

The Australian Curriculum

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|---------------------------|---|
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The Australian Curriculum English

Overview

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 reading and literacy skills which help young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light, it is clear that 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 participation in many aspects of Australian life dependent on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The Australian Curriculum: English contributes to nation-building and to internationalisation.

The Australian Curriculum: English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander Peoples have contributed to Australian society and to its contemporary literature and its literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience. The Australian Curriculum: English values, respects and explores this contribution. It also emphasises Australia's links to Asia.

Aims

The Australian Curriculum: English aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- 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 inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

Key ideas

Texts

Texts provide the means for communication. They can be written, spoken, visual, multimodal, and in print or digital/online forms. Multimodal texts combine language with other means of communication such as visual images, soundtrack or spoken words, as in film or computer presentation media. Texts include all forms of 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 and persuasive texts, in media, everyday and workplace contexts.

The usefulness of distinctions among types of texts relates largely to how clearly at each year level these distinctions can guide the selection of materials for students to listen to, read, view, write and create, and the kinds of purposeful activities that can be organised around these materials. Although many types of texts will be easy to recognise on the basis of their subject matter, forms and structures, the distinctions between types of texts need not be sharply defined or formulaic. The act of creating texts, by its nature, involves experimentation and adaptation of language and textual elements from many different writing styles and categories of texts. As a result, it is not unusual for an imaginative text to have strong persuasive elements, or for a persuasive text to contain features more typically seen in informative texts, such as subheadings or bullet points.

Communication processes

- **Listening, reading and viewing**

These are the language modes or communication processes through which individuals process, decode, comprehend, interpret and analyse spoken, written, visual and multimodal texts. These processes share a receptive approach to imaginative, informative and persuasive texts, as they involve retrieving literal information, making and supporting inferences and evaluating information and points of view. When students listen and respond to spoken, written, visual and multimodal texts, they apply topic knowledge, vocabulary, word and visual knowledge to interpret the given information, with or without the aid of augmentative and alternative forms of communication. They also use text processing skills and comprehension strategies to receive, make and monitor meaning as it is being developed.

- **Speaking, writing and creating**

These are the language modes or communication processes through which individuals express and create spoken, written, visual and multimodal texts, including those made with the aid of augmentative and alternative forms of communication. These processes share a productive approach to the creation of imaginative, informative and persuasive texts, in spoken, print or digital forms, for an extensive range of everyday, workplace and literary purposes. When students plan, draft and publish texts, they use applied topic knowledge, vocabulary, word and visual knowledge to make considered and deliberate choices about text structure and organisation to coherently express and develop ideas and communicate information in formal and informal social contexts.

The English language

The Australian Curriculum: English provides students with a broad conceptual understanding of what a language is, and its importance in and out of school. Language as a body of knowledge draws largely from historical and linguistic accounts of the English language which draw attention to the ways in which languages change, and to the distinction between language in use and language as system. These accounts acknowledge that students' ability to use grammar will exceed their ability to explicitly reflect on grammar. Young children, for example, will use complex sentences before they can explain how these are structured. These accounts, in describing language, also pay attention to the structure (syntax) and meaning (semantics) at the level of the word, the sentence and the text.

The Australian Curriculum: English uses standard grammatical terminology but applies it within a contextual framework, in which language choices are seen to vary according to the topics at hand, the nature and proximity of the relationships between the language users, and the modes or processes of communication available.

Literacy is language in use

There are many approaches to concepts of literacy, ranging from the traditional focus on print literacy to the inclusive, multimodal and social basis for language use. The Australian Curriculum: English holds that literacy serves the big and small practical, everyday communication purposes associated with living and participating in societies such as contemporary Australia. Literacy is the capacity to interpret and use language features, forms, conventions and text structures in imaginative, informative and persuasive texts. It also refers to the ability to read, view, listen to, speak, write and create texts for learning and communicating in and out of school. Literacy learning is based on the development of language and communication skills, social and psychological growth, and critical and cultural knowledge. The Australian Curriculum: English draws broadly from a range of approaches and emphasises:

- fluency in letter-sound correspondences of English
- an expanding vocabulary and grasp of grammatical and textual patterns sufficient to understand and learn from texts encountered in and out of school
- fluency and innovation in listening to, reading, viewing and creating texts for different purposes and contexts
- the skill and disposition needed to analyse and understand the philosophical, moral, political and aesthetic bases on which many texts are built
- an interest in expanding the range of materials listened to, viewed and read, and in experimenting with ways of expressing increasingly subtle and complex ideas to create effective and innovative texts.

Language features, visual features and text structures

When creating and interpreting written, spoken and multimodal texts in the Australian Curriculum: English, authors make choices about language features, visual features and text structures. These are the interrelated elements which shape and support meaning-making in texts. The choices and the effects they create vary from text to text to suit different purposes and contexts. The features of language include language choices such as vocabulary and punctuation, sound devices such as alliteration, and language devices in literary texts such as imagery. In visual and multimodal texts, visual language choices include visual features such as salience, social distance and camera angle. Various text structures enable different ways of organising information and expressing ideas in texts, and include such structural elements as overviews, subheadings, topic sentences, concluding paragraphs and cause-and-effect statements. The choices that authors make in language features, visual features and text structures work together to define the type of text and create certain meanings and effects which shape the way that texts are interpreted, analysed and evaluated by their audiences.

The appreciation of literature

There are many different ways to engage with literature, ranging from personal preferences for literature to the way in which texts reflect the context of culture and situation in which they are created. The appreciation of literature in one or more of these ways provides students with access to mediated experiences and truths that support and challenge the development of individual identity. Through engagement with literature, students learn about themselves, each other and the world.

English educators use many ways of categorising texts. The descriptions of texts used in the Australian Curriculum: English are based on practical as well as conceptual considerations. The specific designation of a strand labelled 'literature' is aimed at encouraging teachers working at all year levels not only to use texts conventionally understood as 'literary', but also to engage students in examining, evaluating and discussing texts in increasingly sophisticated and informed 'literary' ways.

The term 'literature' includes literary texts from across a range of historical and cultural contexts that are valued for their form and style and are recognised as having enduring or artistic value. While the nature of what constitutes literary texts is dynamic and evolving, they are seen as having personal, social, cultural and aesthetic value and potential for enriching students' scope of experience. Literature includes a broad range of forms such as novels, poetry, short stories and plays; fiction for young adults and children, multimodal texts such as film, and a variety of non-fiction. Literary texts also include excerpts from longer texts. This enables a range of literary texts to be included within any one year level for close study or comparative purposes.

The range of literary texts for study from Foundation to Year 10 comprises classic and contemporary world literature. It emphasises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups. It also includes texts from and about Asia.

The Australian Curriculum: English acknowledges a variety of approaches to the study of literature. Each makes different assumptions about the purposes of literature study, the nature of literary texts and methods of analysis. The Australian Curriculum: English draws on a number of approaches and emphasises:

- 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; for example, the detailed stylistic study of differing styles of literary work
- comparisons of works of literature from different language, ethnic and cultural backgrounds
- historical study of the origins, authorship, readership and reception of literary texts
- exploration of the relationships between historical, cultural and literary traditions.

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

Links to lists of illustrative texts appropriate for students at different levels are provided below. These lists also include texts relevant to the cross-curriculum priorities of Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia's Engagement with Asia and Sustainability.

Premiers' reading challenges

- Australian Capital Territory
- New South Wales
- Queensland
- South Australia
- Victoria
- (The Western Australian Premier's reading challenge is no longer active).

Other websites that may be of interest include

- Children's Book Council
- AustLit: The Australian Literature Resource
- Speech Pathology Australia

Structure

Strands, sub-strands and threads

The Australian Curriculum: English Foundation to Year 10 is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English (English). Each strand interacts with and enriches the other strands in creative and flexible ways, the fabric of the curriculum being strengthened by the threads within each sub-strand.

Together, the three strands form an integrating framework of disciplinary knowledge and focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing from Foundation to Year 10. The three strands are:

- **Language:** knowing about the English language

- **Literature:** understanding, appreciating, responding to, analysing and creating literary texts
- **Literacy:** expanding the repertoire of English usage.

Content descriptions in each of the three strands are grouped into sub-strands that, across the year levels, present a sequence of development of knowledge, understanding and skills. The sub-strands are shown in the table below.

Table1: Overview of sub strands and threads in the Australian Curriculum: English (F-10)

| | Strands | | |
|--------------------------------|---|---|---|
| | Language | Literature | Literacy |
| Sub-strands and threads | Language variation and change <ul style="list-style-type: none"> • Language variation and change | Literature and context <ul style="list-style-type: none"> • How texts reflect the context of culture and situation in which they are created | Texts in context <ul style="list-style-type: none"> • Texts and the contexts in which they are used |
| | Language for interaction <ul style="list-style-type: none"> • Language for social interactions • Evaluative language | Responding to literature <ul style="list-style-type: none"> • Personal responses to the ideas, characters and viewpoints in texts • Expressing preferences and evaluating texts | Interacting with others <ul style="list-style-type: none"> • Listening and speaking interactions (purposes and contexts) • Listening and speaking interactions (skills) • Oral presentations |
| | Text structure and organisation <ul style="list-style-type: none"> • Purpose audience and structures of different types of texts • Text cohesion • Punctuation • Concepts of print and screen | Examining literature <ul style="list-style-type: none"> • Features of literary texts • Language devices in literary texts | Interpreting, analysing and evaluating <ul style="list-style-type: none"> • Purpose and audience • Reading processes • Comprehension strategies • Analysing and evaluating texts |
| | Expressing and developing ideas <ul style="list-style-type: none"> • Sentences and clause level grammar • Word level grammar • Visual language • Vocabulary • Spelling | Creating literature <ul style="list-style-type: none"> • Creating literary texts • Experimentation and adaptation | Creating texts <ul style="list-style-type: none"> • Creating texts • Editing • Handwriting • Use of software |

| | | | |
|--|---|-----|-----|
| | Phonics and word knowledge <ul style="list-style-type: none"> • Phonological and phonemic awareness • Alphabet and phonic knowledge • Spelling | N/A | N/A |
|--|---|-----|-----|

Relationship between the strands

Each strand contributes to the study of English its own distinctive goals, body of knowledge, history of ideas and interests, and each relates to material worth studying in its own right. Teaching, learning and assessment programs should balance and integrate the three strands to support the development of knowledge, understanding and skills. The key focal point for a unit of work or a learning activity may arise from any one of the strands, but the intention is that units and activities draw on all three strands in ways that are integrated and clear to learners.

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, and that there are many differences in dialect and accent. 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 at the levels of the word, sentence and extended text, and they study the connections between these levels. By developing a body of knowledge about these patterns and their connections, students learn to communicate effectively through coherent, well-structured sentences and texts. They gain a consistent way of understanding and talking about language, language in use and language as system, so they can reflect on their own speaking and writing and discuss these productively with others. This strand informs the planning and conduct of teaching and learning activities in English and provides resources that connect to key concepts and skills in the other strands.

- **Language variation and change:** Students learn that languages and dialects are constantly evolving due to historical, social and cultural changes, demographic movements and technological innovations. They come to understand that these factors, along with new virtual communities and environments, continue to affect the nature and spread of English.
- **Language for interaction:** Students learn that the language used by individuals varies according to their social setting and the relationships between the participants. They learn that accents and styles of speech and idiom are part of the creation and expression of personal and social identities.
- **Text structure and organisation:** Students learn how texts are structured to achieve particular purposes; how language is used to create texts that are cohesive and coherent; how texts about more specialised topics contain more complex language patterns and features; and how the author guides the reader/viewer through the text through effective use of resources at the level of the whole text, the paragraph and the sentence.
- **Expressing and developing ideas:** Students learn how, in a text, effective authors control and use an increasingly differentiated range of clause structures, words and word groups, as well as combinations of sound, image, movement, verbal elements and layout. They learn that the conventions, patterns and generalisations that relate to English spelling involve the origins of words, word endings, Greek and Latin roots, base words and affixes.

- **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. They attend to the speech stream and learn that sentences are made up of words, and are introduced to understandings about the complexities and subtleties of learning English. Students learn that patterns and generalisations relate to the spelling of words in English and involve word origins, prefixes and suffixes, visual and meaning strategies. Reading skills are inherently complex, have infinite possibilities for use, and therefore require practice and application when students engage in the receptive modes of communication (listening, reading and viewing) and the productive modes of communication (speaking, writing and creating) not just in English, but across the curriculum. The application of phonemic awareness and phonic knowledge to the development of reading, especially from Foundation to Year 2, is of critical importance.

Literature strand

The literature strand aims to engage students in the study of literary texts of personal, cultural, social and aesthetic value. These texts include some that are recognised as having enduring social and artistic value and some that attract contemporary attention. Texts are chosen because they are judged to have potential for enriching the lives of students, expanding the scope of their experience, and because they represent effective and interesting features of form and style. Learning to appreciate literary texts and to create their own literary texts enriches students' understanding of human experiences and the capacity for language to deepen those experiences. It builds students' knowledge about how language can be used for aesthetic ends, to create particular emotional, intellectual or philosophical effects. Students interpret, appreciate, evaluate and create literary texts such as short stories, novels, poetry, prose, plays, film and multimodal texts, in spoken, print and digital/online forms. Texts recognised as having enduring artistic and cultural value are drawn from world and Australian literature. These include the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, texts from Asia, texts from Australia's immigrant cultures and texts of the students' choice.

Each year level description in the Australian Curriculum: English Foundation to Year 10 gives information about the nature of texts to be studied including appropriate types of texts and typical linguistic and structural features. Across the years of schooling, students will engage with literary texts in spoken, written and multimodal form, including digital texts, such as narratives, poetry, prose, plays and films.

- **Literature and context:** Students learn how ideas and viewpoints about events, issues and characters that are expressed by authors in texts are drawn from and shaped by different historical, social and cultural contexts.
- **Responding to literature:** Students learn to identify personal ideas, experiences and opinions about literary texts and discuss them with others. They learn how to recognise areas of agreement and difference, and how to develop and refine their interpretations through discussion and argument.
- **Examining literature:** Students learn how to explain and analyse the ways in which stories, characters, settings and experiences are reflected in particular literary genres, and how to discuss the appeal of these genres. They learn how to compare and appraise the ways authors use language and literary techniques and devices to influence readers. They also learn to understand, interpret, discuss and evaluate how certain stylistic choices can create multiple layers of interpretation and effect.
- **Creating literature:** Students learn how to use personal knowledge and literary texts as starting points to create imaginative writing in different forms and genres and for particular audiences. Using print, digital and online media, students develop skills that allow them to convey meaning, address significant issues and heighten engagement and impact.

