familiarity influence the ways in which we interact with people and how these codes and conventions vary across cultures (AC9E4L02_E2)
		recognising the importance of using inclusive language (AC9E4L02_E3)	
		exploring cultural respects for First Nations Australian Elders, greetings with other First Nations Australian Peoples (AC9E4L02_E4)	

		understand the differences between the subjective language of opinion and feeling and the objective language of factual reporting (AC9E4L03)	identifying ways thinking verbs are used to express opinion; for example, 'I think', 'I believe', and ways summary verbs are used to report findings; for example, 'we concluded' (AC9E4L03_E1)
			comparing statements that have similar information presented objectively and subjectively; for example, 'The man has six cats', 'The man has too many noisy cats' (AC9E4L03_E2)
	Text structure and organisation	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)	identifying the typical stages and language features of texts including narratives, expositions, reviews and information reports (AC9E4L04_E1)
			understanding how and why text structure is important in texts such as sequential and causal explanations, and comparative and part-whole information reports (AC9E4L04_E2)
			understanding the importance of language that First Nations Australian authors may use to describe a topic and how this may impact on an audience; for example, the Rainbow Serpent Dreaming Story (which varies across First Nations groups) is critical to identification of land formations and features; the Rainbow Serpent is said to be the giver of life because of its connection with water but it can also command a destructive force if enraged (AC9E4L04_E3)
		understand how texts can be made cohesive through the use of linking devices such as connectives (AC9E4L05)	recognising how authors construct texts that are cohesive and coherent using pronouns that link to something previously mentioned and determiners; for example, 'this', 'that', 'these', 'those', to identify things (AC9E4L05_E1)
recognising how authors use text connectives to create links between sentences; for example, 'however', 'therefore', 'nevertheless', 'in addition' (AC9E4L05_E2)			
recognising how text connectives link sections of a text, providing sequences through time; for example, 'firstly', 'then', 'next' and 'finally' (AC9E4L05_E3)			

		understand how features of print, digital and online texts including navigation links, graphics and layout enhance readability (AC9E4L06)	researching in books and through websites using navigation tools and discussing similarities and differences between print and digital presentation of information (AC9E4L06_E1)
Language for expressing and developing ideas	understand that clauses can be joined with conjunctions to create complex sentences showing relationships, for example of time, and cause and effect (AC9E4L07)	creating richer, more specific descriptions by using adjectival clauses; for example, 'Crossing the mountain range was difficult' becomes 'Crossing the mountain range, which was shrouded in fog, was difficult' (AC9E4L07_E1)	
		creating more precise and detailed sentences by adding adverbial clauses; for example, 'They crossed the mountain range' becomes 'Although the path was overgrown, they crossed the mountain range' (AC9E4L07_E2)	
	investigate how quoted (direct) and reported (indirect) speech work in different types of text (AC9E4L08)	investigating examples of quoted (direct) speech; for example, 'He said, "I'll go to the park today"' and reported (indirect) speech; for example, 'He told me he was going to the park today', and why they have been used in different contexts (AC9E4L08_E1)	
	understand that the meaning of sentences is influenced by tense and can also be influenced by noun groups/phrases, verb	investigating in texts how adverbial phrases and prepositional phrases can provide details of the circumstances surrounding a happening or state; for example, 'At midnight (time) he rose slowly (manner) from the chair (place) and went upstairs (place)' (AC9E4L09_E1)	
		investigating how noun groups can be built up by asking questions about the noun such as 'how many?', 'what's it like?', 'what type?'; for example, 'two pairs of old walking shoes' (AC9E4L09_E2)	
	identifying the tense in texts they read (AC9E4L09_E3)		

	groups, adverb groups/phrases and prepositional phrases (AC9E4L09)	understanding the tense that types of texts are commonly written in; for example, informative texts are usually written in present tense (AC9E4L09_E4)
	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)	examining visual and multimodal texts, building a vocabulary to describe visual elements and techniques such as framing, composition and visual point of view, and beginning to understand how these choices have an impact on viewer response (AC9E4L10_E1)
	understand and use new vocabulary, drawn from a range of sources, including research (AC9E4L11)	building etymological knowledge about word origins; for example, 'thermometer' (AC9E4L11_E1)
		building vocabulary from research about technical and subject-specific topics (AC9E4L11_E2)
		determining or clarifying the meaning of unknown and multiple-meaning words and phrases using context and morphological clues (AC9E4L11_E3)
		considering how Aboriginal language words formed the basis of names that were then overlaid, misspelt and mixed with Standard Australian English to create words; for example, Woomba Woomba or Toowoomb was the place referred to by Aboriginal Peoples on the Darling Downs and then the name was referred to as Toowoomba by the drovers (AC9E4L11_E4)
		identifying the use of quotation marks to signal dialogue in texts as students read (AC9E4L12_E1)

		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)	experimenting with the use of quotation marks in students' own writing (AC9E4L12_E2)
Phonics and word knowledge		understand how to use phonic knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes (AC9E4L13)	recognising unstressed vowels in multisyllabic words and how these vowel sounds are written; for example, 'builder' and 'animal' (AC9E4L13_E1)
			using phonic generalisations to read and write multisyllabic words with more complex letter combinations; for example, 'straightaway' and 'thoughtful' (AC9E4L13_E2)
		understand how to use knowledge of	applying generalisations for adding affixes; for example, 'hope' / 'hoping', 'begin' / 'beginning', 'country' / 'countries' (AC9E4L14_E1)

		letter patterns, including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes, and word origins, to spell more complex words (AC9E4L14)	building morphemic word families and exploring word origins; for example, the prefix 'nat-' means source, birth or tribe in 'nature', 'natural' and 'native' (AC9E4L14_E2)
		read and write high-frequency words including homophones and know how to use context to identify correct spelling (AC9E4L15)	recognising that contextual and syntactical clues can be used to determine the use of homophones; for example, 'We grow wheat on our farm', 'The train trip will take about an hour' (AC9E4L15_E1)
Literature	Appreciating literature and contexts	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)	comparing the plots and characters in two novels with similar themes; for example, two novels that explore relationships between characters from different cultures or cultural backgrounds (AC9E4LE01_E1)
			commenting on literary texts set in different time periods and cultural contexts, and comparing character behaviour and beliefs to their own (AC9E4LE01_E2)
			discussing how everyday life, such as meals and family relationships, is depicted in texts set in particular historical and cultural contexts (AC9E4LE01_E3)
			identifying specific vocabulary pertinent to the context of a text in a particular historical or cultural context (AC9E4LE01_E4)
			understanding that when First Nations Australian authors explore cultural values, events and significant issues, they include the importance of family, Country/Place, identity, language and people (AC9E4LE01_E5)

Engaging with and responding to literature	use metalanguage to describe the effects of text structures and language features in literary texts when responding and sharing opinions (AC9E4LE02)	sharing and discussing understanding of the effects of particular literary techniques on their appreciation of texts (AC9E4LE02_E1)
		sharing responses to texts using appropriate metalanguage; for example, 'The use of the adjectives in describing the character really helps to create images for the reader' (AC9E4LE02_E2)
Examining literature	discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions (AC9E4LE03)	examining the author's choice of language to describe a character's appearance, behaviour and speech (AC9E4LE03_E1)
		discussing how character development is achieved through use of dialogue (AC9E4LE03_E2)
		discussing techniques authors use to develop and change relationships between characters (AC9E4LE03_E3)
		identifying pivotal points in the plot where characters are faced with choices, and commenting on how the author makes the reader care about their decisions and the consequences (AC9E4LE03_E4)
		identifying the ways in which First Nations Australian authors and illustrators make their stories engaging by using art (AC9E4LE03_E5)
	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)	defining neologisms and puns and identifying how they are used by authors to create a sense of freshness, originality and playfulness (AC9E4LE04_E1)
discussing poetic language, including unusual adjectival use that engages readers emotionally and brings the poet's subject matter to life; for example, 'Talks in a deep, unfriendly growl' (AB Patterson) (AC9E4LE04_E2)		
exploring emotive language used by First Nations Australian poets and authors; for example, how they identify connection to Country/Place/Land, historical events and issues, and identity (AC9E4LE04_E3)		
Creating literature	use, adapt or experiment with characters, settings,	drawing upon literary texts they have encountered and experimenting with changing particular aspects; for example, changing the time or place of the setting, adding characters or changing their personalities, or offering an alternative point of view on key ideas (AC9E4LE05_E1)

		plot structures and ideas encountered in texts to create literary texts based on students' reading, imagining or experiences (AC9E4LE05)	<p>identifying and selecting appropriate software programs including word processing programs for creating text (AC9E4LE05_E2)</p> <p>adapting ideas and characters encountered in texts but changing the point of view; for example, changing a narrative written in first person to third person (AC9E4LE05_E3)</p> <p>creating texts using a range of sentence types, including dialogue, noun groups and precise vocabulary (AC9E4LE05_E4)</p>
Literacy	Texts in context	compare language features, images, layout, content and vocabulary between contemporary print, digital and online texts and older texts (AC9E4LY01)	<p>viewing documentaries and news footage from different periods, comparing the style of presentation in contemporary texts on similar topics and tracking changing views on issues; for example, sustainability, clean water, new technologies (AC9E4LY01_E1)</p> <p>viewing texts that showcase the histories of First Nations Australian Peoples over time, discussing how this has changed and the connections to contemporary issues such as shelter, lifestyle, views and schooling (AC9E4LY01_E2)</p>
		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)	<p>making notes about a task, asking questions to clarify or follow up information, and seeking assistance if required (AC9E4LY02_E1)</p> <p>discussing levels of language such as slang, colloquial, conversational and formal, and how their appropriateness changes with the situation and audience (AC9E4LY02_E2)</p> <p>presenting ideas and opinions at levels of formality appropriate to the context and audience (AC9E4LY02_E3)</p> <p>developing appropriate speaking and listening behaviours including acknowledging and extending others' contributions, presenting ideas and opinions clearly and coherently (AC9E4LY02_E4)</p>
	Interacting with others		

Analysing, interpreting and evaluating texts	identify characteristic features used in imaginative, informative and persuasive texts and discuss how they achieve the purpose of the text (AC9E4LY03)	identifying how authors use language to create imaginary worlds (AC9E4LY03_E1)
		identifying techniques authors use to support readers or viewers to navigate texts, such as headings, italic and bold text (AC9E4LY03_E2)
		identifying visual features such as images and layout used in informative texts to complement, add to or shape understanding of a topic (AC9E4LY03_E3)
		considering First Nations Australian authors' texts and their use of colours, language, images of characters, animals, spiritual beings, symbols and patterns (AC9E4LY03_E4)
	read different types of texts using phonic knowledge and combining contextual, semantic and grammatical knowledge, and monitor meaning by cross checking and reviewing (AC9E4LY04)	reading more complex texts using established word identification strategies, knowledge of the topic and understanding of text structure and features (AC9E4LY04_E1)
		choosing First Nations Australian authors' texts to read using information/fact sheets about First Nations Australian Peoples' cultures to support meaning (AC9E4LY04_E2)
	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)	making connections between information in print images and sound (AC9E4LY05_E1)
		reading or listening for key words to identify specific information (AC9E4LY05_E2)
		reading or listening to interpret the main idea and supporting ideas (AC9E4LY05_E3)
		identifying evidence and reasoning used by authors to support points or arguments (AC9E4LY05_E4)
		applying self-monitoring strategies such as re-reading, self-questioning and pausing, and self-correction strategies such as confirming and cross-checking (AC9E4LY05_E5)