Literacy strand

The literacy strand aims to develop students' ability to interpret and create texts with appropriateness, accuracy, confidence, fluency and efficacy for learning in and out of school, and for participating in Australian life more generally. Texts chosen include media texts, everyday texts and workplace texts from increasingly complex and unfamiliar settings, ranging from the everyday language of personal experience to more abstract, specialised and technical language, including the language of schooling and academic study. Students learn to adapt language to meet the demands of more general or more specialised purposes, audiences and contexts. They learn about the different ways in which knowledge and opinion are represented and developed in texts, and about how more or less abstraction and complexity can be shown through language and through multimodal representations. This means that print and digital contexts are included, and that listening, speaking, reading, viewing, writing and creating are all developed systematically and concurrently.

- **Texts in context:** Students learn that texts from different cultures or historical periods may reveal different patterns in how they go about narrating, informing and persuading.
- **Interacting with others:** Students learn how individuals and groups use language patterns to express ideas and key concepts to develop and defend arguments. They learn how to promote a point of view by designing, rehearsing and delivering spoken and written presentations and by appropriately selecting and sequencing linguistic and multimodal elements.
- **Interpreting, analysing, evaluating:** Students learn to comprehend what they read and view by applying growing contextual, semantic, grammatical and phonic knowledge. They develop more sophisticated processes for interpreting, analysing, evaluating and critiquing ideas, information and issues from a variety of sources. They explore the ways conventions and structures are used in written, digital, multimedia and cinematic texts to entertain, inform and persuade audiences, and they use their growing knowledge of textual features to explain how texts make an impact on different audiences.
- **Creating texts:** Students apply knowledge they have developed in other strands and sub-strands to create with clarity, authority and novelty a range of spoken, written and multimodal texts that entertain, inform and persuade audiences. They do so by strategically selecting key aspects of a topic as well as language, visual and audio features. They learn how to edit for enhanced meaning and effect by refining ideas, reordering sentences, adding or substituting words for clarity, and removing repetition. They develop and consolidate a handwriting style that is legible, fluent and automatic, and that supports sustained writing. They learn to use a range of software programs including word processing software, selecting purposefully from a range of functions to communicate and create clear, effective, informative and innovative texts.

Language modes

The processes of listening, speaking, reading, viewing and writing – also known as language modes – are interrelated, and the learning of one often supports and extends learning of the others. To acknowledge these interrelationships, content descriptions in each strand of the Australian Curriculum: English incorporate the processes of listening, speaking, reading, viewing and writing in an integrated and interdependent way.

Classroom contexts that address particular content descriptions will necessarily draw from more than one of these processes to support students' effective learning. For example, students will learn new vocabulary through listening and reading and apply their knowledge and understanding in their speaking and writing as well as in their comprehension of spoken and written texts.

Mode view of content descriptions

Content descriptions can also be viewed on the website by language modes, using the mode view function which presents each content description under one of three possible mode category groups. The three groups are: reading and viewing, writing, and speaking and listening. Content descriptions can be filtered to identify the most relevant processes or mode group in which the major focus of the learning occurs.



Mode icons

Each content description is also identified with all relevant language modes through the allocation of the following icons:

- **R** Reading
- **W** Writing
- **S** Speaking
- **L** Listening

PDF documents

Resources and support materials for the Australian Curriculum: English are available as PDF documents.

English: Sequence of content

English: Sequence of achievement

Foundation Year

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. 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 develop and strengthen these as needed.












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

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 entertain, as well as some texts designed to inform. These include traditional oral texts, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, multimodal texts and dramatic performances. They participate in shared reading, viewing and storytelling using a range of literary texts, and recognise the entertaining nature of literature.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia. Literary texts that support and extend Foundation students as beginner readers include decodable and predictable texts that range from caption books to books with one or more sentences per page. These texts involve straightforward sequences of events and everyday happenings with recognisable, realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest; a small range of language features, including simple and compound sentences; mostly familiar vocabulary, known, high-frequency words and single-syllable words that can be decoded phonically, and illustrations that strongly support the printed text.

Students create a range of imaginative, informative and persuasive texts including pictorial representations, short statements, performances, recounts and poetry.

Foundation Year Content Descriptions

| Language | |
|---|--|
| Language variation and change | Elaborations |
| <p>Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426)</p> <p>   </p> | <ul style="list-style-type: none"> learning that different languages exist; discussing the various languages encountered in the community and at school; acknowledging the home languages of students who speak another language, and valuing the ability to speak more than one language <p>  </p> <ul style="list-style-type: none"> recognising that some texts can include both Standard Australian English and elements of other languages including Aboriginal and Torres Strait Islander languages <p>   </p> |
| Language for interaction | Elaborations |

Explore how language is used differently at home and school depending on the relationships between people (ACELA1428)



- learning that language varies according to the relationships between people, for example between parent and child, teacher and student, siblings, friends, shopkeepers and customers



- learning that we use a different tone and style of language with different people



- learning to ask relevant questions and to express requests and opinions in ways that suit different contexts



Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)



- recognising some of the ways we can use speech, gesture, writing and media to communicate feelings



- recognising some of the ways emotions and feelings can be conveyed and influenced by visual representations, for example in advertising and animations



Text structure and organisation

Elaborations

Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430)



- sharing experiences of different texts and discussing some differences



- discussing the purpose of texts, for example 'This text will tell a story', 'This text will give information'



- repeating parts of texts, for example characteristic refrains, predicting cumulative storylines, reciting poetic and rhyming phrases



Understand that some language in written texts is unlike everyday spoken language (ACELA1431)



- learning that written text in Standard Australian English has conventions about words, spaces between words, layout on the page and consistent spelling because it has to communicate when the speaker/writer is not present



Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (ACELA1432)



- pointing to the letters and the punctuation in a text



- commenting on punctuation encountered in the everyday texts, for example 'That's the letter that starts my name', 'The name of my family and my town has a capital letter'



Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality (ACELA1433)



- learning about print: direction of print and return sweep, spaces between words



- learning that Standard Australian English in written texts is read from left to right and from top to bottom of the page and that direction of print may differ in other cultures, for example Japanese texts



- learning about front and back covers; title and author, layout and navigation of digital/screen texts



- learning about simple functions of keyboard and mouse including typing letters, scrolling, selecting icons and drop-down menu



Expressing and developing ideas

Elaborations

Recognise that sentences are key units for expressing ideas (ACELA1435)



- learning that word order in sentences is important for meaning (for example 'The boy sat on the dog', 'The dog sat on the boy')



- creating students' own written texts and reading aloud to the teacher and others



Recognise that texts are made up of words and groups of words that make meaning (ACELA1434)



- exploring spoken, written and multimodal texts and identifying elements, for example words and images



Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786)



- talking about how a 'different' story is told if we read only the words, or only the pictures; and the story that words and pictures make when combined



- exploring how the combination of print and images in texts creates meaning



Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)



- building vocabulary through multiple speaking and listening experiences



- discussing new vocabulary found in texts



- bringing vocabulary from personal experiences, relating this to new experiences and building a vocabulary for thinking and talking about school topics



Phonics and word knowledge

Elaborations

Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (ACELA1439)

 **L S R**

- recognising and producing rhyming words when listening to rhyming stories or rhymes, for example 'funny' and 'money'



- identifying patterns of alliteration in spoken words, for example 'helpful Henry'



- identifying syllables in spoken words, for example clapping the rhythm of 'Mon-day', 'Ja-cob' or 'Si-en-na'



Recognise and name all upper and lower case letters (graphemes) and know the most common sound that each letter represents (ACELA1440)

 **W R**

- using familiar and common letters in handwritten and digital communications



- identifying familiar and recurring letters and the use of upper and lower case in written texts in the classroom and the community, for example 'Tom went to the park.'



Understand how to use knowledge of letters and sounds including onset and rime to spell words (ACELA1438)

 **W R**

- recognising the most common sound made by each letter of the alphabet, including consonants and short vowel sounds, for example 'p-op'



- breaking words into onset and rime, noticing words that share the same pattern, for example 'p-at', 'b-at'



- breaking words into onset and rime to learn how to spell words that share the same pattern, for example 'p-at', 'b-at', 't-all' and 'f-all'



- building word families using onset and rime, for example 'h-ot', 'g-ot', 'n-ot', 'sh-ot'



Know how to read and write some high-frequency words and other familiar words (ACELA1817)

 **W R**

- 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'



- knowing how to write students' own names and those of other familiar people



Understand that words are units of meaning and can be made of more than one meaningful part (ACELA1818)

 **W L S R**

- learning that words are made up of meaningful parts, for example 'dogs' has two meaningful parts 'dog' and 's' meaning more than one



Segment sentences into individual words and orally blend and segment onset and rime in single syllable spoken words, and isolate, blend and manipulate phonemes in single syllable words (ACELA1819)



- identifying and manipulating sounds (phonemes) in spoken words, for example 'c-a-n'
- identifying onset and rime in one-syllable spoken words, for example 'd-og' and 'b-ig'
- blending phonemes to form one-syllable spoken words, for example 's-u-n' is orally expressed as 'sun' and 'b-a-g' is orally expressed as 'bag'



Write consonant-vowel-consonant (CVC) words by representing some sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words (ACELA1820)



- listening to hear that children use letters/sounds (when necessary) to help them read CVC words and hear and record appropriate sounds associated with letters when writing CVC words, for example 'kat' for 'cat'



Literature

Literature and context

Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)



Elaborations

- recognising that there are storytellers in all cultures
- viewing stories by Aboriginal and Torres Strait Islander storytellers from online sources
- comparing experiences depicted in stories with students' own
- engaging with texts that reflect the social and cultural groups to which students belong



Responding to literature

Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577)



Elaborations

- talking about stories and authors, choosing favourites, discussing how students feel about what happens in stories
- engaging with the humour in some stories and repeating favourite lines, jokes and ideas
- returning to preferred texts and commenting on reasons for selection



Share feelings and thoughts about the events and characters in texts (ACELT1783)



- talking about stories and authors, choosing favourites, discussing how students feel about what happens in stories
- using art forms and beginning forms of writing to express personal responses to literature and film experiences
- talking about people, events and ideas in texts, enabling students to connect them to their own experiences and to express their own opinions about what is depicted



Examining literature

Identify some features of texts including events and characters and retell events from a text (ACELT1578)



Elaborations

- identifying some features of culture related to characters and events in literary texts, for example dress, food and daily routines
- listening, responding to and joining in with rhymes, poems, chants and songs



Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785)



- recognising cultural patterns of storytelling, for example 'Once upon a time', 'A long, long time ago'



Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579)



- using music and actions to enhance appreciation of rhymes, poems, chants and songs
- reciting rhymes with actions



Creating literature

Retell familiar literary texts through performance, use of illustrations and images (ACELT1580)



Elaborations

- drawing, labelling and role playing representations of characters or events
- reciting rhymes with actions
- using digital technologies to retell events and recreate characters from favourite print and film texts



Innovate on familiar texts through play (ACELT1831)



- performing memorable actions or behaviours of favourite or humorous characters in texts



Literacy

Texts in context

Identify some familiar texts and the contexts in which they are used (ACELY1645)



Elaborations

- recognising the meaning of symbols in everyday contexts, for example exit signs, logos, hearts and flowers on greeting cards



Interacting with others

Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)



Elaborations

- listening to, remembering and following simple instructions
- sequencing ideas in spoken texts, retelling well known stories, retelling stories with picture cues, retelling information using story maps
- listening for specific things, for example the main idea of a short statement, the details of a story, or to answer a given question
- participating in informal situations, for example play-based experiences which involve the imaginative use of spoken language
- participating in class, group and pair discussions about shared experiences including shared texts
- asking and answering questions to clarify understanding

Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)



- learning how to use different voice levels appropriate to a situation, for example learning about 'inside voices' and 'outside voices'



- learning to ask questions and provide answers that are more than one or two words



- participating in speaking and listening situations, exchanging ideas with peers in pairs and small groups and engaging in class discussions, listening to others and contributing ideas



- showing understanding of appropriate listening behaviour, such as listening without interrupting, and looking at the speaker if culturally appropriate



- listening and responding to oral and multimodal texts including rhymes and poems, texts read aloud and various types of digital texts



- engaging in conversations with peers and adults in home language or dialect



- asking and answering questions using appropriate intonation



- speaking so that the student can be heard and understood



- altering volume for inside and outside situations and when speaking to an audience



Deliver short oral presentations to peers (ACELY1647)



- sharing a personal experience, interest or discovery with peers in a semi-formal situation



- using visual cues to practise staying on topic



Interpreting, analysing, evaluating

Elaborations

Identify some differences between imaginative and informative texts (ACELY1648)



- talking about what is 'real' and what is imagined in texts







- identifying and selecting texts for information purposes and commenting on how the text might help with a task












Read decodable and predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649)



- navigating a text correctly, starting at the right place and reading in the right direction, returning to the next line as needed, matching one spoken word to one written word

- reading aloud with attempts at fluency and intonation

- attempting to work out unknown words by combining contextual, semantic, grammatical and phonic knowledge

- predicting what might happen on the basis of experience of this kind of text; at the sentence level predicting the meaning on the basis of syntax and word meaning


Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)



- talking about the meanings in texts listened to, viewed and read

- visualising elements in a text (for example drawing an event or character from a text read aloud)

- providing a simple, correctly-sequenced retelling of narrative texts

- relating one or two key facts from informative texts

- finding a key word in a text to answer a literal question

- making links between events in a text and students' own experiences

- making an inference about a character's feelings

- discussing and sequencing events in stories

- drawing events in sequence, recognising that for some Aboriginal and Torres Strait Islander stories the sequence of events may be cyclical


Creating texts

Elaborations

Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)



- using image-making and beginning writing to represent characters and events in written, film and web-based texts



- using speaking, writing and drawing to represent and communicate personal responses to ideas and events experienced through texts



- creating short spoken, written and multimodal observations, recounts and descriptions, extending vocabulary and including some content-specific words in spoken and written texts



- using beginning concepts about print, sound-letter and word knowledge and punctuation to create short texts



Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (ACELY1652)



- rereading collaboratively developed texts to check that they communicate what the authors intended



Produce some lower case and upper case letters using learned letter formations (ACELY1653)



- adopting correct posture and pencil grip
- learning to produce simple handwriting movements
- following clear demonstrations of how to construct each letter (for example where to start; which direction to write)
- learning to construct lower case letters and to combine these into words
- learning to construct some upper case letters

Construct texts using software including word processing programs (ACELY1654)



- using simple functions of keyboard and mouse including typing letters, scrolling, selecting icons and drop-down menu



Foundation Year Achievement Standard

Receptive modes (listening, reading and viewing)

By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.