Creating texts	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)	using research to gather ideas for writing and integrating information from a range of sources (AC9E4LY06_E1)
		selecting text structure and planning how to group ideas into paragraphs to sequence content (AC9E4LY06_E2)
		using technical and descriptive vocabulary appropriate to topic (AC9E4LY06_E3)
		using grammatical features including different types of verb groups/phrases, noun groups/phrases, adverb groups/phrases and prepositional phrases for effective descriptions according to purpose and context (AC9E4LY06_E4)
	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)	reporting on a topic in an organised manner, providing relevant facts and descriptive detail to support audience understanding, and using references to reliable sources to support claims (AC9E4LY07_E1)
		exploring the effects of changing voice, tone, volume, pitch and pace in formal and informal contexts (AC9E4LY07_E2)
		choosing a variety of appropriate words and phrases, including descriptive words and some technical vocabulary, to communicate meaning accurately (AC9E4LY07_E3)
	re-read and edit texts to strengthen meaning by adding, deleting or moving words or word groups to clarify content and structure (AC9E4LY08)	revising written texts, editing for grammatical and spelling accuracy and clarity of the text, to improve the connection between ideas and the overall flow of the text (AC9E4LY08_E1)

		write using clearly formed joined letters, and develop increased fluency and automaticity (AC9E4LY09)	
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Year 5

Year level description

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 5, students communicate with others in a range of contexts.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts. Texts include film and digital texts, novels, poetry, non-fiction and dramatic performances influenced by context, purpose and audience. The features of these texts may be used by students as models for creating their own work.

The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and contemporary literature of First Nations Australian Peoples, and classic and contemporary non-First Nations Australian literature and world literature including texts from and about Asia.

Literary texts that extend students in Year 5 as independent readers describe complex sequences, a range of non-stereotypical characters, and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language and information presented in various types of graphics.

Year 5 students create a range of imaginative, informative and persuasive types of texts including narratives, performances, reports, reviews and explanations for particular purposes and audiences.

Achievement standard

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.

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.

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.

Strand / Sub-strand		Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Language	English as a language that varies and changes	understand that the pronunciations, spellings and meanings of words have histories and change over time (AC9E5L01)	recognising that a knowledge of word origins is not only interesting in its own right, but that it extends students' knowledge of vocabulary and spelling (AC9E5L01_E1)
			exploring examples of words in which pronunciation, writing and meaning have changed over time, including words from a range of cultures (AC9E5L01_E2)
	Language for interacting with others	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)	identifying ways in which cultures differ in making and responding to common requests; for example, periods of silence, degrees of formality (AC9E5L02_E1)
			identifying cultural protocols and communication processes of First Nations Australian Peoples (AC9E5L02_E2)
		recognising differing perspectives and points of view of First Nations Australian Peoples in culturally safe spaces; for example, culturally inclusive learning environments that foster open communication through Yarning Circles (AC9E5L02_E3)	

		<p>understand how to move beyond making bare assertions by taking account of differing perspectives and authoritative sources (AC9E5L03)</p>	<p>recognising that a bare assertion (for example, 'It's the best film this year') often needs to be tempered by: using the 'impersonal it' to distance oneself (for example, 'It could be that it is the best film this year'); recruiting anonymous support (for example, 'It is generally agreed that it is the best film this year'); indicating a general source of the opinion (for example, 'Most critics agree that it is the best film this year'); specifying the source of the opinion (for example, 'Reviewers for <i>The Australian</i> stated that it is the best film this year') and reflecting on the effect of these different choices (AC9E5L03_E1)</p>
Text structure and organisation		<p>understand how texts vary in structure, language features, purpose, degree of formality and mode (AC9E5L04)</p>	<p>becoming familiar with the typical stages and language features of text types such as narrative, procedure, exposition, explanation, discussion and informative text, and how they can be composed and presented in written, digital and multimedia forms to achieve their purpose (AC9E5L04_E1)</p>
			<p>recognising that paragraphs within a text and between different types of texts vary in their function and how they are organised (for example, the differences between paragraphs in a narrative, an argument and a procedure) (AC9E5L04_E2)</p>
		<p>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)</p>	<p>observing how writers use the beginning of a sentence to signal to the reader how the text is developing (for example, 'Snakes are reptiles. They have scales and no legs. Many snakes are poisonous. However, in Australia they are protected.')</p>
			<p>recognising that a sequence of clauses may use different tenses but remain connected through a topic (for example, 'Snakes were a problem in Australia. However, urban sprawl is ruining their habitats and they are now a protected species.')</p>

Language for expressing and developing ideas	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)	
	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)	knowing that complex sentences make connections between ideas to: provide a reason; for example, 'He jumped up because the bell rang'; state a purpose; for example, 'She raced home to confront her brother'; express a condition; for example, 'It will break if you push it'; make a concession; for example, 'She went to work even though she was not feeling well'; link two ideas in terms of various time relations; for example, 'Nero fiddled while Rome burned' (AC9E5L07_E1)
	understand how noun groups/phrases and	learning how to expand a description by combining a related set of nouns and adjectives; for example, 'Two old brown cattle dogs sat on the ruined front veranda of the deserted house' (AC9E5L08_E1)

	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)	observing how descriptive details can be built up around a noun or an adjective, forming a group/phrase (for example, 'this very smelly cleaning cloth in the sink' is a noun group/phrase and 'as pretty as the flowers in May' is an adjective group/phrase) (AC9E5L08_E2)
	explain how the sequence of images in print, digital and film texts has an effect on meaning (AC9E5L09)	interpreting narrative texts told through wordless picture books (AC9E5L09_E1)
		identifying and comparing sequences of images revealed through different hyperlink choices (AC9E5L09_E2)
		viewing a short film or segment from a film without sound and comparing interpretations after viewing with sound (AC9E5L09_E3)
		identifying the use of Aboriginal symbols within texts and the messages that they convey (AC9E5L09_E4)
	understand how vocabulary is used to express greater precision of meaning, and know that words can have different meanings in different contexts (AC9E5L10)	using specific and precise words; for example, 'slice', 'dice', 'fillet', 'segment' rather than general words; for example, 'cut' (AC9E5L10_E1)
		understanding that for First Nations Australian Peoples, language will have a different meaning to Standard Australian English vocabulary and that different meanings are conveyed in different cultural contexts; for example, when talking about a large group, Aboriginal and Torres Strait Islander peoples may refer to this as a 'big mob' or a specific language term relevant to their community (AC9E5L10_E2)
	understand how to use commas to indicate	learning that in Standard Australian English, regular plural nouns ending in 's' form the possessive by adding just the apostrophe; for example, 'the students' classroom' (AC9E5L11_E1)

Phonics and word knowledge	phrases, and the grammatical category of possessives through apostrophes in noun groups where there is multiple possession (AC9E5L11)	learning that in Standard Australian English for proper nouns, the regular possessive form is always possible but a variant form without the second 's' is sometimes found; for example, 'James's house' or 'James' house' (AC9E5L11_E2)
	know how to use phonic knowledge and morphology to read and spell words that share common letter patterns but have different pronunciations (AC9E5L12)	recognising and writing less familiar words that share common letter patterns but have different pronunciations; for example, 'journey', 'your', 'tour' and 'sour' (AC9E5L12_E1)
	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)	talking about how suffixes change over time and new forms are invented to reflect changing attitudes to gender; for example, 'salesperson' (AC9E5L13_E1)
		using knowledge of known words and base words to spell new words; for example, the spelling and meaning connections between 'vision', 'television' and 'revision' (AC9E5L13_E2)
		applying knowledge of spelling generalisations to spell new words; for example, 'suitable', 'likeable' and 'collapsible' (AC9E5L13_E3)
	explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word (AC9E5L14)	using knowledge of word origins and roots and related words to interpret and spell unfamiliar words, and learning about how these roots have an impact on plurals; for example, 'cactus' and 'cacti', 'louse' and 'lice' (AC9E5L14_E1)
understanding how some suffixes change the grammatical form of words; for example, '-tion' and '-ment' can change verbs into nouns, 'protect' to 'protection', 'develop' to 'development' (AC9E5L14_E2)		

Literature	Appreciating literature and contexts	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)	identifying aspects of literature; for example, visuals, symbolic elements, dialogue and character descriptions, that can convey information about cultural elements, such as beliefs, traditions and customs (AC9E5LE01_E1)
		exploring and discussing texts written by First Nations Australian authors about their experiences growing up during specific times in Australia and the events that shaped or had an impact on their lives ((AC9E5LE01_E2)	
		exploring stories about aspects of First Nations Australian Peoples; for example, connections to Country/Place, cultural and spiritual beliefs and practices, identities, traditions and histories (AC9E5LE01_E3)	
	Engaging with and responding to literature	present perspectives on literary texts, using literary terms to describe the effects of ideas, text structures and language features on particular audiences (AC9E5LE02)	posing and discussing questions, such as 'Should characters have behaved as they did?' and 'How did the author support or challenge your belief about the characters?', and beginning to make judgements about the dilemmas characters face (AC9E5LE02_E1)
			identifying language features such as use of dialogue and rich descriptive language and discussing their effect on readers (AC9E5LE02_E2)
	Examining literature	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)	examining texts written from different narrative points of view and discussing what information the audience can access, how this impacts on the audience's sympathies, and why an author might choose a particular narrative point of view (AC9E5LE03_E1)

		examine, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, poetry and songs (AC9E5LE04)	discussing how figurative language including simile and metaphor can make use of a comparison between different things; for example, 'All of the sights of the hill and the plain/ Fly as thick as driving rain' (Robert Louis Stevenson), 'Land of rainbow gold' (Dorothea Mackellar) and how by appealing to the imagination, figurative language provides new ways of looking at the world (AC9E5LE04_E1)
	Creating literature	use, adapt or experiment with characters, settings, plot structures and language features of selected authors, to create literary texts (AC9E5LE05)	drawing upon fiction elements in a range of model texts; for example, main idea, characterisation, setting (time and place), narrative point of view, and devices; for example, figurative language (simile, metaphor, personification), as well as non-verbal conventions in digital and screen texts, to experiment with new, creative ways of communicating ideas, experiences and stories in literary texts (AC9E5LE05_E1)
Literacy	Texts in context	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)	identifying the narrative voice (the person or entity through whom the audience experiences the story) in a literary work, discussing the impact of first person narration on empathy and engagement (AC9E5LY01_E1)