They read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters and decoding and self-monitoring strategies. They recognise the letters of the English alphabet, in upper and lower case and know and use the most common sounds represented by most letters. They read high-frequency words and blend sounds orally to read consonant-vowel-consonant words. They use appropriate interaction skills to listen and respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.

Productive modes (speaking, writing and creating)

Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.

In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, and orally blend and segment sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.

Year 1

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the 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 other classes.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts designed to entertain and inform. These encompass traditional oral texts including Aboriginal stories, 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 Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia. Literary texts that support and extend Year 1 students as independent readers involve straightforward sequences of events and everyday happenings with recognisably realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest and topics being studied in other areas of the curriculum. These include decodable and predictable texts which 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.

Students create a variety of imaginative, informative and persuasive texts including recounts, procedures, performances, literary retellings and poetry.

Year 1 Content Descriptions

| Language | |
|--|--|
| Language variation and change | Elaborations |
| <p>Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others (ACELA1443)</p> <p>   L S R</p> | <ul style="list-style-type: none"> recognising how and where signs and symbols are used and placed in students' school and community   learning some signs in Auslan and finding out about 'Hear a Book' and Braille technologies for hearing and visually impaired people   |
| Language for interaction | Elaborations |
| <p>Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1444)</p> <p>   L S</p> | <ul style="list-style-type: none"> recognising the effect of words, symbols, gestures and body language on the way communications are received by others   |

Understand that there are different ways of asking for information, making offers and giving commands (ACELA1446)



- learning the difference between questions and statements, requests and commands



- learning about the difference between closed questions, for example 'Are you ready?', 'Did they enjoy their holidays?' and open questions, for example 'What made this text so exciting?'



Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787)



- extending students' vocabularies for the expression of feelings and emotions



- considering how others might respond before students express their views and how students might respond to others' views in civil and constructive ways



Text structure and organisation

Elaborations

Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447)



- discussing and comparing the purposes of familiar texts drawn from local contexts and interests



- becoming familiar with the typical stages of types of text including recount and procedure



- using different types of texts, for example procedures (including recipes) and discussing the text structure



Understand patterns of repetition and contrast in simple texts (ACELA1448)



- identifying patterns of vocabulary items in texts (for example class/subclass patterns, part/whole patterns, compare/contrast patterns, cause-and-effect patterns, word associations/collocation)



- discussing different types of texts and identifying some characteristic features and elements (for example language patterns and repetition) in stories and poetry



Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449)



- using intonation and pauses in response to punctuation when reading



- reading texts and identifying different sentence-level punctuation



- writing different types of sentences, for example statements and questions, and discussing appropriate punctuation



Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links (ACELA1450)



- learning about how books and digital texts are organised including page numbers, table of contents, headings, images with captions and the use of scrolling to access digital texts



Expressing and developing ideas

Identify the parts of a simple sentence that represent 'What's happening?', 'What state is being described?', 'Who or what is involved?' and the surrounding circumstances (ACELA1451)



Elaborations

- 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)



- understanding that a simple sentence expresses a single idea, represented grammatically by a single independent clause (for example 'A kangaroo is a mammal. A mammal suckles its young')



Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452)



- talking about effective words that describe a place, person or event



- learning how a sentence can be made more vivid by adding adjectives, adverbs and unusual verbs



Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)



- talking about what is 'real' and what is imagined in texts, for example 'This is the section about platypuses in the book about mammals'



Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454)



- learning forms of address for visitors and how to use language appropriately to ask directions and for information, for example on excursions



Phonics and word knowledge

Elaborations

Manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (ACELA1457)



- 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'



- replacing initial sounds in spoken words, for example replace the 'm' in 'mat' with 'c' to form a new word 'cat'



- deleting initial onset sound in spoken words, for example delete the 'f' from 'farm' to make a new word 'arm'



- substituting medial sounds in spoken words to make new words, for example 'pin', 'pen', 'pan'



- substituting final sounds in spoken words, for example substitute the 't' in 'pet' with 'g' to form a new word 'peg'



Use short vowels, common long vowels, consonant digraphs and consonant blends when writing, and blend these to read single syllable words (ACELA1458)



- using knowledge of letters and sounds to write words with short vowels, for example 'man', and common long vowel sounds, for example 'cake'



- using knowledge of letters sounds to write single-syllable words with consonant digraphs and consonant blends, for example 'wish' and 'rest'



Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound (ACELA1459)



- recognising that letters can have more than one sound, for example the letter 'u' in 'cut', 'put', 'use' and the letter 'a' in 'cat', 'father', 'any'



- recognising sounds that can be produced by different letters, for example the 's' sound in 'sat' and 'cent'



Understand how to spell one and two syllable words with common letter patterns (ACELA1778)



- writing one-syllable words containing known blends, for example 'bl' and 'st'



Recognise and know how to use simple grammatical morphemes to create word families (ACELA1455)



- building word families from common morphemes, for example 'play', 'plays', 'playing', 'played', 'playground'



- using morphemes to read words, for example by recognising the base word in words such as 'walk-ed'



Use visual memory to read and write high-frequency words (ACELA1821)



R

- learning an increasing number of high-frequency words recognised in shared texts and texts being read independently, for example 'one', 'have', 'them' and 'about'



Segment consonant blends or clusters into separate phonemes at the beginnings and ends of one syllable words (ACELA1822)



L

S

R

- saying sounds in order for a given spoken word, for example 's-p-oo-n' and 'f-i-s-t'
- segmenting blends at the beginning and end of given words, for example 'b-l-ue' and 'd-u-s-t'



Literature

Literature and context

Discuss how authors create characters using language and images (ACELT1581)



L

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Elaborations

- identifying similarities between texts from different cultural traditions, for example representations of dragons in traditional European and Asian texts
- identifying how spiritual beings are represented in Aboriginal and Torres Strait Islander stories
- identifying some features of characters and how particular words and images convey qualities of their nature, for example some characters are portrayed as shy, others adventurous
- discussing the characters of fictional animals and how they relate to those of humans



Responding to literature

Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)



L

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Elaborations

- discussing characters from books and films and whether these are life-like or imaginary (for example talking animals)
- comparing characters and events in texts to students' own experiences



Express preferences for specific texts and authors and listen to the opinions of others (ACELT1583)



- sharing favourite texts and authors and some reasons for preferences



- discussing different texts and considering what is entertaining or appealing and why



- using arts methods and role play to express personal responses to characters and events in stories



- identifying who is telling the story in different texts



Examining literature

Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584)



Elaborations

- examining different types of literature including traditional tales, humorous stories and poetry



- discussing similarities and differences between texts (for example features of main characters in different stories)



- discussing features of book settings including time (year, season) and place (country or city, realistic or imagined)



- discussing how plots develop including: beginnings (orientation), how the problem (complication) is introduced and solved (resolution)



Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585)



- exploring performance poetry, chants and songs from Aboriginal and Torres Strait Islander peoples and Asian cultures



- listening to and performing simple haiku poems about familiar topics such as nature and the seasons



Creating literature

Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)



Elaborations

- creating visual representations of literary texts from Aboriginal, Torres Strait Islander or Asian cultures



- writing character descriptions drawn from illustrations in stories



- retelling key events in stories using oral language, arts, digital technologies and performance media



Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary (ACELT1832)



- imitating a characteristic piece of speech or dialogue, or the attitude or expression of favourite or humorous characters in texts



Literacy

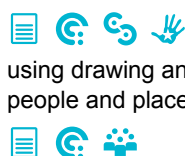
Texts in context

Respond to texts drawn from a range of cultures and experiences (ACELY1655)



Elaborations

- exploring some of the meanings and teachings embedded in Dreaming stories
- using drawing and writing to depict and comment on people and places beyond their immediate experience



Interacting with others

Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)



Elaborations

- listening for details in spoken informative texts
- participating in informal and structured class, group and pair discussions about content area topics, ideas and information
- speaking clearly and with appropriate volume
- interacting confidently and appropriately with peers, teachers, visitors and community members
- learning to value listening, questioning and positive body language and understanding that different cultures may approach these differently
- formulating different types of questions to ask a speaker, such as open and closed questions and 'when', 'why' and 'how' questions

Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788)



- identifying turn-taking patterns in group and pair work (for example initiating a topic, changing a topic when appropriate, staying on task, supporting other speakers, eliciting responses, being supportive and attentive listeners, asking relevant questions, providing useful feedback, prompting, checking understanding, 'sharing the talking space')



- participating in pair, group and class speaking and listening situations, including informal conversations and class discussions, contributing ideas and listening to the contributions of others



- taking turns, asking and answering questions and attempting to involve others in discussions



- demonstrating active listening behaviour and responding to what others say in pair, group and class discussions



- experimenting with voice volume and pace for particular purposes including making presentations, retelling stories and reciting rhymes and poems



- attempting correct pronunciation of new vocabulary



Make short presentations using some introduced text structures and language, for example opening statements (ACELY1657)



- reporting the results of group discussions



- providing simple explanations about how to do or make something



- giving short oral presentations about areas of interest or content area topics, speaking clearly and with appropriate volume and using extended vocabulary and a growing knowledge of content-specific words



Interpreting, analysing, evaluating

Describe some differences between imaginative informative and persuasive texts (ACELY1658)



Elaborations

- comparing and discussing texts identifying some features that distinguish those that 'tell stories' from those that 'give opinions'



- selecting texts for a particular purpose or task, for example a website that will give information about whales, a book that will tell a story about a possum



Read decodable and predictable texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and re-reading (ACELY1659)



R

- using contextual and semantic knowledge to make predictions about a text's purpose and content
- combining knowledge of context, meaning, grammar and phonics to decode text
- recognising most high frequency sight words when reading text
- self-correcting when reading does not make sense, using pictures, context, meaning, phonics and grammatical knowledge
- reading aloud with developing fluency and intonation

Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660)



L

S

R





- using elements in books and screen texts, for example illustrations, diagrams, sound and movement, to support reading
- making connections between the text and students' own experiences, and between information in print and images
- finding key information in a text
- making inferences about characters' feelings and motives
- building knowledge about the topic of the text and learning new vocabulary before and during reading
- making predictions from the cover, from illustrations and at points in the text before reading on
- retelling the events or key information in the text orally, in writing and/or through digital or arts media

Creating texts

Elaborations






Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661)



- referring to learned knowledge of text structure and grammar when creating a new text

- applying new vocabulary appropriately in creating text

- learning how to plan spoken and written communications so that listeners and readers might follow the sequence of ideas or events

- beginning to consider audience in designing a communication involving visual components, selecting images for maximum impact


Re-read student's own texts and discuss possible changes to improve meaning, spelling and punctuation (ACELY1662)



- adding or deleting words on page or screen to improve meaning, for example adding an adjective to a noun

- reading the students' own work aloud to listen for grammatical correctness: checking use of capital letters, full stops, question marks and exclamation marks

- checking for inclusion of capital letters and full stops

- identifying words which might not be spelt correctly

- beginning to use dictionaries and classroom charts to check and correct spelling of less familiar words




Write using unjoined lower case and upper case letters (ACELY1663)



- using correct posture and pencil grip
- learning how each letter is constructed including where to start and the direction to follow
- writing words legibly using unjoined print script of consistent size

Construct texts that incorporate supporting images using software including word processing programs (ACELY1664)



- creating digital images and composing a story or information sequence on screen using images and captions

- adding images to digital written communications such as emails with pictures of self, classmates or location


Year 1 Achievement Standard

Receptive modes (listening, reading and viewing)

By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify that texts serve different purposes and that this affects how they are organised. They describe characters, settings and events in different types of literature.

Students read aloud, with developing fluency. They read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features and interaction skills.

Productive modes (speaking, writing and creating)

Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.

They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations on familiar topics. When writing, students provide details about ideas or events, and details about the participants in those events. They accurately spell high-frequency words and words with regular spelling patterns. They use capital letters and full stops and form all upper- and lower-case letters correctly.

Year 2

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the 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, view and interpret spoken, written and multimodal texts in which the primary purpose is to entertain, as well as texts designed to inform and persuade. These encompass traditional oral texts, picture books, various types of print and digital stories, simple 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 Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend Year 2 students as independent readers involve sequences of events that span several pages and present unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. 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.

Students create a range of imaginative, informative and persuasive texts including imaginative retellings, reports, performances, poetry and expositions.

Year 2 Content Descriptions

| Language | |
|--|---|
| Language variation and change | Elaborations |
| <p>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 (ACELA1460)</p> <p>     </p> | <ul style="list-style-type: none"> identifying examples and features of different kinds of spoken, non-verbal, written and visual communication from Aboriginal and Torres Strait Islander communities and from several Asian cultures within Australia, and associating those features with particular communities <p>     </p> <ul style="list-style-type: none"> recognising some phrases in the languages of the class and community, for example greetings and expressions of politeness <p> </p> |
| Language for interaction | Elaborations |

Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (ACELA1461)



- exploring how terms of address are used to signal different kinds of relationships



- exploring the differences between giving a presentation and talking to friends



- exploring culturally specific greetings and expressions of politeness



Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462)



- exploring how language is used to express feelings including learning vocabulary to express a gradation of feeling, for example 'happy', 'joyful', 'pleased', 'contented'



- exploring in stories, everyday and media texts moral and social dilemmas; such as right and wrong, fairness/unfairness, inclusion and exclusion; learning to use language to describe actions and consider consequences



- exploring how language is used to construct characters and settings in narratives, including choice of nouns such as 'girl', 'princess' or 'orphan', and choice of adjectives such as 'gentle', 'timid' or 'frightened'



Text structure and organisation

Elaborations

Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)



- identifying the topic and type of a text through its visual presentation, for example cover design, packaging, title/subtitle and images



- becoming familiar with the typical stages of text types, for example simple narratives, instructions and expositions



Understand how texts are made cohesive through language features, including word associations, synonyms, and antonyms (ACELA1464)



- exploring how texts develop their themes and ideas, building information through connecting similar and contrasting dissimilar things



- mapping examples of word associations in texts, for example words that refer to the main character



Recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465)



- talking about how a comma can be used to separate two or more elements in a list, for example 'At the museum they saw a tiger, a dinosaur and two snakes'



Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466)



- recognising how chapters and table of contents, alphabetical order of index and glossary operate to guide access to information



- learning about features of screen texts including menu buttons, drop down menus, links and live connections



Expressing and developing ideas

Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (ACELA1467)



Elaborations

- learning how to express ideas using compound sentences
- learning how to join simple sentences with conjunctions, for example 'and', 'but' or 'so', to construct compound sentences



Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives (ACELA1468)



- exploring texts and identifying nouns that refer to characters, elements of the setting, and ideas
- exploring illustrations and noun groups/phrases in picture books to identify how the participants have been represented by an illustrator
- exploring names of people and places and how to write them using capital letters
- building extended noun groups/phrases that provide a clear description of an item



Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469)



- comparing two versions of the same story, for example 'Jack and the Beanstalk', identifying how a character's actions and reactions are depicted differently by different illustrators



Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470)



- interpreting new terminology drawing on prior knowledge, analogies and connections with known words



Phonics and word knowledge

Elaborations

Orally manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution in combination with use of letters in reading and writing (ACELA1474)

 **W S R**

- blending and segmenting sounds in words, for example 'b-r-o-th-er' or 'c-l-ou-d-y'
- deleting and substituting sounds in spoken words to form new words, for example delete the 'scr' in 'scratch', and then form new words 'catch', 'batch' and 'hatch'



Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words (ACELA1471)

 **W R**

- using knowledge of known words to spell unknown words, for example using the word 'thumb' to spell the word 'crumb'
- exploring compound words by discussing the meaningful parts, for example the spelling and meaning of 'homemade' is informed by two smaller words 'home' and 'made'
- drawing on knowledge of letter-sound relationships, for example breaking a word into syllables, then recording the sounds heard and thinking about the letter patterns that represent the sounds



Build morphemic word families using knowledge of prefixes and suffixes (ACELA1472)

 **W L S R**

- discussing how a prefix or suffix affects meaning, for example in the word 'paint-er' the suffix 'er' means 'one who', so a painter is 'one who paints'



Use knowledge of letter patterns and morphemes to read and write high-frequency words and words whose spelling is not predictable from their sounds (ACELA1823)

 **W R**

- using known words in writing and spelling unknown words using morphemic knowledge of letter patterns and morphemes, for example the words 'sometimes', 'something' and 'anything'
- 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'



Use most letter-sound matches including vowel digraphs, less common long vowel patterns, letter clusters and silent letters when reading and writing words of one or more syllable (ACELA1824)

 **W L S R**

- recognising when some letters are silent, for example 'knife' and 'thumb'
- providing the sound for less common letter-sound matches, for example 'ight' and using them in writing









































Understand that a sound can be represented by various letter combinations (ACELA1825)

 **W L S R**

- recognising sounds that can be produced by different letters, for example the long 'a' sound in 'wait', 'stay', 'able' and 'make'



Literature

| Literature and context | Elaborations |
|--|---|
| <p>Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)</p> <p>  L S R</p> | <ul style="list-style-type: none"> exploring iconography of Aboriginal and Torres Strait Islander cultures     recognising recurring characters, settings and themes in Dreaming stories experienced through texts, films and online sources      discussing moral and teaching stories from varied cultures, identifying and comparing their central messages      |
| Responding to literature | Elaborations |
| <p>Compare opinions about characters, events and settings in and between texts (ACELT1589)</p> <p>     L S R</p> | <ul style="list-style-type: none"> discussing each others' preferences for stories set in familiar or unfamiliar worlds, or about people whose lives are like or unlike their own     |
| <p>Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)</p> <p>   W L S R</p> | <ul style="list-style-type: none"> describing features of texts from different cultures including recurring language patterns, style of illustrations, elements of humour or drama, and identifying the features which give rise to their personal preferences     connecting the feelings and behaviours of animals in anthropomorphic stories with human emotions and relationships    drawing, writing and using digital technologies to capture and communicate favourite characters and events    |
| Examining literature | Elaborations |

Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591)



- describing features of text settings including time, colours used to portray year, season, and place (country or city) and how this impacts on the characters



- describing plots including beginnings (orientation), how the problem (complication) is introduced and solved (resolution), and considering how these features construct meanings



- identifying features of imaginary or fantasy texts, for example magic powers, shifts in time



- investigating Aboriginal stories, found from online sources, that explain physical features of the landscape and identify and describe the common features of language used



- comparing two or more versions of the same story by different authors or from different cultures, describing similarities and differences in authors' points of view



Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)



- exploring poems, chants, rhymes or songs from different cultures which class members may bring from home



- learning to recite, sing or create interpretations of poems, chants, rhymes or songs from students' own and other different cultures



Creating literature

Create events and characters using different media that develop key events and characters from literary texts (ACELT1593)



Elaborations

- creating imaginative reconstructions of stories and poetry using a range of print and digital media



- telling known stories from a different point of view



- orally, in writing or using digital media, constructing a sequel to a known story



Innovate on familiar texts by experimenting with character, setting or plot (ACELT1833)



- inventing some speech, dialogue or behaviour of favourite or humorous characters through imagining an alternative event or outcome in the original text



Literacy

Texts in context

Elaborations

Discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)



- identifying examples and features of different kinds of spoken, non-verbal, written and visual communication from Aboriginal and Torres Strait Islander communities and from several Asian cultures within Australia



- comparing two or more versions of the same topic by different authors or from different cultures, describing similarities and differences



Interacting with others

Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)



Elaborations

- using spoken language for problem solving, and exploring ideas and concepts
- listening for specific information and providing two or more key facts from an informative text spoken or read aloud



- listening to, remembering and responding to detailed instructions



Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789)



- discussing appropriate conventions to use in group discussions
- 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...'



- participating in pair, group and class speaking and listening situations, including informal conversations, class discussions and presentations



- demonstrating appropriate listening behaviour, responding to and paraphrasing a partner's contribution to a discussion, such as think/pair/share activities



- asking relevant questions and making connections with personal experiences and the contributions of others



- brainstorming topics, contributing ideas and acknowledging the ideas of others



- speaking clearly and with appropriate intonation



- understanding how to disagree with a point of view or offer an alternative idea courteously



- experimenting with presentation strategies such as pitch, volume and intonation



Rehearse and deliver short presentations on familiar and new topics (ACELY1667)



- adjusting presentation for different audiences
- preparing and giving oral presentations, including reports of group discussions, using more formal speech and specific vocabulary about content area topics
- listening and responding to presentations, including those using multimedia, on familiar and learned topics, recording key information, and connecting new and existing knowledge about a topic



Interpreting, analysing, evaluating

Identify the audience of imaginative, informative and persuasive texts (ACELY1668)








Elaborations

- identifying the main purpose of a text, including whether the author wants to entertain, explain or persuade and considering how audiences might respond to those texts








Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting (ACELY1669)



- using prior and learned knowledge and vocabulary to make and confirm predictions when reading text

- using grammatical knowledge to predict likely sentence patterns when reading more complex narratives and informative texts

- using knowledge of sound–letter relationships and high frequency sight words when decoding text

- monitoring own reading and self-correcting when reading does not make sense, using illustrations, context, phonics, grammar knowledge and prior and learned topic knowledge

- using grammar and meaning to read aloud with fluency and intonation


Use comprehension strategies 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 (ACELY1670)



- making connections between the text and students' own experiences and experiences with other texts, comparing authors' differing point of view on a topic

- making connections between information in print and images

- building on and using prior knowledge and vocabulary

- making valid inferences using information in a text and students' own prior knowledge

- predicting, asking and answering questions as they read, and summarising and reviewing meaning


Creating texts

Elaborations

Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)



- learning how to plan spoken and written communications so that listeners and readers might follow the sequence of ideas or events



- sequencing content according to text structure



- using appropriate simple and compound sentence to express and combine ideas



- using vocabulary, including technical vocabulary, appropriate to text type and purpose



Re-read and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1672)



- reading their work and adding, deleting or changing words, prepositional phrases or sentences to improve meaning, for example replacing an everyday noun with a technical one in an informative text



- checking spelling using a dictionary



- checking for inclusion of relevant punctuation including capital letters to signal names, as well as sentence beginnings, full stops, question marks and exclamation marks



- making significant changes to their texts using a word processing program (for example add, delete or move sentences)



Write legibly and with growing fluency using unjoined upper case and lower case letters (ACELY1673)



- using correct pencil grip and posture
- writing sentences legibly and fluently using unjoined print script of consistent size



Construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1674)



- experimenting with and combining elements of software programs to create texts



Year 2 Achievement Standard

Receptive modes (listening, reading and viewing)

By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters and events, or to communicate factual information.

They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information. They monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context. They use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.

Productive modes (speaking, writing and creating)

When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text.

Students create texts, drawing on their own experiences, their imagination and information they have learnt. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell words with regular spelling patterns and spell words with less common long vowel patterns. They use punctuation accurately, and write words and sentences legibly using unjoined upper- and lower-case letters.

Year 3

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the 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 Years 3 and 4, students experience learning in familiar contexts and a range of contexts that relate to study in other areas of the curriculum. They interact with peers and teachers from other classes and schools in a range of face-to-face and online/virtual environments.










Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These encompass traditional oral texts including Aboriginal stories, picture books, various types of print and digital texts, simple 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 Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 3 and 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.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions.











Year 3 Content Descriptions

| Language | |
|---|--|
| Language variation and change | Elaborations |
| <p>Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475)</p> <p>     </p> | <ul style="list-style-type: none"> learning that a word or sign can carry different weight 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 us how to live appropriately <p>  </p> |
| Language for interaction | Elaborations |

| <p>Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476)</p> <p>  L S</p> | <ul style="list-style-type: none"> identifying roles and collaborative patterns in students' own groups 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) <p>  </p> |
|--|---|
| <p>Examine how evaluative language can be varied to be more or less forceful (ACELA1477)</p> <p> W L S R</p> | <ul style="list-style-type: none"> exploring how modal verbs, for example 'must', 'might', or 'could' indicate degrees of probability or obligation distinguishing how choice of adverbs, nouns and verbs present different evaluations of characters in texts <p>   </p> |
| Text structure and organisation | Elaborations |
| <p>Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)</p> <p> W L S R</p> | <ul style="list-style-type: none"> becoming familiar with typical structural stages and language features of various types of text, for example narratives, procedures, reports, reviews and expositions <p> </p> |
| <p>Understand that paragraphs are a key organisational feature of written texts (ACELA1479)</p> <p> W R</p> | <ul style="list-style-type: none"> noticing how longer texts are organised into paragraphs, each beginning with a topic sentence/paragraph opener which predicts how the paragraph will develop and is then elaborated in various ways <p> </p> |
| <p>Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480)</p> <p> W L S R</p> | <ul style="list-style-type: none"> recognising both grammatically accurate and inaccurate usage of the apostrophe in everyday texts such as signs in the community and newspaper advertisements <p> </p> |
| <p>Identify the features of online texts that enhance navigation (ACELA1790)</p> <p>   R</p> | <ul style="list-style-type: none"> becoming familiar with the typical features of online texts, for example navigation bars and buttons, hyperlinks and sitemaps <p>  </p> |
| Expressing and developing ideas | Elaborations |
| <p>Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (ACELA1481)</p> <p> W L S R</p> | <ul style="list-style-type: none"> knowing that a clause is basically a group of words that contains a verb knowing that, in terms of meaning, a basic clause represents: what is happening; what state is being described; who or what is involved; and the surrounding circumstances <p>   </p> |





Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense (ACELA1482)

 **W** **L** **S** **R**

- identifying different types of verbs and the way they add meaning to a sentence
 
- exploring 'doing' and 'saying' verbs in narrative texts to show how they give information about what characters do and say
 
- exploring the use of sensing verbs and how they allow readers to know what characters think and feel
 
- exploring the use of relating verbs in constructing definitions and descriptions
 
- 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'
 




Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (ACELA1483)

   **R**

- noting 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 gesture
 
- observing how images construct a relationship with the viewer through such strategies as: 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
 

Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484)

 **W** **L** **S** **R**



- exploring examples of language which demonstrate a range of feelings and positions, and building a vocabulary to express judgments about characters or events, acknowledging that language and judgments might differ depending on the cultural context
  

Phonics and word knowledge

Elaborations

Understand how to use letter-sound relationships and less common letter patterns to spell words (ACELA1485)

 **W** **R**

- using sound and visual spelling strategies to explore less common letter patterns after a short vowel, for example words that end in 'dge' such as 'badge', 'edge', 'fridge', 'dodge' and 'smudge'

- using sound and visual spelling strategies to spell words with three-letter blends, for example 'str-ip'


Recognise and know how to write most high frequency words including some homophones (ACELA1486)



W

- drawing on meaning and context to spell single-syllable homophones, for example 'break' or 'brake' and 'ate' or 'eight'



Understand how to apply knowledge of letter-sound relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns (ACELA1826)



W

R

- reading and writing more complex words with consonant digraphs and consonant blends, for example 'shrinking', 'against' and 'rocket'



- reading and writing consonant digraphs representing different sounds, for example 'machine', 'change' and 'school'



Know how to use common prefixes and suffixes, and generalisations for adding a suffix to a base word (ACELA1827)



W

R

- exploring 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'



Literature

Literature and context

Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594)



L

S

R

Elaborations

- reading texts in which Aboriginal and Torres Strait Islander children/young people are the central characters/protagonists and making links to students' own lives, noting similarities



- exploring the ways that the same story can be told in many cultures, identifying variations in the storyline and in music (for example 'The Ramayana' story which is told to children in India, Indonesia, Thailand, Cambodia, Burma, Laos, Tibet and Malaysia)



Responding to literature

Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)



W

L

S

R

Elaborations

- discussing relevant prior knowledge and past experiences to make meaningful connections to the people, places, events, issues and ideas in the text



- exploring texts that highlight issues and problems in making moral decisions and discussing these with others



- drawing on literature from Aboriginal, Torres Strait Islander or Asian cultures, to explore commonalities of experience and ideas as well as recognising difference in lifestyle and world view



Develop criteria for establishing personal preferences for literature (ACELT1598)



- building a conscious understanding of preference regarding topics and genres of personal interest (for example humorous short stories, school and family stories, mysteries, fantasy and quest, series books)



- selecting and discussing favourite texts and explaining their reasons for assigning greater or lesser merit to particular texts or types of texts



Examining literature

Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (ACELT1599)



Elaborations

- identifying and discussing the use of descriptive adjectives ('in the middle of a vast, bare plain') to establish setting and atmosphere ('the castle loomed dark and forbidding') and to draw readers into events that follow



- discussing the language used to describe the traits of characters in stories, their actions and motivations: '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'



Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose (ACELT1600)



- identifying the effect of imagery in texts, for example the use of imagery related to nature in haiku poems



- exploring how rhythm, onomatopoeia and alliteration give momentum to poetry and prose read aloud, and enhance enjoyment



Creating literature

Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601)