Interacting with others	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)	participating in pair, group, class and school speaking and listening situations, including informal conversations, discussions and presentations (AC9E5LY02_E1)
		asking specific questions to clarify a speaker's meaning, making constructive comments that keep conversation moving, reviewing ideas expressed and conveying tentative conclusions (AC9E5LY02_E2)
		using effective strategies for dialogue and discussion, including speaking clearly and to the point, pausing in appropriate places for others to respond, asking pertinent questions and linking students' own responses to the contributions of others (AC9E5LY02_E3)
		choosing vocabulary and sentence structures for particular purposes including formal and informal contexts, to report and explain new concepts and topics, to offer a point of view and to persuade others (AC9E5LY02_E4)
Analysing, interpreting and evaluating texts	explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose and audience of the text (AC9E5LY03)	explaining how the features of a text advocating community action, for example action on a local area preservation issue, are used to meet the purpose of the text (AC9E5LY03_E1)
		navigate and read texts for specific purposes, applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (AC9E5LY04)
		using subject and technical vocabulary and concept knowledge to navigate less familiar texts (AC9E5LY04_E1)
		skimming and scanning to check the pertinence of particular information to students' topic and task (AC9E5LY04_E2)

		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)	using word identification, self-monitoring and self-correcting strategies to access material on less familiar topics (AC9E5LY05_E1) using research skills including identifying research purpose, locating texts, gathering and organising information, evaluating its relative value and the accuracy and currency of print and digital sources, and summarising information from several sources (AC9E5LY05_E2)
	Creating texts	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)	using research from print and digital resources to gather and organise information for writing (AC9E5LY06_E1) selecting an appropriate text structure for the writing purpose and sequencing content according to that text structure, introducing the topic and grouping related information in well-sequenced paragraphs with a concluding statement (AC9E5LY06_E2) using vocabulary, including technical vocabulary, appropriate to purpose and context (AC9E5LY06_E3) using appropriate grammatical features, including more complex sentences and relevant verb tense, pronoun references, adverb and noun groups/phrases for effective descriptions (AC9E5LY06_E4) writing letters in print and by email, composing with increasing fluency, accuracy and legibility and demonstrating understanding of audience (AC9E5LY06_E5)
		plan, create, rehearse and deliver	planning a report on a topic, sequencing ideas logically and providing supporting detail, including graphics, sound and visuals to enhance audience engagement and understanding (AC9E5LY07_E1)

	<p>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)</p>	<p>experimenting with voice effects such as tone, volume, pitch and pace in formal presentations and recognising the effects these have on audience understanding (AC9E5LY07_E2)</p>
	<p>re-read and edit their own and others' work for precision using negotiated criteria for vocabulary, text structures and language features (AC9E5LY08)</p>	
	<p>develop a handwriting style that is legible, fluent and automatic (AC9E5LY09)</p>	

Year 6

Year level description

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 6, students communicate with others in a range of contexts.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts. Texts include film and digital texts, novels, poetry, non-fiction and dramatic performances influenced by context, purpose and audience. The features of these texts may be used by students as models for creating their own work.

The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and contemporary literature of First Nations Australian Peoples, and classic and contemporary non-First Nations Australian literature and world literature including texts from and about Asia.

Literary texts that extend students in Year 6 as independent readers describe complex sequences, a range of non-stereotypical characters, and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language and information presented in various types of graphics.

Year 6 students create a range of imaginative, informative and persuasive types of texts such as narratives, procedures, performances, reports, reviews, explanations and discussions for particular purposes and audiences.

Achievement standard

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.

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.

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.

Strand / Sub-strand		Content description	Elaboration
		<i>Students learn to:</i>	<i>This may involve students:</i>
Language	English as a language that varies and	understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (AC9E6L01)	recognising and valuing that there are more than 250 Aboriginal languages and three Torres Strait Islander languages and that Creole or Kriol relate to geographic areas and particular contexts in Australia (AC9E6L01_E1)
	Language for interacting with others	understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (AC9E6L02)	identifying and appreciating differences in language used in diverse family settings (AC9E6L02_E1)

		understand the uses of objective and subjective language and recognise bias (AC9E6L03)	<p>identifying language choices that evoke emotion and judgements in direct and indirect ways and how they are used to persuade different audiences to take a position and/or action (AC9E6L03_E1)</p> <p>understanding when it is appropriate to share feelings and opinions; for example, in a personal recount, and when it is appropriate to remain more objective; for example, in a factual recount (AC9E6L03_E2)</p> <p>differentiating between reporting the facts; for example, in a factual recount or unedited photograph, and providing a commentary; for example, in an editorial (AC9E6L03_E3)</p>
	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)	<p>exploring a range of everyday, community, literary and informative texts, discussing elements of text structure and language features and comparing the overall structure and effect of authors' choices in two or more texts (AC9E6L04_E1)</p> <p>examining different works by an author who specialises in humour or pathos to identify strategies such as exaggeration and character embarrassment to amuse and to offer insights into characters' feelings, so building empathy with their perspective and concern for their welfare (AC9E6L04_E2)</p>
		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)	<p>noting how a general word is often used for a more specific word already mentioned; for example, 'Look at those apples. May I have one?' (AC9E6L05_E1)</p> <p>recognising how cohesion can be developed through repeating key words or by using synonyms or antonyms (AC9E6L05_E2)</p>
	Language for expressing and developing	investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (AC9E6L06)	investigating how the choice of conjunctions enables the construction of complex sentences to extend, to elaborate on and to explain ideas; for example, 'The town that was flooded suffered extensive damage.' (AC9E6L06_E1)

	understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/ phrases (AC9E6L07)	knowing that the simple present tense is typically used to talk about present states; for example, 'He lives in Darwin' or actions that happen regularly in the present; for example, 'He watches television every night' or that represent 'timeless' happenings, in information reports; for example, 'Bears hibernate in winter' (AC9E6L07_E1)
		knowing that there are various ways in English to refer to future time; for example, using the auxiliary 'will' as in 'She will call you tomorrow'; the present tense; for example, 'Tomorrow, I leave for Hobart' and adverbials of time; for example, 'She arrives in the morning' (AC9E6L07_E2)
	identify and explain how images, figures, tables, diagrams, maps and graphs contribute to understanding of information in a range of texts (AC9E6L08)	observing how sequential events can be represented visually by a series of images, including comic strips, timelines, photo stories, procedure diagrams and flowcharts, life-cycle diagrams and the flow of images in picture books (AC9E6L08_E1)
		observing how concepts, information and relationships can be represented visually through such images as tables, maps, graphs, diagrams and icons (AC9E6L08_E2)
		understanding that images and maps for First Nations Australian Peoples may be sensitive and ensuring that a disclaimer is applied or judgement is used about cultural appropriateness and sensitivities (AC9E6L08_E3)
	investigate how vocabulary choices, including evaluative language, can express shades of meaning, feeling and opinion (AC9E6L09)	exploring how figurative language; for example, metaphors, personification and idioms, can be used to create vivid and less predictable shades of meaning (AC9E6L09_E1)
		identifying different uses of commas in texts (AC9E6L10_E1)

Phonics and word knowledge	understand how to use the comma for lists, to separate a dependent clause from an independent clause, and in dialogue (AC9E6L10)	understanding how to avoid run-on sentences and 'comma-splice' by choosing appropriate punctuation. For example, 'I rode my bike, I fell off it' (AC9E6L10_E2)
	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)	using phonic generalisations to read and write complex words with uncommon letter patterns; for example, 'pneumonia', 'resuscitate' and 'vegetation' (AC9E6L11_E1)
	understand how to use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling	using a dictionary to explore and use knowledge of word origins, including some Greek roots, to spell words; for example, the Greek roots 'ath' meaning 'contest' or 'outstanding skill', 'pent' meaning the number five and 'dec' meaning the number ten, inform the spelling and meaning of the words 'athlete', 'pentathlon' and 'decathlon' (AC9E6L12_E1)
		applying accumulated knowledge of a wide range of letter patterns and spelling generalisations to spell new words; for example, 'yacht', 'ratio' and 'synthesis' (AC9E6L12_E2)
	expanding knowledge of prefixes and suffixes and exploring meaning relationships between words; for example, 'disappearance', 'submarine', 'subterranean', 'poisonous' and 'nervous' (AC9E6L12_E3)	

		<p>generalisations to spell new words including technical words (AC9E6L12)</p>	<p>applying accumulated knowledge of a wide range of letter patterns and spelling generalisations to spell new words; for example, knowing how and why these words are spelt as follows: 'reliability', 'handkerchief', 'receive', 'lollies', 'trolleys', 'climbing', 'designed' and 'emergency' (AC9E6L12_E4)</p> <p>spelling technical words by applying morphemic knowledge; for example, 'metaphorical', 'biology' and 'biodegradable' (AC9E6L12_E5)</p> <p>investigating the word meanings of Aboriginal and Torres Strait Islander words using Indigenous dictionaries or online resources from state libraries, universities or museum collections (AC9E6L12_E6)</p>
Literature	Appreciating literature and contexts	<p>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)</p>	<p>discussing the influence our different historical, social and cultural experiences may have on the meaning we make from the text and the attitudes we may develop towards characters, actions and events (AC9E6LE01_E1)</p>
			<p>exploring and discussing texts that identify significant historical events that have had an impact, and continue to have an impact on, First Nations Australian Peoples' connection to Country/Place, cultural practices and language; for example, texts that focus on the Stolen Generations and the Freedom Rides (AC9E6LE01_E2)</p>

	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)	exploring texts on a similar topic by authors with very different styles; for example, comparing fantasy quest novels or realistic novels on a specific theme, identifying differences in the use of narrator, narrative structure and voice, and language and visual features, and determining how these have an impact on readers (AC9E6LE02_E1)
	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)	exploring two or more texts by the same author, identifying similarities; for example, subject or theme, characterisation, text structure, plot development, tone, vocabulary, voice, narrative point of view, favoured grammatical structures and visual techniques in sophisticated picture books, and determining the qualities that characterise an author's style (AC9E6LE03_E1)
		discussing Aboriginal and Torres Strait Islander authors and identifying characteristic elements of their writing; for example, types of characters, setting/place, events, points of view, visual images, theme and language (AC9E6LE03_E2)	
		examine the relationship between words, sounds, imagery and language patterns in poetry such as ballads and free verse (AC9E6LE04)	identifying how language choice and imagery build emotional connections and engagement with the story or theme (AC9E6LE04_E1)
			identifying the Aboriginal or Torres Strait Islander words that are used in narratives or poetry about First Nations Australian Peoples' Country/Place and lifestyle by engaging with contemporary and traditional texts (AC9E6LE04_E2)

	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)	creating narratives in written, spoken or multimodal/digital form for more than one specified audience, requiring adaptation of narrative elements and language features (AC9E6LE05_E1)
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)	identifying and exploring news reports of the same event in different publications and/or media, discussing the language choices and perspectives of the authors and the impact of these choices on potential audiences (AC9E6LY01_E1)
			comparing advertising posters for animated children's films in different countries and explaining the impact of these choices on audience expectations of the film (AC9E6LY01_E2)
			identifying perspectives and language used by journalists or writers when referring to Aboriginal Peoples and Torres Strait Islander Peoples in the news and feature articles in magazines or newspapers; for example, NITV programs and documentaries, KOORI News, Torres Strait Islander news (AC9E6LY01_E3)
Interacting with others	use interaction skills and awareness of formality and audience when paraphrasing, questioning and		participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations (AC9E6LY02_E1)
			using strategies; for example, pausing, questioning, rephrasing, repeating, summarising, reviewing and asking clarifying questions when discussing topics (AC9E6LY02_E2)
			recognising that closed questions ask for precise responses while open questions prompt a speaker to provide more information (AC9E6LY02_E3)

Analysing, interpreting and evaluating texts	interrogating ideas, developing arguments, participating in discussions, and sharing and evaluating information, experiences and opinions (AC9E6LY02)	exploring different ways of communicating for Aboriginal Peoples and Torres Strait Islander Peoples; identifying Aboriginal and Torres Strait Islander news presenters, actors and sportspeople, and how they engage with others but maintain their cultural identity and connection to their communities (AC9E6LY02_E4)
	analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences (AC9E6LY03)	comparing the structural and language features of different texts, including print and digital sources on similar topics, and evaluating which features best aid navigation and clear communication about the topic (AC9E6LY03_E1)
	navigate, read and view texts for a range of purposes, applying appropriate text	bringing subject and technical vocabulary and concept knowledge to new reading tasks, selecting, evaluating and using texts for their pertinence to the task and the accuracy of their information (AC9E6LY04_E1)
		using knowledge of text structure to navigate the text to locate specific literal content for a purpose (AC9E6LY04_E2)

	processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings, colour and composition (AC9E6LY04)	using research skills including locating texts, gathering and organising information, evaluating and using information (AC9E6LY04_E3)
		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)
		making connections between the text and students' own experience or other texts (AC9E6LY05_E1)
		making connections between information in print and images (AC9E6LY05_E2)
		using prior knowledge and textual information to make inferences and predictions (AC9E6LY05_E3)
		asking and answering questions (AC9E6LY05_E4)
		finding the main idea of a text (AC9E6LY05_E5)
	summarising a text or part of a text (AC9E6LY05_E6)	
	exploring and discussing First Nations Australian texts and authors through print and digital texts using reference sites and Indigenous-specific dictionaries (AC9E6LY05_E7)	
	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)
using rhetorical devices, images, juxtaposition of people and ideas, and modal verbs for persuasive effects, for an identified audience (AC9E6LY06_E2)		
selecting and combining software functions such as word processing to create texts (AC9E6LY06_E3)		
creating informative texts about aspects of First Nations Australian Peoples and their connections to Country/Place, cultural beliefs and values, cultural identities, traditions, histories and perspectives (AC9E6LY06_E4)		

		<p>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)</p>	<p>planning a report on a topic, sequencing ideas logically and providing supporting detail, including graphics, sound and visuals to enhance audience engagement and understanding (AC9E6LY07_E1)</p>
		<p>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)</p>	
		<p>begin to consolidate a handwriting style that is legible, fluent and automatic (AC9E6LY09)</p>	

Year 7

Year level description

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 7, students communicate with others in a range of contexts.

Students engage with a variety of texts for enjoyment. They listen to, read, view, analyse, interpret and perform a range of spoken, written and multimodal texts. Texts include various types of media, online and digital texts, novels, non-fiction, film, poetry and dramatic performances influenced by context, purpose and audience. The features of these texts may be used by students as models for creating their own work.

The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and contemporary literature of First Nations Australian Peoples, and classic and contemporary non-First Nations Australian literature and world literature including texts from and about Asia.

Literary texts that extend students in Year 7 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres, and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings, and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex, including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics.

Year 7 students create a range of imaginative, informative and persuasive types of texts; for example, narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts for a range of purposes and audiences.

Achievement standard

By the end of Year 7, students listen to and discuss texts, identifying their purpose and audience, and explaining the use of text structures, language features and literary devices in the presentation of ideas and points of view. They create spoken texts that may be imaginative, reflective, informative, persuasive and analytical, structuring content using language features and literary devices, and using tone and multimodal and vocal effects for purpose and audience.

They read and view a wide range of texts and analyse, interpret and synthesise information and ideas. They explain how ideas are shaped by text structures and language features in print and visual/digital texts and their combination. They identify an author's perspective and the features of literary texts and explain their influences on audiences. They select specific details from texts to develop their own responses.

They create written and/or multimodal texts that may be imaginative, reflective, informative, persuasive and analytical for particular purposes and audiences. They control language features including vocabulary, evaluative language, modality, sentence structure and punctuation to develop ideas for purpose and audience. They use cohesive devices and structural features such as paragraphs to maintain the relationship between ideas. They spell accurately and make appropriate editorial choices.

Strand / Sub-strand		Content description	Elaboration
		<i>Students learn to:</i>	<i>This may involve students:</i>
Language	English as a language that varies and changes	understand how language has evolved over time and how technology and the media have influenced language use and forms of communication (AC9E7L01)	investigating changes in word use and meaning over time and some of the reasons for these changes; for example, the influence on spelling and vocabulary of new forms of communication including texting, emoticons and email (AC9E7L01_E1)
	Language for interacting with others	understand how language features, including styles of speech and idioms, express and create personal and social identities (AC9E7L02)	building a database of local idioms and their meanings, accents and styles of speech for different contexts; exploring the possibilities of these choices in drama and role-play; and discussing their connection with personal and social identities (AC9E7L02_E1)
			developing dialogue authentic to characters in comics, cartoons and animations (AC9E7L02_E2)
	understand how language is used to	building knowledge about words of evaluation, including words to express emotional responses to texts, judgement of characters and their actions, and appreciation of the aesthetic qualities of text (AC9E7L03_E1)	

		evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources (AC9E7L03)	analysing how evaluative language can be used to assess the qualities of a narrative text; for example, its impact on the reader; the author's skill in the use of language; the use of emotion or example to evoke empathy with the characters, or to build tension or to create a mood; the author's appeal to social values; for example, in choice of theme; judgement of behaviour; for example, in terms of characters' capability, courage, morality; and whether these are positive or negative evaluations (AC9E7L03_E2)
	Text structure and organisation	understand and explain how text structures and language features become more complex in informative and persuasive texts, and identify underlying structures such as taxonomies, cause and effect, and extended metaphors (AC9E7L04)	examining the structures of book or film reviews and how they might move from description of context to summary of the text and then to judgement of the text (AC9E7L04_E1)

	<p>understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs, topic sentences, and indexes, site maps and breadcrumb trails for online texts (AC9E7L05)</p>	<p>comparing and analysing the structure of media texts such as digital news sites or print media, evaluating their coherence for the intended purpose and audience (AC9E7L05_E1)</p>
<p>Language for expressing and developing ideas</p>	<p>recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information (AC9E7L06)</p>	<p>identifying and experimenting with a range of clause structures and discussing the effect of these in the expression and development of ideas (AC9E7L06_E1)</p> <p>consolidating knowledge of simple, compound and complex sentences, recognising that a simple sentence can express quite sophisticated ideas and a complex sentence need not express 'complex' ideas (AC9E7L06_E2)</p>
	<p>understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (AC9E7L07)</p>	<p>identifying and discussing how a sense of certainty, probability and obligation is created in texts (AC9E7L07_E1)</p> <p>noting how degrees of possibility are opened up through the use of modal verbs; for example, 'It may be a solution' as compared to 'It could be a solution', as well as through other resources such as adverbs; for example, 'It's possibly/probably/certainly a solution', adjectives; for example, 'It's a possible/probable/certain solution', and nouns; for example, 'It's a possibility/probability' (AC9E7L07_E2)</p>

		analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (AC9E7L08)	comparing choices of point of view in animations, advertisements and other persuasive texts (AC9E7L08_E1)
			comparing how different advertisements use visual elements to advertise the same product (AC9E7L08_E2)
			analysing the illustrations in young adult picture books, graphic novels and advertisements in terms how the use of gaze, size, colour, angle, salience, vector and proximity have an impact on the reader (AC9E7L08_E3)
			identifying representations of First Nations Australian Peoples in advertisements, in news media and in other texts, and the representation of characters, perspectives and points of view (AC9E7L08_E4)
	investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge (AC9E7L09)	recognising vocabulary used to represent high utility, abstract academic concepts; for example, factor, hypothesise, issue, critique as well as technical language specific to the English learning area; for example, haiku, characterisation, clause (AC9E7L09_E1)	
	understand the use of punctuation including colons, semicolons, dashes and brackets to support meaning in compound and complex sentences (AC9E7L10)	examining the impact of information added to sentences when semicolons, colons, brackets or dashes are used in clauses (AC9E7L10_E1)	
Phonics and word knowledge	continue to apply alphabet and phonic knowledge when reading, writing and spelling (AC9E7L11)		

		<p>understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them (AC9E7L12)</p>	
<p>Literature</p>	<p>Appreciating literature</p>	<p>identify and explore ideas, perspectives, characters, events,</p>	<p>exploring concepts about the criteria for heroism and testing these criteria in a range of texts, including more complex texts where the hero may be flawed (AC9E7LE01_E1) establishing forums for discussing the relative merits of novels and film texts (AC9E7LE01_E2)</p>

		and issues represented in literary texts drawn from different historical, social and cultural contexts and created by First Nations Australian and non-First Nations Australian authors, and authors from around the world (AC9E7LE01)	building knowledge and understanding of the histories, cultures and literary heritage of First Nations Australian Peoples; understanding the changing and evolving sociocultural environments of First Nations Australian Peoples; recognising historical and cultural stories about Aboriginal and Torres Strait Islander peoples (AC9E7LE01_E3)
Engaging with and responding to literature	reflect on and develop ideas and opinions about characters, settings, events and points of view in texts, identifying areas of agreement and difference with others and justifying a point of view (AC9E7LE02)	establishing forums and criteria for discussing the relative merits of fiction and film texts (AC9E7LE02_E1)	
		comparing personal viewpoints on texts and justifying responses in face-to-face and virtual discussions (AC9E7LE02_E2)	

Examining literature	compare the ways that language and images in different types of texts are used to create character, and to influence emotions and opinions (AC9E7LE03)	identifying stereotypes, prejudice and oversimplifications in texts and their impact on audience emotions and opinions (AC9E7LE03_E1)
	discuss aspects of literary texts that contribute to their aesthetic and social value (AC9E7LE04)	determining criteria for the aesthetic and social value of a literary text and share opinions (AC9E7LE04_E1)
		comparing the aesthetic and social value of a film adaptation of a literary text (AC9E7LE04_E2)
	recognise and explain the ways that characters, settings and events are combined in narratives, and identify the purposes and appeal of different approaches (AC9E7LE05)	analysing and explaining the structure and features of short stories, discussing the purposes and appeal of different authorial choices for structure and language (AC9E7LE05_E1)
		exploring traditional stories from Asia and discussing their features; for example, use of the oral mode, visual elements, verse, use of puppets to convey the narrative (AC9E7LE05_E2)
		discussing a text's intended audience, whether the text is typical of its type and whether it has fulfilled its purpose (AC9E7LE05_E3)
analysing writers' representations of characters and their experiences in texts by First Nations Australian authors (AC9E7LE05_E4)		
recognise and explain how language is	explaining the sound and rhythm of poetry using metalanguage; for example, 'end and internal rhyme', 'refrain' and 'chant', and discussing how layers of meaning are created (AC9E7LE06_E1)	

		compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example couplets, haiku, tankas, free verse and verse novels (AC9E7LE06)	viewing or reading First Nations Australian films, shows, plays and poetry, and recognising the relationship between words, sounds, imagery and language patterns (AC9E7LE06_E2)
	Creating literature	create literary texts, for particular purposes and audiences, that adapt or experiment with text structures and literary devices for example rhythm and sound effect, and the styles of authors including point of view encountered in texts (AC9E7LE07)	using aspects of texts in imaginative recreations such as re-situating a character from a text into a new situation (AC9E7LE07_E1)
			creating a prequel using an imagined series of life events of a character presented as a series of flashbacks in a scripted monologue (AC9E7LE07_E2)
			creating chapters for an autobiography, short story or diary (AC9E7LE07_E3)
			experimenting with different narrative structures such as the epistolary form, flashback, multiple perspectives (AC9E7LE07_E4)
			experimenting with imagery, sentence variation, metaphor and word choice when creating a literary text (AC9E7LE07_E5)
			transforming familiar print narratives into short video or film narratives, drawing on knowledge of the type of text and possible adaptations necessary to a new mode (AC9E7LE07_E6)
Literacy	Texts in context	analyse the effect of technological change on reading, creating and responding to texts including media texts (AC9E7LY01)	investigating the influence of communicative technologies such as SMS, text, email and Twitter on written language (AC9E7LY01_E1)
			analysing the impact of interactive elements of digital texts on texts such as magazines read in a digital form (AC9E7LY01_E2)