Elaborations

- drawing on literary texts read, viewed and listened to for inspiration and ideas, appropriating language to create mood and characterisation



- innovating on texts read, viewed and listened to by changing the point of view, revising an ending or creating a sequel



Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)



- creating visual and multimodal texts based on Aboriginal and Torres Strait Islander or Asian literature, applying one or more visual elements to convey the intent of the original text



- creating multimodal texts that combine visual images, sound effects, music and voice overs to convey settings and events in a fantasy world



Literacy

Texts in context

Identify the point of view in a text and suggest alternative points of view (ACELY1675)



Elaborations

- discussing how a text presents the point of view of the main character, and speculating on what other characters might think or feel



- recognising that there is more than one way of looking at the same event and that stories seen through the eyes of one character privileges some aspects of the story over others



- speculating about what other characters might think or feel and retelling the story from other perspectives (for example 'Cinderella' from the view of the 'Ugly Sisters')



Interacting with others

Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)



Elaborations

- participating in collaborative discussions, building on and connecting ideas and opinions expressed by others, and checking students' own understanding against group views



Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677)



- drawing on relevant research into a topic to prepare an oral or multimodal presentation, using devices such as storyboards to plan the sequence of ideas and information



Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792)



- participating in pair, group and class speaking and listening situations, including informal conversations, class discussions and presentations



- listening actively including listening for specific information, recognising the value of others' contributions and responding through comments, recounts and summaries of information



- learning the specific speaking or listening skills of different group roles, for example group leader, note taker and reporter



- acquiring new vocabulary in all curriculum areas through listening, reading, viewing and discussion and using this vocabulary in specific ways such as describing people, places, things and processes



- using language appropriately in different situations such as making a request of a teacher, explaining a procedure to a classmate, engaging in a game with friends



- experimenting with voice effects in formal presentations such as tone, volume and pace



Interpreting, analysing, evaluating

Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)



Elaborations

- identifying the author's point of view on a topic and key words and images that seem intended to persuade listeners, viewers or readers to agree with the view presented



Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting (ACELY1679)



- combining different types of knowledge (for example word knowledge, vocabulary, grammar, phonics) to make decisions about unknown words, reading on, reviewing and summarising meaning



- analysing the way illustrations help to construct meaning and interpreting different types of illustrations and graphics



- reading text types from a student's culture to enhance confidence in building reading strategies



- reading aloud with fluency and intonation



- reading a wider range of texts, including chapter books and informative texts, for pleasure



Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680)



- making connections between the text and students own experience and other texts



- making connections between the information in print and images



- making predictions and asking and answering questions about the text drawing on knowledge of the topic, subject-specific vocabulary and experience of texts on the same topic



- using text features and search tools to locate information in written and digital texts efficiently



- determining important ideas, events or details in texts commenting on things learned or questions raised by reading, referring explicitly to the text for verification



- making considered inferences taking into account topic knowledge or a character's likely actions and feelings






Creating texts

Elaborations

Plan, 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 (ACELY1682)



- using print and digital resources to gather information about a topic

- selecting appropriate text structure for a writing purpose and sequencing content for clarity and audience impact

- using appropriate simple, compound and complex sentences to express and combine ideas

- using vocabulary, including technical vocabulary, relevant to the text type and purpose, and appropriate sentence structures to express and combine ideas



Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683)



- using glossaries, print and digital dictionaries and spell check to edit spelling, realising that spell check accuracy depends on understanding the word function, for example there/their; rain/reign



Write using joined letters that are clearly formed and consistent in size (ACELY1684)



- practising how to join letters to construct a fluent handwriting style

Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685)



- using features of relevant technologies to plan, sequence, compose and edit multimodal texts



Year 3 Achievement Standard

Receptive modes (listening, reading and viewing)

By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects.

They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information. They use phonics and word knowledge to fluently read more complex words. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others' views and respond appropriately using interaction skills.

Productive modes (speaking, writing and creating)

Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop, in some detail, experiences, events, information, ideas and characters.

Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately. They re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning. They write using joined letters that are accurately formed and consistent in size.

Year 4

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the 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 Years 3 and 4, students experience learning in familiar contexts and a range of contexts that relate to study in other areas of the curriculum. They interact with peers and teachers from other classes and schools in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These encompass traditional oral texts including Aboriginal stories, picture books, various types of print and digital texts, simple 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 Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 3 and 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.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions.

Year 4 Content Descriptions

| Language | |
|--|--|
| Language variation and change | Elaborations |
| 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 (ACELA1487) | <ul style="list-style-type: none"> 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', 'tsunami', 'typhoon', 'amok', 'orang-utan' identifying commonly used words derived from other cultures |
| Language for interaction | Elaborations |

Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488)



- recognising that we can use language differently with our friends and families, but that Standard Australian English is typically used in written school texts and more formal contexts



- recognising that language is adjusted in different contexts, for example in degree of formality when moving between group discussions and presenting a group report



- understanding how age, status, expertise and familiarity influence the ways in which we interact with people and how these codes and conventions vary across cultures



- recognising the importance of using inclusive language



Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)



- 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'



Text structure and organisation

Elaborations

Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)



- becoming familiar with the typical stages and language features of such text types as: simple narrative, procedure, simple persuasion texts and information reports



Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491)



- knowing how authors construct texts that are cohesive and coherent through the use of: pronouns that link to something previously mentioned; determiners (for example 'this', 'that', 'these', 'those', 'the',); text connectives that create links between sentences (for example 'however', 'therefore', 'nevertheless', 'in addition', 'by contrast', 'in summary')



- identifying how participants are tracked through a text by, for example, using pronouns to refer back to noun groups/phrases



- describing how text connectives link sections of a text providing sequences through time, for example 'firstly', 'then', 'next', and 'finally'



Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492)



- exploring texts to identify the use of quotation marks



- experimenting with the use of quotation marks in students' own writing



Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793)



- participating in online searches for information using navigation tools and discussing similarities and differences between print and digital information



Expressing and developing ideas

Elaborations

Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (ACELA1493)



- creating richer, more specific descriptions through the use of noun groups/phrases (for example, in narrative texts, 'their very old Siamese cat'; in reports, 'its extremely high mountain ranges')



Investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494)



- investigating examples of quoted (direct) speech ('He said, "I'll go to the park today"') and reported (indirect) speech ('He told me he was going to the park today') and comparing similarities and differences



Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495)



- investigating in texts how adverb group/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)')



Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1496)



- 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 impact on viewer response



Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)



- building etymological knowledge about word origins (for example 'thermometer') and building vocabulary from research about technical and subject specific topics



Phonics and word knowledge

Elaborations

Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words (ACELA1779)



- applying generalisations for adding affixes, for example 'hope' and 'hoping', 'begin' and 'beginning', 'country' and 'countries'



- building morphemic word families and exploring word origins, for example the prefix 'nat' means source, birth or tribe in 'nature', 'natural' and 'native'



- building morphemic word families and exploring word origins, for example 'tricycle', 'triangle' and 'triple'



- using knowledge of common prefixes and suffixes to spell words and explore their meaning, for example 'friendly', 'calmly' and 'cleverly' and 'misfortune'



Read and write a large core of high frequency words including homophones and know how to use context to identify correct spelling (ACELA1780)



- using meaning and context to determine the spelling of homophones, for example 'there' and 'their', 'no' and 'know'



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 (ACELA1828)



- using phonic generalisations to read and write multisyllabic words with more complex letter combinations, for example 'straightaway' and 'thoughtful'



- recognising unstressed vowels in multisyllabic words and how these vowel sounds are written, for example 'builder' and 'animal'



- using knowledge of sounds and visual patterns to read and write more complex letter combinations that have multiple representations in writing, for example 'boy' and 'boil', 'howl' and 'foul', 'taught' and 'saw'



Literature

Literature and context

Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)



Elaborations

- commenting on how authors have established setting and period in different cultures and times and the relevance of characters, actions and beliefs to their own time



- comparing different authors' treatment of similar themes and text patterns, for example comparing fables and allegories from different cultures and quest novels by different authors



Responding to literature

Elaborations

Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)



- sharing and discussing students' own and others' understanding of the effects of particular literary techniques on their appreciation of texts



- drawing comparisons between multiple texts and students' own experiences. Commenting orally, in written form and in digital reviews on aspects such as: 'Do I recognise this in my own world?'; 'How is this text similar to or different from other texts I've read?'; 'How common is it to human experience in the real world?'; 'What new ideas does it bring?'; 'How do they fit with what I believe?'



Use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604)



- examining the author's description of a character's appearance, behaviour and speech and noting how the character's development is evident through his or her dialogue and changing relationships and the reactions of other characters to him or her



- sharing views using appropriate metalanguage (for example 'The use of the adjectives in describing the character really helps to create images for the reader')



Examining literature

Elaborations

Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605)



- examining the author's description of a character's appearance, behaviour and speech and noting how the character's development is evident through his or her dialogue and changing relationships and the reactions of other characters to him or her



- identifying pivotal points in the plot where characters are faced with choices and commenting on how the author makes us care about their decisions and consequences



Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns (ACELT1606)



- defining spoonerisms, neologisms and puns and exploring how they are used by authors to create a sense of freshness, originality and playfulness



- discussing poetic language, including unusual adjectival use and how it engages us emotionally and brings to life the poet's subject matter, for example 'He grasps the crag with crooked hands' (Alfred, Lord Tennyson); 'Wee ... tim'rous beastie' (Robert Burns)



Creating literature

Elaborations

Create literary texts that explore students' own experiences and imagining (ACELT1607)



- drawing upon literary texts students have encountered and experimenting with changing particular aspects, for example the time or place of the setting, adding characters or changing their personalities, or offering an alternative point of view on key ideas



Create literary texts by developing storylines, characters and settings (ACELT1794)



- collaboratively plan, compose, sequence and prepare a literary text along a familiar storyline, using film, sound and images to convey setting, characters and points of drama in the plot



Literacy

Texts in context

Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686)



Elaborations

- viewing documentaries and news footage from different periods, comparing the style of presentation, including costumes and iconography with contemporary texts on similar topics and tracking changing views on issues, for example war, race, gender



Interacting with others

Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)



Elaborations

- making notes about a task, asking questions to clarify or follow up information, and seeking assistance if required



- discussing levels of language — slang, colloquial (everyday) and formal language — and how their appropriateness changes with the situation and audience. Presenting ideas and opinions at levels of formality appropriate to the context and audience



Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688)



- participating in pair, group, class and school speaking and listening situations, including informal conversations, class discussions and presentations



- developing appropriate speaking and listening behaviours including acknowledging and extending others' contributions, presenting ideas and opinions clearly and coherently



- choosing a variety of appropriate words and prepositional phrases, including descriptive words and some technical vocabulary, to communicate meaning accurately



- exploring the effects of changing voice tone, volume, pitch and pace in formal and informal contexts



Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689)



- reporting on a topic in an organised manner, providing relevant facts and descriptive detail to enhance audience understanding, and beginning to refer to reliable sources to support claims



Interpreting, analysing, evaluating

Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)



Elaborations

- describing the language which authors use to create imaginary worlds; how textual features such as headings, subheadings, bold type and graphic organisers are used to order and present information, and how visual codes are used, for example those used in advertising to represent children and families so that viewers identify with them



Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1691)



- reading new and different kinds of texts with the use of established word identification strategies, including knowledge of the topic and of text type together with self monitoring strategies; including rereading, self questioning and pausing, and including self correction strategies such as confirming and cross-checking



- reading aloud with fluency and expression



- reading a wide range of different types of texts for pleasure



Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)



- making connections between the text and students' own experience and other texts



- making connections between information in print and images



- building and using prior knowledge and vocabulary



- finding specific literal information



- asking and answering questions



- creating mental images

- finding the main idea of a text



- inferring meaning from the ways communication occurs in digital environments including the interplay between words, images, and sounds



- bringing subject and technical vocabulary and concept knowledge to new reading tasks, selecting and using texts for their pertinence to the task and the accuracy of their information



Creating texts

Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694)



Elaborations

- using research from print and digital resources to gather ideas, integrating information from a range of sources; selecting text structure and planning how to group ideas into paragraphs to sequence content, and choosing vocabulary to suit topic and communication purpose



- using appropriate simple, compound and complex sentences to express and combine ideas



- using grammatical features including different types of verb groups/phrases, noun groups/phrases, adverb groups/phrases and prepositional phrases for effective descriptions as related to purpose and context (for example, development of a character's actions or a description in a report)



Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695)



- 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 piece



Write using clearly-formed joined letters, and develop increased fluency and automaticity (ACELY1696)



- using handwriting fluency with speed for a wide range of tasks

Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697)



- identifying and selecting appropriate software programs for constructing text



Year 4 Achievement Standard

Receptive modes (listening, reading and viewing)

By the end of Year 4, students understand that texts have different text structures depending on purpose and context. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts

They fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words. They express preferences for particular types of texts, and respond to others' viewpoints. They listen for and share key points in discussions.

Productive modes (speaking, writing and creating)

Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas.

Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, re-reading and editing their work to improve meaning.

Year 5

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the 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 Years 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments.






















Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction and dramatic performances.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 5 and 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.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, explanations and discussions.

Year 5 Content Descriptions

| Language | |
|---|---|
| Language variation and change | Elaborations |
| <p>Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)</p> <p>     </p> | <ul style="list-style-type: none"> 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 <p>  </p> <ul style="list-style-type: none"> exploring examples of words in which pronunciation, writing and meaning has changed over time, including words from a range of cultures <p>  </p> |
| Language for interaction | Elaborations |
| <p>Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501)</p> <p>     </p> | <ul style="list-style-type: none"> identifying ways in which cultures differ in making and responding to common requests, for example periods of silence, degrees of formality <p>  </p> |

Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)



- 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 'David and Margaret both agree that it is the best film this year') and reflecting on the effect of these different choices



Text structure and organisation

Elaborations

Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)



- becoming familiar with the typical stages and language features of such text types as: narrative, procedure, exposition, explanation, discussion and informative text and how they can be composed and presented in written, digital and multimedia forms



Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (ACELA1505)



- 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')



Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (ACELA1506)



- learning that in Standard Australian English regular plural nouns ending in 's' form the possessive by adding just the apostrophe, for example 'my parents' car'
- 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'



Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation (ACELA1797)



Expressing and developing ideas

Elaborations

Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507)

 **W** **L** **S** **R**

- knowing that complex sentences make connections between ideas, such as: to provide a reason, for example 'He jumped up because the bell rang.'; to state a purpose, for example 'She raced home to confront her brother.'; to express a condition, for example 'It will break if you push it.'; to make a concession, for example 'She went to work even though she was not feeling well.'; to link two ideas in terms of various time relations, for example 'Nero fiddled while Rome burned.'

- knowing that a complex sentence typically consists of a main clause and a subordinate clause

Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508)

 **W** **L** **S** **R**

- learning how to expand a description by combining a related set of nouns and adjectives – 'Two old brown cattle dogs sat on the ruined front veranda of the deserted house'

- 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)

Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations (ACELA1511)

   **W**

- interpreting narrative texts told as wordless picture books

- identifying and comparing sequences of images revealed through different hyperlink choices

Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)

 **W** **L** **S** **R**

- moving from general, 'all-purpose' words, for example 'cut', to more specific words, for example 'slice', 'dice', 'fillet', 'segment'






 

Phonics and word knowledge

Elaborations



Understand how to use knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations to spell new words (ACELA1513)



- talking about how suffixes change over time and new forms are invented to reflect changing attitudes to gender, for example 'policewoman' or 'salesperson'
 
- using knowledge of known words and base words to spell new words, for example the spelling and meaning connections between 'vision', 'television' and 'revision'

- learning that many complex words were originally hyphenated but are now written without a hyphen, for example 'uncommon', 'renew', 'email' and 'refine'

- applying knowledge of spelling generalisations to spell new words, for example 'suitable', 'likeable' and 'collapsible'



Explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word (ACELA1514)



- Using knowledge of word origins and roots and related words to interpret and spell unfamiliar words, and learning about how these roots impact on plurals, for example 'cactus' and 'cacti', 'louse' and 'lice'
 
- understanding how some suffixes change the grammatical form of words, for example 'tion' and 'ment' can change verbs into nouns, 'protect' to 'protection', 'develop' to 'development'

Understand how to use phonic knowledge to read and write less familiar words that share common letter patterns but have different pronunciations (ACELA1829)



- recognising and writing less familiar words that share common letter patterns but have different pronunciations, for example 'journey', 'your', 'tour' and 'sour'









Literature

Literature and context

Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)



Elaborations

- describing how aspects of literature, for example visuals, symbolic elements, dialogue and character descriptions, can convey information about cultural elements, such as beliefs, traditions and customs
  
- identifying variability within cultural contexts in literary texts, recognising the diversity of people's experiences within a cultural group such as differences in setting and lifestyle between urban and remote Aboriginal and Torres Strait Islander peoples
   

Responding to literature

Elaborations

Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)



- posing and discussing questions, such as 'Should this character have behaved as they did?', and beginning to make balanced judgments about the dilemmas characters face and relative merit and harm



Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795)



- orally, in writing or using digital media, giving a considered interpretation and opinion about a literary text, recognising that a student's view may not be shared by others and that others have equal claims to divergent views



Examining literature

Elaborations

Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)



- 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



- 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



- examining the narrative voice in texts from Aboriginal and Torres Strait Islander traditions, which include perspectives of animals and spirits, about how we should care for the Earth, for example reflecting on how this affects significance, interpretation and response



Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)



- discussing how figurative language including simile and metaphor can make use of a comparison between different things, for example 'My love is like a red, red rose'; 'Tyger!, Tyger! burning bright, In the forests of the night'; and how by appealing to the imagination, it provides new ways of looking at the world



- investigating the qualities of contemporary protest songs, for example those about Indigenous peoples and those about the environment



Creating literature

Elaborations

Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612)



- using texts with computer-based graphics, animation and 2D qualities, consider how and why particular traits for a character have been chosen



Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)



- 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 - in order to experiment with new, creative ways of communicating ideas, experiences and stories in literary texts



Literacy

Texts in context

Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698)



Elaborations

- 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



Interacting with others

Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699)



Elaborations

- asking specific questions to clarify a speaker's meaning, making constructive comments that keep conversation moving, reviewing ideas expressed and conveying tentative conclusions



Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)



- participating in pair, group, class and school speaking and listening situations, including informal conversations, discussions and presentations



- 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










































- 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



- experimenting with voice effects in formal presentations such as tone, volume, pitch and pace, recognising the effects these have on audience understanding



| <p>Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)</p> <p>     </p> | <ul style="list-style-type: none"> planning a report on a topic, sequencing ideas logically and providing supporting detail, including graphics, sound and visuals to enhance audience engagement and understanding <p> </p> |
|--|--|
| Interpreting, analysing, evaluating | Elaborations |
| <p>Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)</p> <p>     </p> | <ul style="list-style-type: none"> 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 <p>  </p> |
| <p>Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)</p> <p>  </p> | <ul style="list-style-type: none"> bringing subject and technical vocabulary and concept knowledge to new reading tasks <p> </p> <ul style="list-style-type: none"> selecting and using texts for their pertinence to the task and the accuracy of their information <p> </p> <ul style="list-style-type: none"> using word identification, self-monitoring and self-correcting strategies to access material on less familiar topics, skimming and scanning to check the pertinence of particular information to students' topic and task <p>  </p> <ul style="list-style-type: none"> reading a wide range of imaginative, informative and persuasive texts for pleasure and to find and use information <p> </p> |
| <p>Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)</p> <p>      </p> | <ul style="list-style-type: none"> 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 <p>  </p> |
| Creating texts | Elaborations |

Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)



- using research from print and digital resources to gather and organise information for writing



- selecting an appropriate text structure for the writing purpose and sequencing content according to that text structure, introducing the topic, and grouping related information in well-sequenced paragraphs with a concluding statement



- using vocabulary, including technical vocabulary, appropriate to purpose and context



- using paragraphs to present and sequence a text



- using appropriate grammatical features, including more complex sentences and relevant verb tense, pronoun reference, adverb and noun groups/phrases for effective descriptions



Re-read and edit student's own and others' work using agreed criteria for text structures and language features (ACELY1705)



- editing for flow and sense, organisation of ideas and choice of language, revising and trying new approaches if an element is not having the desired impact



Develop a handwriting style that is becoming legible, fluent and automatic (ACELY1706)



- using handwriting with increasing fluency and legibility appropriate to a wide range of writing purposes



Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707)



- writing letters in print and by email, composing with increasing fluency, accuracy and legibility and demonstrating understanding of what the audience may want to hear



Year 5 Achievement Standard

Receptive modes (listening, reading and viewing)

By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.

When reading, they encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.

Productive modes (speaking, writing and creating)

Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.

Students create imaginative, informative and persuasive texts for different purposes and audiences. They make presentations which include multimodal elements for defined purposes. They contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar using a variety of sentence types. They select specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning.

Year 6

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the 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 Years 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments.
















Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 5 and 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.

Students create a range of imaginative, informative and persuasive types of texts such as narratives, procedures, performances, reports, reviews, explanations and discussions.

Year 6 Content Descriptions

| Language | |
|--|---|
| Language variation and change | Elaborations |
| <p>Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (ACELA1515)</p> <p>     </p> | <ul style="list-style-type: none"> recognising that there are more than 150 Aboriginal languages and two Torres Strait Islander languages and that they relate to geographic areas in Australia     recognising that all languages and dialects are of equal value, although we use different ones in different contexts, for example the use of Standard Australian English, Aboriginal English and forms of Creole used by some Torres Strait Islander groups and some of Australia's near neighbours      |
| Language for interaction | Elaborations |

Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516)



- identify and appreciate differences in language used in diverse family settings



Understand the uses of objective and subjective language and bias (ACELA1517)



- 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)



- differentiating between reporting the facts (for example in a news story) and providing a commentary (for example in an editorial)



Text structure and organisation

Elaborations

Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)



- 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



- 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 points of view and concern for their welfare



Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520)



- noting how a general word is often used for a more specific word already mentioned, for example 'Look at those apples. Can I have one?'



- recognising how cohesion can be developed through repeating key words or by using synonyms or antonyms



- observing how relationships between concepts can be represented visually through similarity, contrast, juxtaposition, repetition, class-subclass diagrams, part-whole diagrams, cause-and-effect figures, visual continuities and discontinuities



Understand the uses of commas to separate clauses (ACELA1521)



- identifying different uses of commas in texts



Expressing and developing ideas

Elaborations

Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522)



- investigating how the choice of conjunctions enables the construction of complex sentences to extend, elaborate and explain ideas, for example 'the town was flooded when the river broke its banks' and 'the town was flooded because the river broke its banks'



Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523)



- knowing that verbs often represent actions and that the choice of more expressive verbs makes an action more vivid (for example 'She ate her lunch' compared to 'She gobbled up her lunch')



- knowing that adverb groups/phrases and prepositional phrases can provide important details about a happening (for example, 'At nine o'clock the buzzer rang loudly throughout the school') or state (for example, 'The tiger is a member of the cat family')



- knowing the difference between the simple present tense (for example 'Pandas eat bamboo.') and the simple past tense (for example 'She replied.')



- knowing that the simple present tense is typically used to talk about either 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, as in information reports (for example, 'Bears hibernate in winter')



- knowing that there are various ways in English to refer to future time, for example auxiliary 'will', as in 'She will call you tomorrow'; present tense, as in 'Tomorrow I leave for Hobart'; and adverbials of time, as in 'She arrives in the morning'



Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)



- observing how sequential events can be represented visually by a series of images, including comic strips, timelines, photo stories, procedure diagrams and flowcharts, life-cycle diagrams, and the flow of images in picture books



- observing how concepts, information and relationships can be represented visually through such images as tables, maps, graphs, diagrams, and icons








































Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)



- identifying (for example from reviews) the ways in which evaluative language is used to assess the qualities of the various aspects of the work in question



| Phonics and word knowledge | Elaborations |
|--|--|
| <p>Understand how to use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words (ACELA1526)</p> <p> W R</p> | <ul style="list-style-type: none"> • 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', 'decathlon' and 'pentathlon'  • applying accumulated knowledge of a wide range of letter patterns and spelling generalisations to spell new words, for example 'vacuum', 'yacht', 'ratio' and 'synthesis'  • expanding knowledge of prefixes and suffixes and exploring meaning relationships between words for example 'disappearance', 'submarine', 'subterranean', 'poisonous' and 'nervous'  • applying accumulated knowledge of a wide range of letter patterns and spelling generalisations to spell new words, for example knowing how and why these words are spelt as follows: 'reliability', 'handkerchief' 'receive', 'lollies', 'trolleys', 'climbing', 'designed' and 'emergency'  • spelling technical words by applying morphemic knowledge, for example 'metaphorical', 'biology' and 'biodegradable'  • learning about words from other languages, for example 'umbrella' comes from the Italian word ombrello, and the word for 'yabby' is derived from the Aboriginal word 'yabij'   |
| <p>Understand how to use phonic knowledge and accumulated understandings about blending, letter-sound relationships, common and uncommon letter patterns and phonic generalisations to read and write increasingly complex words (ACELA1830)</p> <p> W R</p> | <ul style="list-style-type: none"> • using phonic generalisations to read and write complex words with uncommon letter patterns, for example 'pneumonia', 'resuscitate' and 'vegetation'  |
| Literature | |
| Literature and context | Elaborations |
| <p>Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)</p> <p>    W L S R</p> | <ul style="list-style-type: none"> • recognising 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    |

| Responding to literature | Elaborations |
|--|---|
| <p>Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)</p> <p>  W L S R</p> | <ul style="list-style-type: none"> 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 style and register <p> </p> |
| <p>Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)</p> <p>  L S R</p> | <ul style="list-style-type: none"> 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') <p></p> |
| Examining literature | Elaborations |
| <p>Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT1616)</p> <p>  W L S R</p> | <ul style="list-style-type: none"> exploring two or more texts by the same author, drawing out the similarities, for example subject or theme, characterisation, text structure, plot development, tone, vocabulary, sense of voice, narrative point of view, favoured grammatical structures and visual techniques in sophisticated picture books <p> </p> |
| <p>Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617)</p> <p>  W L S R</p> | <ul style="list-style-type: none"> identifying how language choice and imagery build emotional connection and engagement with the story or theme describing how a character's experience expressed through a verse novel impacts on students personally, how the author controls the revelation of the experiences and how the verse story builds meaning to its climax when we understand the whole <p>  </p> |
| Creating literature | Elaborations |
| <p>Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)</p> <p>  W R</p> | <ul style="list-style-type: none"> creating narratives in written, spoken or multimodal/digital format for more than one specified audience, requiring adaptation of narrative elements and language features planning and creating texts that entertain, inform, inspire and/or emotionally engage familiar and less-familiar audiences <p> </p> |

Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)



- selecting and using sensory language to convey a vivid picture of places, feelings and events in a semi-structured verse form



Literacy

Texts in context

Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)



Elaborations

- identifying and exploring news reports of the same event, and discuss the language choices and point of view of the writers



- using display advertising as a topic vehicle for close analysis of the ways images and words combine for deliberate effect including examples from the countries of Asia (for example comparing Hollywood film posters with Indian Bollywood film posters)



Interacting with others

Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)



Elaborations

- using strategies, for example pausing, questioning, rephrasing, repeating, summarising, reviewing and asking clarifying questions



- exploring personal reasons for acceptance or rejection of opinions offered and linking the reasons to the way our cultural experiences can affect our responses



- recognising that closed questions ask for precise responses while open questions prompt a speaker to provide more information



Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)



- participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations



- using effective strategies for dialogue and discussion in range of familiar and new contexts, including speaking clearly and coherently and at appropriate length, acknowledging and extending the contributions of others, asking pertinent questions and answering others' questions



- choosing vocabulary and spoken text and sentence structures for particular purposes and audiences, adapting language choices to meet the perceived audience needs, such as recounting an excursion to a younger class or welcoming a visitor to a school function



- experimenting with voice effects for different audiences and purposes, such as tone, volume, pitch and pace, recognising the effects these have on audience understanding and engagement



Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710)



- using technologies to collaboratively prepare a humorous, dynamic group view on a debatable topic, such as 'Kids should be allowed to read and view what they like,' to be presented to teachers and parents



Interpreting, analysing, evaluating

Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)



Elaborations

- comparing the structures and 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



Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712)



- bringing subject and technical vocabulary and concept knowledge to new reading tasks, selecting, evaluating and using texts for their pertinence to the task and the accuracy of their information



- using word identification, self-monitoring and self-correcting strategies



- using research skills including identifying research purpose, locating texts, gathering and organising information, evaluating and using information



- identifying and using texts for a wide range of purposes, selecting texts by favourite authors and trying new ones



Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)



- making connections between the text and students' own experience or other texts



- making connections between information in print and images



- finding specific literal information



- using prior knowledge and textual information to make inferences and predictions



- asking and answering questions



- finding the main idea of a text



- summarising a text or part of a text



Analyse strategies authors use to influence readers (ACELY1801)



- identify how authors use language to position the reader and give reasons



Creating texts

Elaborations

Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)



- creating informative texts for two different audiences, such as a visiting academic and a Year 3 class, that explore an aspect of biodiversity



- using rhetorical devices, images, surprise techniques and juxtaposition of people and ideas and modal verbs and modal auxiliaries to enhance the persuasive nature of a text, recognising and exploiting audience susceptibilities



Re-read and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1715)



- editing for coherence, sequence, effective choice of vocabulary, opening devices, dialogue and description, humour and pathos, as appropriate to the task and audience



Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose (ACELY1716)



- using handwriting efficiently as a tool for a wide range of formal and informal text creation tasks



Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717)



- selecting and combining software functions as needed to create texts



Year 6 Achievement Standard

Receptive modes (listening, reading and viewing)

By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.