Interacting with others	use understanding of purpose, audience and elements of spoken language such as vocal effects when listening to, and discussing and evaluating points of view, information or the lyrical qualities of spoken texts (AC9E7LY02)	participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations (AC9E7LY02_E1)
		using effective strategies for dialogue and discussion in range of formal and informal contexts, including speaking clearly and coherently and at appropriate length, clarifying and rephrasing comments of others (AC9E7LY02_E2)
		identifying key evidence supporting an argument in a discussion between two speakers (AC9E7LY02_E3)
		choosing vocabulary and sentence structures for particular purposes and audiences, adapting language choices to meet the perceived audience needs (AC9E7LY02_E4)
		ensuring that cultural protocols and ways of communicating for First Nations Australian Peoples are acknowledged and respected (AC9E7LY02_E5)
Analysing, interpreting and evaluating texts	analyse the ways in which text structures and language features of print and visual/digital texts, and their use in combination, shape meaning and vary according to audience and purpose (AC9E7LY03)	explaining the relationship between text structures and language features, and audience and purpose, such as identifying which group would be the most likely target audience for the information in an advertisement and justifying why, based on textual features (AC9E7LY03_E1)
		examining historical and contemporary texts that include representations of Aboriginal and Torres Strait Islander histories and cultures, discussing structures and features that shape meaning (AC9E7LY03_E2)
	identify and compare text processing strategies used to evaluate a range of types of texts (AC9E7LY04)	identifying cause and effect in explanations and how these are used to convince an audience of a course of action (AC9E7LY04_E1)
	use comprehension strategies when	comparing the features of formal and informal speeches and determining the reasons for the differences (AC9E7LY05_E1)

Creating texts	listening, viewing and reading to analyse, interpret and synthesise information and ideas from a variety of texts (AC9E7LY05)	analysing visual features including choice of image, colour, composition and font in covers of different editions of books and determining the impact on the reader's first impressions (AC9E7LY05_E2)
		determining and synthesising the key idea(s) of paragraphs and extended text (AC9E7LY05_E3)
	plan, create, draft and publish texts, selecting aspects of subject matter and particular language, digital elements, and visual and audio features to convey information, ideas and points of view in ways that may be imaginative, reflective, informative, persuasive and analytical (AC9E7LY06)	compiling a portfolio of texts in a range of modes related to a particular concept, purpose or audience; for example, a class anthology of poems or stories (AC9E7LY06_E1)
		using appropriate textual conventions to create scripts for interviews, presentations, advertisements, radio segments, podcasts, digital and online reflections including vlogs (AC9E7LY06_E2)
	plan, create, rehearse and deliver	preparing a presentation combining print, visual and audio elements to explore and interpret ideas, drawing on knowledge and research about perspectives different from students' own (AC9E7LY07_E1)

		<p>presentations for particular purposes and audiences by selecting multimodal elements, and using voice, volume, tone, pitch and pace in ways that may be imaginative, reflective, informative, persuasive and analytical (AC9E7LY07)</p>	<p>selecting vocal effects for different audiences and purposes, such as tone, volume, pitch and pace, recognising the effects these have on audience understanding and engagement (AC9E7LY07_E2)</p>
		<p>edit for meaning by removing unnecessary repetition, reordering sentences to refine ideas, and adding or substituting words for impact (AC9E7LY08)</p>	<p>using collaborative technologies to jointly construct and edit texts (AC9E7LY08_E1)</p>
		<p>consolidate a personal handwriting style that is legible, fluent and automatic, and supports writing for extended periods (AC9E7LY09)</p>	

Year 8

Year level description

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 8, students communicate with others in a range of contexts and for a variety of purposes.

Students engage with a variety of texts for enjoyment. They listen to, read, view, analyse, interpret, evaluate and perform a range of spoken, written and multimodal texts. Texts include various types of media texts including online and digital texts, novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts are influenced by context, purpose and audience, and understand how the features of these texts may be used as models for creating their own work.

The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and contemporary literature of First Nations Australian Peoples, and classic and contemporary non-First Nations Australian literature and world literature including texts from and about Asia.

Literary texts that support and extend students in Year 8 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres, and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings, and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex, including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics.

Year 8 students create a range of imaginative, informative and persuasive types of texts; for example, narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts for a range of purposes and audiences.

Achievement standard

By the end of Year 8, students listen to texts and analyse stated and inferred meanings. They analyse the selection of text structures, language and multimodal features, and literary devices influenced by purposes and audiences. They create spoken texts that may be imaginative, reflective, informative, persuasive and analytical, selecting and sequencing content, language features, literary devices, and multimodal and vocal effects to influence audience response.

They read and view a wide range of texts and explain the use of text and language features to represent ideas, identities, times and places. They question and use evidence when analysing texts and challenging ideas and perspectives. They explain an author's perspective and analyse the features of literary texts and their influence on audiences.

They create written and/or multimodal texts that may be imaginative, reflective, informative, persuasive and analytical for particular purposes and audiences. They control language features including vocabulary, literary devices, evaluative language, sentence structure and punctuation to develop ideas for purpose and audience. They use cohesive devices, including lexical cohesion and grammatical theme, and structural features to maintain the relationship between ideas, such as paragraphs strengthened by example and evidence, for purpose and audience. They spell accurately and make editorial choices.

Strand / Sub-strand		Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Language	English as a language that varies and changes	understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return (AC9E8L01)	exploring examples of Singlish (Singapore English) from a Singlish dictionary (AC9E8L0_E1) investigating terms and language appropriated into English; for example, from French and Italian (AC9E8L01_E2)
	Language	understand how the features of written and	understanding that our use of language helps to create different identities; for example, teenage groups and sportspeople have adopted particular words and ways of communicating (AC9E8L02_E1)

		spoken texts adopted by groups and communities contribute to their identities (AC9E8L02)	exploring the Australian Institute of Aboriginal and Torres Strait Islander Studies Map of Indigenous Australia and identifying language names of First Nations Peoples and Countries, and how Aboriginal Peoples and Torres Strait Islander Peoples are connected to these places and identify with these structures (AC9E8L02_E2)
		understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (AC9E8L03)	identifying and evaluating examples of how rhetorical devices reveal the dark or serious aspects of a topic in humorous or amusing ways; for example, by making a statement but implying or meaning the opposite (irony), exaggerating or overstating something (hyperbole), imitating or mocking something (parody), and making something appear less serious than it really is (understatement) (AC9E8L03_E1)
			critically analysing how language can be used to persuade, manipulate and misinform in advertisements, social media and fake news, distinguishing between sites that use credible sources and factual information, and those that promote false claims, fabricated news and conspiracy theories, using devices such as hyperbole, heightened emotion, alarmist headlines, citing of dubious 'experts', distortion of statistics, charismatic spokespersons, intimidation through trolling, repetition of false claims and the use of bots to spread misinformation (AC9E8L03_E2)
	Text structure and organisation	analyse how the structures and language features of texts vary according to the medium and mode of communication (AC9E8L04)	recognising how texts such as critical responses to texts, expositions, text interpretations and discussions are typically structured to achieve their purpose (AC9E8L04_E1)
			discussing how particular perspectives of the same event are portrayed through the combination of images and words in various texts including media texts (AC9E8L04_E2)

		understand how cohesion in texts is improved by strengthening the internal structure of paragraphs by using examples, quotations and substantiation of claims (AC9E8L05)	writing paragraphs of extended length that explain, substantiate and exemplify a particular viewpoint (AC9E8L05_E1)
		understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives (AC9E8L06)	<p>investigating how the coherence of complex texts relies on devices that signal text structure and guide readers; for example, overviews, foreshadowing the organising concepts used to develop the text, initial and concluding paragraphs, topic sentences and sentence openers, and text connectives such as 'in particular', 'similarly', 'by way of contrast', 'to illustrate' (AC9E8L06_E1)</p> <p>highlighting and examining cohesive devices in a selected text noting the range used and their effect (AC9E8L06_E2)</p>
	Language for expressing and developing ideas	examine and analyse how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause (AC9E8L07)	<p>evaluating how speechmakers influence audiences through specific language features such as the use of embedded clauses to add information (AC9E8L07_E1)</p> <p>recognising conventions for referencing others and knowing how to use verbs when citing sources; for example, 'suggests', 'claims', 'refutes', 'argues', 'asserts' and interpreting meanings; for example, 'shows', 'reveals', 'means', 'indicates' (AC9E8L07_E2)</p>
		understand the effect of nominalisation in texts (AC9E8L08)	<p>highlighting examples of nominalisation in a range of texts including informative texts and explaining the impact on content and tone (AC9E8L08_E1)</p> <p>nominalising relevant verbs in a series of sentences and discussing the impact of the change in tone on potential audiences (AC9E8L08_E2)</p>

		investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning (AC9E8L09)	analysing characterisation and setting or technical elements such as position, size, colour, angle, framing and point of view in a series of images or combinations of words and images in a picture book, or connecting these elements in other texts such as popular film, and discussing how they support meaning and influence an audience (AC9E8L09_E1)
		recognise how vocabulary choices contribute to the specificity, abstraction and style of texts (AC9E8L10)	experimenting with vocabulary choices in a range of written and spoken texts, and assessing the different effects these choices generate (AC9E8L10_E1)
			identifying vocabulary choices used prominently in social media sites that promote bias, misinformation and clickbait (AC9E8L10_E2)
			acknowledging the choice of language written and spoken by First Nations Australian Peoples and understanding why this is important; for example, showcasing identity and connection to Country/Place and acknowledging First Nations Australian Peoples (AC9E8L10_E3)
	understand and use punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts (AC9E8L11)	creating dialogue in drama showing interruptions, asides and pauses for effect (AC9E8L11_E1)	
Phonics and word knowledge	understand how to apply learned knowledge to spell accurately and to learn new words including nominalisations (AC9E8L12)	understanding the different ways complex words are constructed and drawing on morphemic knowledge and knowledge of unusual letter combinations when spelling these words (AC9E8L12_E1)	
		understanding the construction and spelling of Aboriginal and Torres Strait Islander language words, names of groups and peoples' names; noting that Standard Australian English may not support the spelling of these words and understanding where to obtain the spelling of these words; for example, the Australian Institute of Aboriginal and Torres Strait Islander Studies Map of Indigenous Australia, the local community (AC9E8L12_E2)	
Literature	Appreciating	explore the ways that ideas and perspectives may reflect or challenge	comparing representations of different social groups in texts drawn from different modes and media; for example, comparing contemporary representations of homeless people with romantic representations of the swagman and the impact of these representations on the audience (AC9E8LE01_E1)

Engaging with and responding to literature	the values of individuals and groups in literary texts drawn from different historical, social and cultural contexts and created by First Nations Australian and non-First Nations Australian authors, and authors from around the world (AC9E8LE01)	comparing attitudes and ideas in texts drawn from contexts that are different to their own (AC9E8LE01_E2)
	share, reflect on, clarify and evaluate opinions and arguments about aspects of texts including characterisation, setting, plot and point of view (AC9E8LE02)	comparing reviews of a literary text and evaluating opinions that challenge or support personal opinions (AC9E8LE02_E1)
	explain how language and/or images in texts are used to variously represent identities, cultures, time, places and ideas, and position readers to respond (AC9E8LE03)	discussing the similarities and differences between types of texts; for example, a complex picture book, to understand how different combinations of words and images position readers to respond to representations of ideas, identities, times and places (AC9E8LE03_E1)
		understanding First Nations Australian Peoples' identities, cultures, time and place as they relate to Dr Ernie Grant's Holistic Framework (AC9E8LE03_E2)

	Examining literature	recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities (AC9E8LE04)	identifying intertextual references through allusion or quotation in written texts and discussing how knowledge of other texts influences the reader's understanding and appreciation (AC9E8LE04_E1)
		analyse elements such as sentence patterns, dialogue and imagery in poetry, short stories, plays and visual texts to interpret the use of wordplay, innuendo, parody and humour, and the creation of tone (AC9E8LE05)	recognising that tone (serious, bitter, sincere, amused) indicates attitude to the subject and to readers or listeners, who can identify or judge tone through past experience and language clues in the text (AC9E8LE05_E1)
			selecting an aspect of a text such as a sentence pattern, image or word and adapting it for a new context, explaining how the change will affect meaning (AC9E8LE05_E2)
			examining how writers use terse and relatively simple language choices or more elaborate and complex syntax, and how these influence readers (AC9E8LE05_E3)
			understanding how First Nations Australian Peoples use words and language to set the tone identifying the types of tones that may be used by First Nations Australian Peoples when writing or speaking about specific themes; for example, Country/Place (AC9E8LE05_E4)
Creating literature	create literary texts that draw upon and experiment with text structures, language features, literary devices and visual choices from other texts, for particular purposes, audiences and effects (AC9E8LE06)	creating literary interpretations of short stories based on understanding and analysis of their context, narrative structure, layers of meaning, themes, point of view and style (AC9E8LE06_E1)	
		combining visual and digital elements to create layers of meaning in texts; for example, using dramatic performance for serious and humorous purposes (AC9E8LE06_E2)	
L i t e r a t u r e	T e x t		identifying and explaining how social media influences language uses and structures (AC9E8LY01_E1)

		explain the ways authors combine different modes and media when creating texts for a particular audience and purpose, and the impact of these choices on the viewer/listener (AC9E8LY01)	<p>analysing the ways that identity may be created and manipulated in digital contexts (AC9E8LY01_E2)</p> <p>exploring how social media has become a positive platform, using a shared language, for First Nations Australian Peoples to create awareness about critical events and issues, to provide recognition of cultural identity and to reconnect with family if they or their family were part of the Stolen Generations (AC9E8LY01_E3)</p>
	Interacting with others	use interaction skills and features of language and spoken language, including modulating voice, for identified purposes and audiences, for example when supporting or challenging the stated or implied meanings of spoken texts (AC9E8LY02)	<p>participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations (AC9E8LY02_E1)</p> <p>listening to a conversation or speech, identifying the point being made, and explaining the tone and manner of presentation (AC9E8LY02_E2)</p> <p>using effective strategies for dialogue and discussion in range of formal and informal contexts, including speaking clearly and coherently and at appropriate length, asking questions about stated and implied ideas, and restating and summarising main ideas (AC9E8LY02_E3)</p>
	Analysing, interpreting	analyse and evaluate the ways that text structures and	<p>evaluating an author's use of textual structures and language features in achieving a representation of a perspective (AC9E8LY03_E1)</p> <p>analysing the sufficiency and adequacy of information or evidence and the credibility of sources (AC9E8LY03_E2)</p>

		language features of print and visual/digital texts vary according to the purpose and audience of the text, and the ways that referenced sources add authority to a text (AC9E8LY03)	exploring texts that attempt to solve moral problems in a particular way; for example, by consideration of consequences, rights or duties, and by identifying strengths as well as problems that arise from this approach (AC9E8LY03_E3)
			exploring how First Nations Australian authors use language features to represent a perspective; for example, the use of persuasive language including rhetorical questions to represent components of historical and cultural narratives (AC9E8LY03_E4)
		apply increasing knowledge of vocabulary, text structures and language features to understand the content of a range of texts (AC9E8LY04)	identifying the meaning of a wide range of words, including technical and literary language in various contexts (AC9E8LY04_E1)
			using print and digital or online thesauruses and dictionaries of synonyms, antonyms and homonyms, and subject-specific dictionaries (AC9E8LY04_E2)
		use comprehension strategies when listening, viewing and reading to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources (AC9E8LY05)	reflecting on content by connecting and comparing information across and between texts (AC9E8LY05_E1)
			determining and applying criteria for evaluating the credibility of a website (AC9E8LY05_E2)
			explaining whether the author conveys meaning effectively, particularly in distinguishing fact from opinion (AC9E8LY05_E3)
			analysing the selection and composition of an image in a media text and evaluating its effect on the credibility of the story (AC9E8LY05_E4)
	Cr ea tin	plan, create, draft and publish texts using	experimenting with text structures and language features; for example, paragraph order and content, language choices or mode of delivery, to refine and clarify ideas (AC9E8LY06_E1)

	<p>deliberate textual and language choices for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and analytical, selecting text and language features for effect (AC9E8LY06)</p>	<p>selecting vocabulary to position and persuade the audience; for example, adjusting language to show or acknowledge power (AC9E8LY06_E2)</p>
	<p>plan, create, rehearse and deliver spoken and multimodal presentations for a particular audience and purpose, recognising formality of interaction in ways that may be imaginative, reflective, informative, persuasive and analytical using vocal effects (AC9E8LY07)</p>	<p>integrating multimodal features within a spoken presentation to support the audience's understanding (AC9E8LY07_E1)</p>
		<p>choosing vocabulary, sentence structures and adapting language choices such as use of similes, metaphors and personification, to meet perceived audience needs; for example, when debating a topic or creating a voiceover for a media presentation (AC9E8LY07_E2)</p>
	<p>edit for meaning by experimenting with different order of ideas, sentence structures and vocabulary to clarify meaning (AC9E8LY08)</p>	<p>selecting vocal effects, such as tone, volume, pitch and pace, with particular attention to the effects these may have on audience reaction and acceptance of the ideas presented (AC9E8LY07_E3)</p>

Year 9

Year level description

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 9, students interact with others and experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They analyse, interpret, evaluate, discuss and perform a wide range of literary texts. Texts include various types of media texts including film, digital and online texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students are beginning to develop a critical understanding of how texts are influenced by context, purpose and audience.

The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and contemporary literature of First Nations Australian Peoples, and classic and contemporary non-First Nations Australian literature and world literature including texts from and about Asia.

Literary texts that support and extend students in Year 9 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings, and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible or verifiable sources) about a wide range of specialised topics. Text structures are more complex and include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics presented in visual form.

Year 9 students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews for a range of purposes and audiences.

Achievement standard

By the end of Year 9, students listen to texts analysing and evaluating how text structures, language features and literary devices are used to influence an audience. They create spoken texts that may be imaginative, reflective, informative, persuasive, critical and analytical for purpose and audience by selecting and sequencing content, language and multimodal features using vocal effects.

They read and view a wide range of texts and analyse the use of text and language features to represent ideas, identities, times and places. They analyse how literary devices shape meaning. They analyse how visual/digital features, language features and literary devices are used to influence responses and distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations.

They create written and multimodal texts that may be imaginative, reflective, informative, persuasive, critical and analytical for a range of purposes and audiences. They control language features including vocabulary, evaluative language, literary devices, sentence structure and punctuation to develop and extend ideas for purpose and audience. They use cohesive devices for semantic association and structural features including paragraphs responsively for purpose and audience. They spell accurately and make editorial choices.

Strand / Sub-strand		Content description	Elaboration
		<i>Students learn to:</i>	<i>This may involve students:</i>
Language	English as a language that varies and changes	understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing (AC9E9L01)	<p>identifying some of the changes in the grammar of English over time; for example, from 'thee' and 'thou' to 'you' (AC9E9L01_E1)</p> <p>exploring examples of the ways in which popular culture has influenced English (AC9E9L01_E2)</p>
	Language for interacting with others	understand that roles and relationships are developed and challenged through language and interpersonal skills (AC9E9L02)	<p>identifying the various communities to which students belong and how language reinforces membership of these communities; for example, the intimate language of family members, the jargon of teenage groups, the technicality of some online communities, the language specific to recreational groups, the interaction patterns of the classroom (AC9E9L02_E1)</p> <p>identifying First Nations Australian Peoples using the Australian Institute of Aboriginal and Torres Strait Islander Studies Map of Indigenous Australia; specifying the Aboriginal or Torres Strait Islander Country/Place that the community or school is on; exploring language used by Aboriginal or Torres Strait Islander peoples to describe Country/Place and to engage with others; for example, 'Hello' in Turrabul language is 'Galang nguruindhau', which is pronounced 'Ga-lung ngoo-rroo-win-dha-woo' (AC9E9L02_E2)</p>

Text structure and organisation	understand how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor (AC9E9L03)	comparing texts that use evaluative language in different ways; for example, print advertisements, editorials, talkback radio, podcasts and poetry, and identifying wording that appraises indirectly, through evocative language, similes and metaphors that direct readers' views in particular ways (AC9E9L03_E1)
	understand that authors innovate on text structures and language features for specific purposes and variation in subject matter, audience and mode (AC9E9L04)	comparing the use of linear and non-linear narratives in a range of short stories, and determining the purpose and effect of the different structures (AC9E9L04_E1)
		comparing the opening paragraphs of different public texts such as feature articles, and determining the purpose and effect of the different structures (AC9E9L04_E2)
compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas such as cause and effect (AC9E9L05)	sequencing and developing an argument using basic language structures that suggest conclusions ('therefore', 'moreover' and 'so') or give reasons ('since', 'because') or suggest conditionals ('if ... then') (AC9E9L05_E1)	

Language for expressing and developing ideas	explain how authors vary sentence structures creatively for particular effects (AC9E9L06)	examining how effective authors control a variety of sentence structures (including simple, compound and complex sentences with embedded clauses, interrupting clauses, non-finite clauses, non-defining relative clauses and clause fragments), deliberately choosing a particular structure for effect (AC9E9L06_E1)
	understand how abstract nouns and nominalisation can be used to summarise preceding or preview subsequent sequences of ideas in text (AC9E9L07)	exploring sections of academic and technical texts and analysing the use of abstract nouns; for example, 'the previous argument', 'The Prologue', to summarise and distil information, structure the argument and summarise preceding explanations (AC9E9L07_E1)
	analyse the use of symbols and icons in still and moving images and how these augment meaning (AC9E9L08)	investigating the use of symbols; for example, specific seasons, colours and weather in images in films and picture books, and evaluating their contribution to viewers' understanding of ideas and issues, recognising that visual and verbal symbols have different meanings for different groups and cultures (AC9E9L08_E1)
		understanding the use of symbols by First Nations Australian Peoples, where a symbol may have many meanings or have different meanings across First Nations Australian groups; for example, looking at artwork enables First Nations Australian Peoples from a particular Country/Place to identify symbols and interpret a story (AC9E9L08_E2)
	analyse how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (AC9E9L09)	comparing and contrasting vocabulary choices in informative and narrative texts, considering how they are used to create precise information, abstract ideas and/or stylistic interpretations of texts (AC9E9L09_E1)
		identifying and using words with similar denotations to create nuanced meaning (AC9E9L09_E2)
understand that authors use and experiment	experimenting with the use of colons and semicolons in expositions and other extended texts to improve precision and clarity of expression (AC9E9L10_E1)	

		with punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts (AC9E9L10)	investigating the use of colons and semicolons in expository texts and discussing their uses in elaborating on and clarifying ideas in complex sentences (AC9E9L10_E2)
	Word knowledge	understand how spelling is used creatively in texts for particular effects, for example characterisation, humour and to represent accents and styles of speech (AC9E9L11)	analysing the spelling of nonsense words and their impact on characterisation: for example, analysing the spelling of words used to describe the Jabberwocky in Lewis Carroll's 'Jabberwocky' (AC9E9L11_E1)
			analysing how spelling is used to represent a style of speech of a character: for example analysing the speech in CJ Denis' 'Ave a Eart': 'Ere! 'Ave a 'eart!' 'e sez' (AC9E9L11_E2)
Literature	Appreciating literature and contexts	analyse and compare the representations of people and places in literary texts drawn from different historical, social and cultural contexts and created by First Nations Australian and non-First Nations Australian authors, and authors from around the world (AC9E9LE01)	exploring and comparing representations of values; for example, authority, community, curiosity, in literature drawn from different cultures and times (AC9E9LE01_E1)
			understanding the language of certain time periods in history, and how terms were used to describe First Nations Australian Peoples, and discussing how this language has changed and why; for example, evolution of language based on societal changes, cultural awareness and understanding, cultural sensitivities and cultural appropriateness of language (AC9E9LE01_E2)

Engaging with and responding to literature	present a response to a literary text based on initial impressions and subsequent analysis of the whole text (AC9E9LE02)	interrogating and making judgements about a text, comparing others' ideas against the student's own and reaching an independent decision or consensus about the interpretations and ideas expressed (AC9E9LE02_E1)
	analyse how the selection of language features, text structures and literary devices influences notions of literary value, and influences readers in their response to human experiences and values represented in texts (AC9E9LE03)	reflecting on and discussing responses to literature including characterisation, setting details, plot events, themes, and literary devices used to achieve particular effects, and collaboratively formulating a list of factors that distinguish merit (AC9E9LE03_E1)
		analysing, discussing and evaluating the cinematic qualities of a film in representing human experiences or contemporary values (AC9E9LE03_E2)
Examining literature	analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style (AC9E9LE04)	comparing texts created by the same author to determine literary style, assessing their appeal and presenting comparisons to others (AC9E9LE04_E1)
	analyse the effect of text structure, language	examining how different authors make use of devices such as icons and imagery, and explaining the effect of these choices on audiences (AC9E9LE05_E1)

		features and literary devices including extended metaphor, metonymy, allegory, icons and symbolism in texts (AC9E9LE05)	identifying examples of literary devices in a range of poems and considering how they contribute to meaning and influence the emotional responses of the audience (AC9E9LE05_E2)
	Creating literature	create literary texts, including hybrid texts, that experiment with and innovate on text structures, language features and literary devices, for example using parody, allusion, appropriation, humour and pun for purpose and audience (AC9E9LE06)	choosing literary devices to achieve intended effects; for example, using symbolic names as a red herring (AC9E9LE06_E1)
			taking an existing short story, poem, play or speech in print form and creating a short visual text that is enhanced by a soundtrack (AC9E9LE06_E2)
			innovating on traditional and contemporary literature through textual intervention, prequel or sequel that employs devices such as metaphor, symbol, allegory and myth (AC9E9LE06_E3)
			creating literary texts with main ideas developed through the interconnections of characters, setting, plot events, the changing of chronological order and foreshadowing (AC9E9LE06_E4)
Literacy	Texts in context	analyse how people, places, events, objects and concepts are represented in different contexts, including popular media (AC9E9LY01)	comparing the representation of contemporary events in popular media and recognising how these vary in different contexts (AC9E9LY01_E1)
			discussing how all texts build on other texts (AC9E9LY01_E2)
			analysing and identifying how sociocultural values, attitudes and beliefs are conveyed in texts; for example, comparing and analysing representations of an issue relating to Aboriginal and Torres Strait Islander peoples reported in the media (AC9E9LY01_E3)
	Interacting with others	listen to spoken texts constructed for different purposes and audiences, analysing how language features	comparing, evaluating and discussing how bias or stereotypes are created through language and how they position listeners to respond (AC9E9LY02_E1)
using effective strategies for dialogue and discussion in a range of formal and informal contexts, including speaking clearly and coherently and for an appropriate length of time, presenting a point of view and listening to other viewpoints, and negotiating an agreed position on an issue (AC9E9LY02_E2)			

		of these texts position listeners to respond in particular ways, and present and discuss opinions regarding these texts using vocal effects (AC9E9LY02)	understanding that representations of First Nations Australian Peoples should include the correct terminology when writing (AC9E9LY02_E3)
Analysing, interpreting and evaluating texts	analyse and evaluate how different perspectives of ideas, events, situations, individuals or groups are constructed to serve specific purposes in print and visual/digital texts (AC9E9LY03)		debating the reliability of the coverage of a contentious issue in a range of news and social media (AC9E9LY03_E1)
			evaluating techniques used in texts to evoke emotional responses, such as comparison, contrast, exaggeration, juxtaposition, the changing of chronological order, and the expansion and compression of time (AC9E9LY03_E2)
			analysing how issues are debated and reported in the media in different countries, and the possible reasons for this (AC9E9LY03_E3)
			explaining how First Nations Australian authors write using their perspectives and cultural knowledge, to present information and convey their opinions in their texts (AC9E9LY03_E4)
	apply an expanding understanding of text structures and language features including vocabulary to navigate texts (AC9E9LY04)		recognising symbols used to separate the sections of a text; for example, using words instead of numbers for chapters (AC9E9LY04_E1)
	use comprehension strategies when listening, viewing and reading to compare and contrast information within and between		comparing a range of advocacy, campaign or inspirational speeches from films or media and identifying features that influence the listener (AC9E9LY05_E1)
			examining visual representations of ideas, issues or events in online news reporting, and analysing and evaluating the effects of visual features (AC9E9LY05_E2)
		comparing the representation of an event in print and digital sources, synthesising their qualities, identifying their perspectives and analysing evidence (AC9E9LY05_E3)	

Creating texts	texts, and identify, analyse and evaluate representations (AC9E9LY05)	reviewing articles, transcripts and speeches from a range of films, news media, magazines representing First Nations Australian Peoples, examining how language is used (AC9E9LY05_E4)
	plan, create, draft and publish written and multimodal texts for purposes and audiences, including texts that integrate visual, print and/or audio features in ways that may be imaginative, reflective, informative, persuasive, critical and analytical (AC9E9LY06)	developing an argument that has a series of sequenced and linked paragraphs, beginning with an outline of the position to be taken, followed by a series of supported points that develop a line of argument, and a conclusion that summarises the main line of argument (AC9E9LY06_E1)
		creating informative texts that explain and analyse complex phenomena using well-chosen facts, precise language and technical, topic-specific vocabulary (AC9E9LY06_E2)
	plan, create, rehearse and deliver spoken and multimodal presentations in ways that may be imaginative, reflective, informative, persuasive, critical and analytical using rhetorical features and using volume, tone, pitch and pace according to purpose and audience (AC9E9LY07)	using graphics and text animations to accompany spoken text; for example, presenting a news item suitable for a current affairs program that aligns image to spoken text (AC9E9LY07_E1)
		selecting vocal effects such as tone, volume, pitch and pace for their specific effects to put forward a perspective or to persuade an audience to take a course of action (AC9E9LY07_E2)
		choosing text structures and adapting language choices such as use of similes, metaphors and personification to meet the perceived needs of an audience when debating a topic, creating a voiceover for a media presentation or presenting a seminar (AC9E9LY07_E3)

	<p>review and edit their own and others' texts so they achieve particular purposes and address specific audiences, editing to improve clarity and control of content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features (AC9E9LY08)</p>	<p>checking for run-on sentences, eliminating unnecessary detail or repetition, and ensuring paragraphs are linked (AC9E9LY08_E1)</p>
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Year 10

Year level description

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 10, students interact with others and experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They analyse, interpret, evaluate, discuss and perform a wide range of literary texts. Texts include various types of media texts including film, digital and online texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of how texts are influenced by context, purpose and audience.

The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and contemporary literature of First Nations Australian Peoples, and classic and contemporary non-First Nations Australian literature and world literature including texts from and about Asia.

Literary texts that support and extend students in Year 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings, and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible or verifiable sources) about a wide range of specialised topics. Text structures are more complex and include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics and images.

Year 10 students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews for a range of purposes and audiences.

Achievement standard

By the end of Year 10, students listen for and evaluate the way text structures and language features are used for purpose and effect in spoken texts. They create spoken texts that may be imaginative, reflective, informative, persuasive, critical and analytical for purpose and audience. They select and sequence content, language features, rhetorical devices and multimodal features to present a point of view and influence a course of action. They use vocal effects.

They read and view a wide range of texts including adaptations, and analyse and evaluate the use of text and language features to represent ideas, identities, times and places. They analyse and evaluate how voice and other literary devices shape meaning and responses. They analyse how text structures can be used in innovative ways. They analyse and evaluate how visual/digital features, language features and intertextual references are used to influence audience responses. They develop and justify their own interpretations of texts.

They innovate on and create written and multimodal texts to articulate complex ideas in ways that may be imaginative, reflective, informative, persuasive, critical and analytical for a range of purposes and audiences. They control language features including discriminating vocabulary, literary devices, sentence structures and punctuation, as well as visual and auditory features, to develop and extend ideas for purpose and audience. They use cohesive devices for semantic association and structural features including paragraphs that include substantiation responsively for purpose and audience. They spell accurately and make editorial choices.

Strand / Sub-strand		Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Language	English as a language that varies and changes	understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve (AC9E10L01)	investigating differences between spoken and written English by comparing the language of conversation and interviews with the written language of print texts (AC9E10L01_E1)
			understanding how and why spelling became standardised and how conventions have changed over time and continue to change through common usage, the invention of new words and creative combinations of existing words (AC9E10L01_E2)
	Language for interacting with others	understand how features of written and spoken language can have inclusive and exclusive social effects, and can empower or disempower people (AC9E10L02)	identifying language that seeks to align the listener or reader; for example, 'of course', 'obviously', 'as you can imagine' (AC9E10L02_E1)
			identifying the use of first person ('I', 'we') and second person ('you') pronouns to distance or involve the audience (AC9E10L02_E2)
			identifying references to shared assumptions (AC9E10L02_E3)
			identifying appeals to shared cultural knowledge, values and beliefs (AC9E10L02_E4)
identifying examples of when language includes, distances or marginalises others (AC9E10L02_E5)			

		understand how people's evaluations of texts are influenced by the context, purpose and mode of communication, as well as the individual's value system (AC9E10L03)	considering whether ethical judgements of good, bad, right or wrong are absolute or relative through consideration of texts with varying perspectives and through discussion with others (AC9E10L03_E1) interpreting texts by drawing on knowledge of the historical context in which they were created (AC9E10L03_E2)
Text structure and organisation	compare the audience for, and purposes, structures and language features of traditional and contemporary adaptations of texts in different media (AC9E10L04)	reproducing and adapting existing print texts for an online environment and explaining the reasons for the adaptations; for example, accounting for navigation and use of hyperlinks as structuring principles in hypertext narratives (AC9E10L04_E1)	investigating the structure and language features of similar types of texts, such as information reports and narratives, to achieve their purpose and how these are influenced by different technological affordances; for example, hyperlinks as structuring principles in hypertext narratives in contrast to linear text sequencing principles in print narratives (AC9E10L04_E2)
		understand how paragraphs can be organised cohesively, and images can be arranged for different purposes, audiences and effects (AC9E10L05)	analysing and experimenting with combinations of graphics, text and sound in the production of multimodal texts such as documentaries, media reports, online magazines and digital books to influence audience responses (AC9E10L05_E1)
	analyse and evaluate the effectiveness of multiclaue sentence structures used by authors to express ideas and craft texts (AC9E10L06)	recognising how the focus of a sentence can be changed through using the passive voice; for example, compare active 'The police had caught the thief' with passive 'The thief had been caught' (AC9E10L06_E1) recognising how authors sometimes use verbless clauses for effect; for example, 'And what about the other woman? With her dark glasses and briefcase' (AC9E10L06_E2) recognising that a sentence can begin with a coordinating conjunction for stylistic effect; for example, 'And she went on planning how she would manage it' (AC9E10L06_E3)	

	analyse how concepts are conveyed in complex texts through language features including nominalisation and extended noun groups, and technical and abstract vocabulary (AC9E10L07)	considering how nominalisation affects the way in which events are constructed and explained, making some information more explicit than other information (AC9E10L07_E1)
		analysing how logical relations between ideas are built up by combining main with subordinate clauses indicating cause, result, manner, concession, condition, and so on; for example, 'Although his poems were not generally well received by critics during his life (concession), Keats' reputation grew substantially after his death' (AC9E10L07_E2)
		identifying how technicality allows for efficient reference to shared knowledge, indicating growing expertise in the field; for example, 'The Romantic poetry of Keats is characterised by sensual imagery, most notably in the series of odes' (AC9E10L07_E3)
		considering how abstraction allows for greater generalisation at a higher level; for example, 'the political, religious, social and economic features of the society' – which is an abstract noun group/phrase (AC9E10L07_E4)
	evaluate the impact of choices in features of still and moving images on representations and audience responses (AC9E10L08)	examining features of visual texts that create nuance in representations; for example, the use of shadow; evaluating the impact of light in representing duplicity (AC9E10L08_E1)
understand how vocabulary choices can be used in discriminating ways to have effects on audiences (AC9E10L09)	identifying the meaning of an increasing range of subtle vocabulary; for example, recognising how different connotations of words are used in advertising to influence the audience (AC9E10L09_E1)	
understand the punctuation conventions for referencing and citing others for formal and informal purposes (AC9E10L10)	understanding who to and how to cite in essays, reviews and academic assignments, and when it is appropriate to use direct quotations or to report sources more generally (AC9E10L10_E1)	

	Word knowledge	understand how to use knowledge of the spelling system to spell unusual and technical words and to manipulate standard spelling for particular effects (AC9E10L11)	using acronyms to represent an idea or an iconic institution, for example, CIA, FBI, KGB (AC9E10L11_E1)
Literature	Appreciating literature and contexts	analyse and evaluate a range of representations of individuals, groups and places in different historical, social and cultural contexts in literary texts by First Nations Australian and non-First Nations Australian authors, and authors from around the world (AC9E10LE01)	analysing the ways in which cultural stories may be retold and adapted across a range of contexts, such as the 'Cinderella' story or the story of the 'anti-hero' (AC9E10LE01_E1)
			exploring how stories written by First Nations Australian authors contemporise or modernise traditional stories from the past (AC9E10LE01_E2)
	Engaging with and responding to literature	reflect on, extend, endorse or refute others' interpretations of and responses to literature (AC9E10LE02)	debating, whether a text possesses universal qualities and retains relevance (AC9E10LE02_E1) presenting arguments based on close textual analysis to support an interpretation of a text; for example, writing an essay or creating a set of director's notes (AC9E10LE02_E2) creating personal reading lists of a variety of genres and explaining why the texts qualify for inclusion on a particular list (AC9E10LE02_E3)

		analyse how text structures, literary devices, language features and visual features of literature, and the context in which these texts are experienced, may influence audience response (AC9E10LE03)	examining a range of texts and determining whether the use of literary devices; for example, the narrative position or perspective of a child, evokes reader sympathy towards an event or issue (AC9E10LE03_E1)
		evaluate the social, moral and ethical positions represented in literature (AC9E10LE04)	identifying and analysing ethical positions on a current issue, including values and/or principles involved, and evaluating the strengths and weaknesses of the position presented (AC9E10LE04_E1)
Examining literature		analyse how text structure, language features and literary devices shape different interpretations of texts (AC9E10LE05)	examining a range of short poems, a short story, or extracts from a novel or film to find and discuss examples of how language devices layer meaning and influence the responses of listeners, viewers or readers (AC9E10LE05_E1)
			examining satirical representations of events or ideas and determining how satire shapes interpretations and responses (AC9E10LE05_E2)
		compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts, such as poetry and novels, to evoke particular emotional responses (AC9E10LE06)	comparing the 'voice' of protest in a range of poems or songs and evaluating how different voices evoke a response (AC9E10LE06_E1)

Literacy		analyse and evaluate text structures, language features and literary devices of texts, making relevant thematic and intertextual connections with other texts (AC9E10LE07)	using terms associated with literary text analysis; for example, stanza, figurative language, symbolism, soundtrack, when evaluating aspects that are valued and that contain aesthetic qualities (AC9E10LE07_E1)
			analysing and evaluating the use of literary devices; for example, symbolism, and comparing their use in other texts (AC9E10LE07_E2)
	Creating literature	create literary texts for a specific purpose and audience, making intertextual connections, and selecting and adapting appropriate text structures, language features, literary devices and multimodal features (AC9E10LE08)	experimenting with the aesthetic features of authors in own texts (AC9E10LE08_E1)
			creating a range of texts, experimenting with and manipulating 'voice' for particular purposes, audiences and contexts (AC9E10LE08_E2)
			using humour and drama as devices to entertain, inform and persuade (AC9E10LE08_E3)
	Texts in context	analyse and evaluate how people, cultures, places, events, objects and concepts are	questioning the representation of stereotypes of people, cultures, places, events and concepts, and expressing views on these representations (AC9E10LY01_E1)
identifying and analysing satirised events, including events in other cultures; for example, depictions in political cartoons and short films (AC9E10LY01_E2)			

		represented in texts, including media texts, through choices made in structure and language features, and features of spoken, auditory and visual modes (AC9E10LY01)	analysing the ways sociocultural values, attitudes and beliefs are presented Aboriginal and Torres Strait Islander media (AC9E10LY01_E3)
	Interacting with others	interact purposefully with others using understandings of purpose, audience, spoken text structures, language features and relevant multimodal resources (AC9E10LY02)	applying knowledge of spoken, visual, auditory, technical and multimodal resources; for example, sound and silence, camera shot types, lighting and colour for varying purposes and contexts (AC9E10LY02_E1)
	Analysing, interpreting and evaluating texts	identify and analyse implicit or explicit values, beliefs and assumptions in print and visual/digital texts and how these are influenced by purposes and likely audiences (AC9E10LY03)	analysing social or political cartoons to identify the implicit and explicit values, beliefs and assumptions, and determining their likely audience and purpose (AC9E10LY03_E1)
		select and justify a reading path appropriate	identifying the reading path intended by the author and determining its purpose and success; for example, how the eye is drawn across or down a webpage for a purpose (AC9E10LY04_E1)

Creating texts	for the type of text, to retrieve and connect ideas within and between texts (AC9E10LY04)	designing a webpage that combines navigation, text, sound, and moving and still images for a specific audience (AC9E10LY04_E2)
	use comprehension strategies when listening, viewing and reading to analyse and interpret representations of characters, settings, events or issues in different texts and evaluate supporting evidence (AC9E10LY05)	critiquing persuasive speeches from different historical events and determining the effectiveness of audible features such as vocal effects and rhetorical features such as repetition, and use of evidence to substantiate the argument (AC9E10LY05_E1)
		examining visual representations of ideas, issues or events in advertising, and analysing and evaluating the effect of visual features (AC9E10LY05_E2)
		comparing the representation of a character archetype in a range of texts, synthesising their qualities and evaluating their fulfillment of this role (AC9E10LY05_E3)
	plan, create, draft and publish written and/or multimodal texts for specific purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, critical and analytical (AC9E10LY06)	presenting a structured argument by providing a statement of the major perspectives or concerns relating to an issue; previewing the structure of arguments; structuring the text to provide a major point for each paragraph with succinct elaboration, and concluding with a summary of the main issues or recommendations in an argument (AC9E10LY06_E1)
		creating written and multimodal texts that compel readers to empathise with the ideas and emotions expressed or implied (AC9E10LY06_E2)
designing a webpage that combines navigation, text, sound and moving and still images for a specific audience (AC9E10LY06_E3)		
plan, create, rehearse and deliver spoken/multimodal presentations to engage	presenting a structured argument by providing a statement of the major perspectives or concerns relating to an issue; previewing the structure of arguments; structuring the text to provide a major point for each paragraph with succinct elaboration, and concluding with a summary of the main issues or recommendations in an argument (AC9E10LY07_E1)	

	<p>audiences in ways that may be imaginative, reflective, informative, persuasive, critical and analytical (AC9E10LY07)</p>	<p>creating written and multimodal texts that compel readers to empathise with the ideas and emotions expressed or implied (AC9E10LY07_E2)</p>
	<p>review, edit and refine their own and others' texts so they achieve particular purposes and address specific audiences through control of content, organisation, sentence structure, vocabulary, and/or visual features (AC9E10LY08)</p>	