Students compare and analyse information in different and complex texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others' ideas.

Productive modes (speaking, writing and creating)

Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used.

Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. They use accurate spelling and punctuation for clarity and make and explain editorial choices based on criteria.

Year 7

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the 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 Years 7 and 8, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.















Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 7 and 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.

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.

Year 7 Content Descriptions

| Language | |
|---|--|
| Language variation and change | Elaborations |
| <p>Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating (ACELA1528)</p> <p>      </p> | <ul style="list-style-type: none"> exploring languages and dialects through building webcam relationships with schools across Australia and Asia <p>    </p> <ul style="list-style-type: none"> 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 like texting, emoticons and email <p> </p> |
| Language for interaction | Elaborations |

Understand how accents, styles of speech and idioms express and create personal and social identities (ACELA1529)



- 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



- developing dialogues authentic to characters in comics, cartoons and animations



Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources (ACELA1782)



- defending points of view in reading circle discussions



- responding to points of view by developing and elaborating on others' responses



- building a knowledge base about words of evaluation, including words to express emotional responses to texts, judgment of characters and their actions, and appreciation of the aesthetic qualities of text



Text structure and organisation

Elaborations

Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors (ACELA1531)



- learning about the structure of the book or film review and how it moves from context description to text summary and then to a text judgment



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 and topic sentences, indexes or site maps or breadcrumb trails for online texts (ACELA1763)



- analysing the structure of media texts such as television news items and broadcasts and various types of newspaper and magazine articles



- writing structured paragraphs for use in a range of academic settings such as paragraph responses, reports and presentations



Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses (ACELA1532)



- discussing how qualifying statements add meaning to opinions and views in spoken texts



Expressing and developing ideas

Elaborations

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 (ACELA1534)

 **W** **L** **R**

- identifying and experimenting with a range of clause types and discussing the effect of these in the expression and development of ideas



Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (ACELA1536)

 **W** **L** **S** **R**

- observing and discussing how a sense of certainty, probability and obligation is created in texts



Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (ACELA1764)

  **W** **R**

- comparing choices for point of view in animations, advertisements and other persuasive texts



- comparing how different advertisements use visual elements to advertise the same product



- experimenting with digital storytelling conventions to create personal reflections on shared experiences



Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language (ACELA1537)

  **W** **L** **S** **R**

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 (ACELA1539)

 **W** **S** **R**

Literature

Literature and context

Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)

    **W** **L** **S** **R**

Elaborations

- building knowledge, understanding and skills in relation to the history, culture, and literary heritage of Aboriginal and Torres Strait Islander peoples



- identifying and explaining differences between points of view in texts, for example contrasting the city and the bush or different perspectives based on culture, gender or age



Responding to literature

Elaborations

Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620)



- exploring concepts about the criteria for heroism and testing these criteria in a range of texts, including more complex ones where the hero may be flawed



- establishing forums for discussing the relative merits of fiction and film texts



- comparing personal viewpoints on texts and justifying responses in actual and virtual discussions



Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)



- identifying stereotypes, prejudice and oversimplifications in texts



- exploring ethical issues in literary texts drawing on a range of examples from the texts to illustrate and substantiate the views expressed



Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803)



Examining literature

Elaborations

Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)



- analysing and explaining the structure and features of short stories discussing the purposes and appeal of different authorial choices for structure and language



- exploring traditional stories from Asia and discussing their engaging features, for example use of the oral mode, visual elements, verse, use of puppets to convey the narrative



- analysing writers' depictions of challenges in texts, for example those faced by Aboriginal and Torres Strait Islander people



- discussing a text's intended audience, whether the text is typical of its type and whether it has fulfilled its purpose






































Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels (ACELT1623)



- experiencing the sound and rhythm of poetry, and using metalanguage, for example 'refrain' and 'chant', to discuss the layers of meaning that are created



| Creating literature | Elaborations |
|---|---|
| <p>Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625)</p> <p>  W R</p> | <ul style="list-style-type: none"> using aspects of texts in imaginative recreations such as re-situating a character from a text in a new situation   imagining a character's life events (for example misadventures organised retrospectively to be presented as a series of flashbacks in scripted monologue supported by single images), making a sequel or prequel or rewriting an ending   creating chapters for an autobiography, short story or diary   |
| <p>Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour (ACELT1805)</p> <p>  W L S</p> | <ul style="list-style-type: none"> experimenting with different narrative structures such as the epistolary form, flashback, multiple perspectives  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    drawing on literature and life experiences to create a poem, for example ballad, series of haiku    |
| Literacy | |
| Texts in context | Elaborations |
| <p>Analyse and explain the effect of technological innovations on texts, particularly media texts (ACELY1765)</p> <p>   W R</p> | <ul style="list-style-type: none"> investigating the influence on written language of communicative technologies like SMS, text, email and Twitter    analysing the impact of interactive elements of digital magazines    |
| Interacting with others | Elaborations |
| <p>Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition (ACELY1719)</p> <p>   W L S</p> | <ul style="list-style-type: none"> identifying, discussing and interpreting ideas and concepts that other individuals and groups value    identifying key evidence supporting an argument in a discussion between two speakers    |

Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning (ACELY1804)



- participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations



- 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



- choosing vocabulary and spoken text and sentence structures for particular purposes and audiences, adapting language choices to meet the perceived audience needs, such as debating a topic with a team from another school, introducing a speaker at a school function



- selecting voice effects for different audiences and purposes, such as tone, volume, pitch and pace, recognising the effects these have on audience understanding and engagement



Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing (ACELY1720)



- 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



Interpreting, analysing, evaluating

Elaborations

Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)



- identifying the purpose and possible audience for a text



- explaining the relationship between text features and structures and audience and purpose, such as identifying which group would be the most likely target for the information in an advertisement and justifying why on the basis of textual features



Use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722)



- identifying cause and effect in explanations and how these are used to convince an audience of a course of action



- inferring the tone and emotional intent of a character in dialogue in a narrative



Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723)



Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences (ACELY1724)



Creating texts

Elaborations

Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)



- 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



- using appropriate textual conventions, create scripts for interviews, presentations, advertisements and radio segments



- writing and delivering presentations with specific rhetorical devices to engage an audience



Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726)



- using collaborative technologies to jointly construct and edit texts



Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (ACELY1727)



Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728)



- understanding conventions associated with particular kinds of software and using them appropriately, for example synthesising information and ideas in dot points and sequencing information in presentations or timing scenes in animation



Year 7 Achievement Standard

Receptive modes (listening, reading and viewing)

By the end of Year 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning.

Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. They listen for and explain different perspectives in texts.

Productive modes (speaking, writing and creating)

Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect.

Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation.

Year 8

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the 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 Years 7 and 8, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.











Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.


























The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 7 and 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.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and continue to create literary analyses and transformations of texts.

Year 8 Content Descriptions

| Language | |
|--|---|
| Language variation and change | Elaborations |
| <p>Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return (ACELA1540)</p> <p>       </p> | <ul style="list-style-type: none"> exploring examples of Singlish (Singapore English) from a Singlish dictionary <p>    </p> investigating borrowings from a range of languages into English, for example from French and Italian <p>  </p> |
| Language for interaction | Elaborations |

| <p>Understand how conventions of speech adopted by communities influence the identities of people in those communities (ACELA1541)</p> <p>  W L S R</p> | <ul style="list-style-type: none"> understanding that our use of language helps to create different identities, for example teenage groups and sportspeople have adopted particular words or ways of speaking <p> </p> |
|--|--|
| <p>Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (ACELA1542)</p> <p>  L S</p> | <ul style="list-style-type: none"> identifying and evaluating examples of how rhetorical devices reveal the dark or serious aspects of a topic in ways that cause laughter or amusement, for example by making a statement but implying/meaning the opposite (irony); exaggerating or overstating something (hyperbole); imitating or sending up something (parody), and making something appear less serious than it really is (understatement) <p> </p> |
| Text structure and organisation | Elaborations |
| <p>Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication (ACELA1543)</p> <p>  W L S R</p> | <ul style="list-style-type: none"> discussing how particular perspectives of the same event are portrayed through the combination of images and words in various media texts <p>  </p> |
| <p>Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims (ACELA1766)</p> <p> W R</p> | <ul style="list-style-type: none"> writing paragraphs of extended length that explain and substantiate a particular personal viewpoint <p> </p> |
| <p>Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives (ACELA1809)</p> <p> W R</p> | <ul style="list-style-type: none"> interpreting complex sentence structures through reading aloud literary texts such as sonnets or plays using cohesive devices when writing complex texts <p> </p> |
| <p>Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts (ACELA1544)</p> <p> W R</p> | <ul style="list-style-type: none"> creating dialogue in drama showing interruptions, asides and pauses for effect <p></p> |
| Expressing and developing ideas | Elaborations |
| <p>Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause (ACELA1545)</p> <p>  W R</p> | <ul style="list-style-type: none"> evaluating how speechmakers influence audiences through specific language features such as the use of embedded clauses to add information <p> </p> |

Understand the effect of nominalisation in the writing of informative and persuasive texts (ACELA1546)



- analysing formal and persuasive texts to identify and explain language choices such as nominalisation



Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning (ACELA1548)



- comprehending a series of static images and combinations of language and images in a picture book, for example title, setting, characters, actions, as well as technical elements including position, size, colour, angle, framing, point of view



- analysing the relationship between visual elements and text in non-fiction texts such as documentaries, television news, online newspapers and digital magazines



Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts (ACELA1547)



- experimenting with vocabulary choices in a range of written and spoken texts and assessing the different effects these choices generate



Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations (ACELA1549)



- understanding the different ways complex words are constructed and, when spelling these words, drawing on morphemic knowledge and knowledge of unusual letter combinations



Literature

Literature and context

Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT1626)



Elaborations

- investigating texts about Aboriginal and Torres Strait Islander history from different sources and explaining differing viewpoints



- comparing attitudes and ideas in texts drawn from contexts that are different to students' own



Explore the interconnectedness of Country/Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (ACELT1806)



- identifying and describing the ways films suggest Country/Place and Identity through language features such as image, soundtrack and narrative control






















































- selecting aspects of a text related to Country/Place, People, Identity and Culture and adapt it for a new context, noting if changes in one aspect will result in changes in another



- explaining how individual interpretations of these aspects are influenced by students' own knowledge, values and cultural assumptions



| Responding to literature | Elaborations |
|---|---|
| <p>Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (ACELT1627)</p> <p>     </p> | <ul style="list-style-type: none"> discussing the relative merits of literary texts and comparing and evaluating personal viewpoints on texts <p>  </p> |
| <p>Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups (ACELT1628)</p> <p>      </p> | <ul style="list-style-type: none"> recognising the similarities and differences between types of texts (for example a complex picture book and a feature film) in order to understand how different combinations of words and images lead readers to interpret visual texts in particular ways, according to audience, purpose and context <p>  </p> |
| <p>Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807)</p> <p>    </p> | <ul style="list-style-type: none"> analysing arguments for and against a particular issue in current community debates and justifying a personal stance <p>   </p> |
| Examining literature | Elaborations |
| <p>Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities (ACELT1629)</p> <p>    </p> | <ul style="list-style-type: none"> exploring how some writers use terse and relatively simple language choices while others use more elaborate and complex syntax <p> </p> <ul style="list-style-type: none"> examining the language patterns, including sentence patterns, in a range of short texts and discussing the effect on readers' interpretation of these choices <p> </p> <ul style="list-style-type: none"> writing or speaking about a literary text and outlining the impact of the text on a listener, viewer or reader, for example in a journal in which students reflect on their personal responses and on how language and structural features in the text contribute to its impact <p> </p> <ul style="list-style-type: none"> discussing, debating and assessing remakes of literary texts and their effectiveness and purpose <p> </p> <ul style="list-style-type: none"> discussing, debating and assessing book or film series, sequels, prequels, fan fiction sites, tie-in publications or merchandise <p> </p> |
| <p>Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts (ACELT1630)</p> <p>     </p> | <ul style="list-style-type: none"> understanding that tone (serious, bitter, sincere, amused) indicates attitude to the subject and to readers/listeners, who can identify or judge tone through past experience and language clues in the text <p> </p> |

Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (ACELT1767)



- select an aspect of a text such as a sentence pattern or an image or word and adapt it for a new context explaining how the change will affect meaning



Creating literature

Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (ACELT1632)



Elaborations

- creating literary interpretations of short stories based on understanding and analysis of their context, narrative structure (including the twist at the end), layers of meaning, themes, point of view and style



- combining visual and digital elements to create layers of meaning for serious and humorous purposes



Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts (ACELT1768)



- creating and performing scripts for short plays that make use of the affordances of visual, verbal and additional modes (for example music) to create atmosphere, to deepen interpretation of verbal meaning and to enhance the drama of a performance



Literacy

Texts in context

Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication (ACELY1729)



Elaborations

- identifying and explaining how mobile technologies are influencing language uses and structures



- analysing the ways that identity may be created in digital contexts



- identifying how meanings or words change or shift depending on context, for example the word 'cool' is used to describe temperature or to express approval when used in informal contexts



Interacting with others

Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives (ACELY1730)



Elaborations

- listen to a conversation or speech and identify the point being made and explain the tone and manner of presentation. Change the focus of the conversation or speech and identify how meaning has changed



- change the tone in which the speech or conversation is presented and discuss how interpretations can also change.



Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects (ACELY1808)



- participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations



- 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



- choosing vocabulary and spoken text and sentence structures for particular purposes and audiences, such as debating a topic with a team from another school, creating a voiceover for a media presentation, and adapting language choices such as use of similes, metaphors and personification, to meet perceived audience needs



- selecting voice 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



Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints (ACELY1731)



- creating texts that express views and values other than students' own



- researching subject matter on social issues and/or relationships and presenting ideas in particular ways to appeal to different audiences



Interpreting, analysing, evaluating

Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (ACELY1732)



Elaborations

- evaluating an author's use of particular textual structures and language features in achieving the representation of a point of view



- making assertions about the sufficiency and adequacy of information or evidence and the credibility of sources



- exploring texts that attempt to solve moral problems in a particular way, for example by consideration of consequences or rights/duties, and by identifying strengths as well as problems that arise from this approach



Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (ACELY1733)



- identifying the meaning of a wide range of words, including technical and literary language in various contexts



- using print and digital/online thesauruses and dictionaries of synonyms, antonyms and homonyms and subject-specific dictionaries



Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view (ACELY1734)



- reflecting on content by connecting and comparing information found in a text to knowledge sourced elsewhere



- determining and applying criteria for evaluating the credibility of a website



- explaining whether the author conveys meaning adequately, particularly in distinguishing fact from opinion



Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener (ACELY1735)



- 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



Creating texts

Elaborations

Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736)



- integrating multimodal approaches within a spoken presentation to purposefully develop meaning for a given audience



- selecting vocabulary to influence meaning and to position and persuade the audience, for example adjusting language to show or acknowledge power



Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts (ACELY1810)



- experimenting with text structures and language features, for example paragraph order and content, language choices or mode of delivery, to refine and clarify ideas and to improve text effectiveness



- combining verbal, visual and sound elements in imaginative multimodal texts



- ordering paragraphs to best support and sustain an argument and to organise and convey information clearly



Use a range of software, including word processing programs,
to create, edit and publish texts imaginatively (ACELY1738)



Year 8 Achievement Standard

Receptive modes (listening, reading and viewing)

By the end of Year 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts.

Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. They listen for and identify different emphases in texts, using that understanding to elaborate on discussions.

Productive modes (speaking, writing and creating)

Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they make to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways.

Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

Year 9

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the 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 Years 9 and 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.






Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital 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 the contemporary media and the differences between media texts.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 9 and 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/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.

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.

Year 9 Content Descriptions

| Language | |
|--|--|
| Language variation and change | Elaborations |
| <p>Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing (ACELA1550)</p> <p> W L S R</p> | <ul style="list-style-type: none"> identifying some of the changes in the grammar of English over time, for example from 'thee' and 'thou' to 'you' <p> </p> <ul style="list-style-type: none"> exploring examples of 'Globish' English <p> </p> |
| Language for interaction | Elaborations |

Understand that roles and relationships are developed and challenged through language and interpersonal skills (ACELA1551)



- identifying the various communities to which students belong and how language reinforces membership of these communities (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, the commonalities in migrant and cultural groups)



Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor (ACELA1552)



- comparing texts that use evaluative language in different ways – print advertisements, editorials, talkback radio and poetry – and identifying wordings that appraise things indirectly, through evocative language, similes and metaphors that direct the views of the readers in particular ways



Text structure and organisation

Elaborations

Understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553)



- experimenting with ways to present personal viewpoints through innovating with texts



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 (ACELA1770)



- sequencing and developing an argument using basic language structures that suggest conclusions ('therefore', 'thus' and 'so') or give reasons ('since', 'because') or suggest conditionals ('if... then')



Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (ACELA1556)



- experimenting with the use of colons and semicolons in expositions and other extended writing to improve precision and clarity of expression



- investigating instances of colons and semicolons in expository texts and discuss their uses in elaborating on and clarifying ideas in complex sentences



Expressing and developing ideas

Elaborations

Explain how authors creatively use the structures of sentences and clauses for particular effects (ACELA1557)



- identifying and analysing aspects of rhetoric in speeches drawn from contemporary and earlier contexts and students creating speeches of their own



Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text (ACELA1559)



- exploring sections of academic and technical texts and analysing the use of abstract nouns to compact and distil information, structure argument and summarise preceding explanations



Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560)



- investigating the use of symbols, for example the flag, the digger's hat and the Southern Cross in images, films and picture books, and evaluating their contribution to viewers' understanding of issues, for example national identity, recognising that visual and verbal symbols have different meanings for different groups



Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (ACELA1561)



- 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



- identifying examples of acronyms, abbreviations and proprietary words which are used creatively in texts



Understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech (ACELA1562)



Literature

Literature and context

Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633)



Elaborations

- exploring and reflecting on representations of values (for example love, freedom, integrity) in literature drawn from cultures and times different from the students' own
- exploring and reflecting on personal understanding of the world and human experience, interpreted in literature drawn from cultures and times different from the students' own
- reviewing historical fiction or nonfiction written by and about the peoples of Asia
- analysing literary texts created by and about Aboriginal and Torres Strait Islander peoples (including documentaries, picture books, print texts and other multimodal texts) and also texts including film produced by and about peoples of Asian background, and considering the different ways these texts represent people, places, things and issues



Responding to literature

Elaborations

Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text (ACELT1771)



- interrogating and making judgments about a text, comparing others' ideas against the student's own and reaching an independent decision or shared consensus about the interpretations and ideas expressed



Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context (ACELT1634)



- reflecting on and discussing responses to literature including plot events, setting details, characterisation, themes, structure and language devices used to achieve particular effects, and collaboratively formulating a list of factors that characterise merit



- discussing, debating and evaluating the cinematic qualities and success of a film or new versions of a film



- exploring the ways that context has shaped the representation of particular cultures, such as through the analysis of differing viewpoints in texts about different cultures or by comparing the ways texts from different periods reveal differences in viewpoints (for example differences in the portrayal of migrants in traditional and more contemporary literature)



Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635)



- establishing a wide reading list on a particular issue based on personal preference and establishing reasons for the inclusion of these texts



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 (ACELT1636)



Elaborations

- comparing texts created by the same author to determine literary style, assessing its appeal and presenting this comparison to others



- examining how different authors make use of devices like myth, icons and imagery and evaluating the effect of these choices on audiences



Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes (ACELT1637)



- identifying examples of language devices in a range of poems, ballads or poetic extracts, and considering how their use adds to meaning and may also influence the emotional responses of listeners or readers, in varying ways



- exploring how language devices look or sound in written or spoken texts, how they can be identified, purposes they serve and what effect they might have on how the audience responds



- taking a particular area of study, a topic or theme and examining how different authors make use of devices like myth, icons and imagery in their work



Analyse text structures and language features of literary texts, and make relevant comparisons with other texts (ACELT1772)



- evaluating the effect on readers of text structures and language features of a literary text and comparing these with other texts



- by comparing texts, writing or speaking about how well the author constructed the opening and closing sections of the text and used 'hooks' to keep the reader/viewer/listener engaged and reading on/watching/listening to the end



Creating literature

Elaborations

Create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation (ACELT1773)



Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and pun and the use of hyperlink (ACELT1638)



- making language choices and choosing particular language devices to achieve intended effects, for example building in a surprise or twist in the ending of a short story or final scene of a film



- taking an existing short story, poem, play or speech in print form and creating a short visual text which is accompanied by a sound track containing music and sound effects, and which is intended to amuse audiences who are familiar with the original text



- creating written interpretations of traditional and contemporary literature which employs devices like metaphor, symbol, allegory and myth, and evaluating the contribution of these devices to the interpretation of the text



- creating written interpretations of traditional and contemporary poetry (for example sonnets and contemporary song lyrics) focusing on their use of symbol, myth, icons and imagery



Literacy

Texts in context

Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739)



Elaborations

- comparing perspectives represented in texts from different times and places, including texts drawn from popular culture
- identifying, comparing and creating relationships between texts (including novels, illustrated stories, social issue cartoons, documentaries, multimodal texts)



- reflecting on the notion that all texts build on a body of prior texts in a culture



- analysing and identifying how socio-cultural values, attitudes and beliefs are conveyed in texts, for example comparing and analysing perspectives about an Aboriginal and Torres Strait Islander issue reported in commercial media compared to public and Aboriginal and Torres Strait Islander media



- analysing and interpreting assumptions about groups that have shaped or influenced representations of people, places, events and things and identifying how listeners and readers are positioned by these representations



Interacting with others

Elaborations

Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways (ACELY1740)



- comparing and evaluating bias or stereotyping and presenting findings in discussions and presentations
- identifying and commenting on omissions of information in different texts
- exploring and identifying moral and ethical dimensions of an issue represented in different texts, and how these align or contradict with personal and others' perspectives
- understanding the role of intonation, pausing, punctuation and combinations of clause and rhythm in spoken language

Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects (ACELY1811)



- participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations
- using effective strategies for dialogue and discussion in a range of formal and informal contexts, including speaking clearly and coherently and at appropriate length, presenting a point of view and listening to other viewpoints, and negotiating an agreed position on an issue
- choosing vocabulary, spoken text and sentence structures for particular purposes and audiences, such as debating a topic with a team from another school, creating a voiceover for a media presentation, and adapting language choices such as use of similes, metaphors and personification to meet the perceived audience needs
- selecting voice effects such as tone, volume, pitch and pace for their specific effects, such as putting forward a point of view or attempting to persuade an audience to a course of action

Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (ACELY1741)



- 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, or establishing humour by creating a disjunct between sound, image and spoken text

Interpreting, analysing, evaluating

Elaborations

Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742)



- debating the reliability of the coverage in a range of news media of a contentious issue such as commercial logging of old growth forests



- evaluating techniques used to construct plot and create emotional responses such as comparison, contrast, exaggeration, juxtaposition, the changing of chronological order, or the expansion and compression of time



- constructing questions to frame an analysis of differing representations on moral issues in texts, and including a critical analysis of a personal view in the overall analysis of the issue



- identifying whether two texts may share a common purpose or audience, for example a feature article on a particular website or in a particular newspaper



- analysing how issues are debated and reported in the media in different countries, and the possible reasons for this, for example 'whaling' in Japan and Australia



- analysing and interpreting assumptions about groups that have shaped or influenced representations of people, places, events and things; identifying how listeners, viewers and readers are positioned by these representations, and supporting identified points with examples



Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension (ACELY1743)



- predicting meanings of unfamiliar words by using morphographic patterns



Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744)



- evaluating techniques used to construct plot and create emotional responses, for example comparison, contrast, exaggeration, juxtaposition, the changing of chronological order, or the expansion and compression of time



Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)



- identifying or commenting on the author's approaches and use of techniques, design, form and style



Creating texts

Elaborations

Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746)



- presenting arguments that advance opinions, justify positions, and make judgments in order to persuade others about issues such as the importance of maintaining balance in the biosphere



- creating imaginative texts with main ideas developed through the interconnections of plot, settings, characters, the changing of chronological order, foreshadowing in written, spoken and digital texts



- creating informative and argumentative texts with explanations, details and evidence



- following the structure of an argument which has a series of sequenced and linked paragraphs, beginning with an outline of the stance to be taken, a series of supported points that develop a line of argument, and a conclusion which summarises the main line of argument



Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features (ACELY1747)



- checking for run on sentences, eliminating unnecessary detail or repetition, and providing clear introductory and concluding paragraphs



Use a range of software, including word processing programs, flexibly and imaginatively to publish texts (ACELY1748)



- applying word processing functions, for example outlining, standard styles and indexing



Year 9 Achievement Standard

Receptive modes (listening, reading and viewing)

By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.

They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.

Productive modes (speaking, writing and creating)

Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts.

Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

Year 10

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the 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 Years 9 and 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital 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 critical understanding of the contemporary media and the differences between media texts.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 9 and 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/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.

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.

Year 10 Content Descriptions

Language

Language variation and change

Elaborations

Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve (ACELA1563)



- investigating differences between spoken and written English by comparing the language of conversation and interviews with the written language of print texts



- experimenting with and incorporating new words and creative inventions in students' own written and spoken texts



- 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



Language for interaction

Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1564)



Elaborations

- identifying language that seeks to align the listener or reader (for example 'of course', 'obviously', 'as you can imagine')



- identifying the use of first person 'I', 'we' and second person pronouns 'you' to distance or involve the audience, for example in a speech made to a local cultural community



- identifying references to shared assumptions



- identifying appeals to shared cultural knowledge, values and beliefs



- reflecting on experiences of when language includes, distances or marginalises others



- creating texts that represent personal belief systems (such as credos, statements of ethical judgements, guidelines, letters to the editor and blog entries)



Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (ACELA1565)



- considering whether ethical judgments of good, bad, right or wrong are absolute or relative through consideration of texts with varying points of view and through discussion with others



- interpreting texts by drawing on knowledge of the historical context in which texts were created



Text structure and organisation

Elaborations

Compare the purposes, text structures and language features of traditional and contemporary texts in different media (ACELA1566)



- reproducing and adapting existing print texts for an online environment and explaining the reasons for the adaptations (for example accounting for the navigation and use of hyperlinks as structuring principles in hypertext narratives)



- investigating the structure and language of similar text types like information reports and narratives and how these are influenced by different technological affordances (for example hyperlinks as structuring principles in hypertext narratives versus linear text sequencing principles in print narratives)



Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (ACELA1567)



- 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



Understand conventions for citing others, and how to reference these in different ways (ACELA1568)



- understanding who to cite in essays, reviews and academic assignments and when it is appropriate to use direct quotations or to report sources more generally



Expressing and developing ideas

Elaborations

Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts (ACELA1569)



- recognising how emphasis in sentences can be changed by reordering clauses (for example, 'She made her way home because she was feeling ill' as compared with 'Because she was feeling ill, she made her way home') or parts of clauses (for example, 'The horses raced up from the valley' as compared with 'Up from the valley raced the horses')



- recognising how the focus of a sentence can be changed through the use of the passive voice (for example compare active, 'The police had caught the thief.' with passive 'The thief had been caught.')



- observing how authors sometimes use verbless clauses for effect (for example, 'And what about the other woman? With her long black eyelashes and red lipstick')








- understanding that a sentence can begin with a coordinating conjunction for stylistic effect (for example, 'And she went on planning to herself how she would manage it')





Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction (ACELA1570)



- considering how nominalisation affects the way in which events are constructed and explained, making some information more explicit and other information less so
 
- 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')
 
- noting 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.')
- observing 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)




Evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572)



- experimenting with aspects of visual texts to establish different nuances, for example evaluating the impact of the movement of camera or light in moving images
 

Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences (ACELA1571)



- creating texts that demand complex processes of responding, for example the inclusion of symbolism in advertising, foreshadowing in documentary and irony in humorous texts
 

Understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those based on uncommon Greek and Latin roots (ACELA1573)



Literature

Literature and context

Elaborations

Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELT1639)



- investigating and analysing the ways cultural stories may be retold and adapted across a range of contexts such as the 'Cinderella' story and the 'anti-hero'



- imaginatively adapting texts from an earlier time or different social context for a new audience



- exploring and reflecting on personal understanding of the world and human experience gained from interpreting literature drawn from cultures and times different from the students' own



Responding to literature

Reflect on, extend, endorse or refute others' interpretations of and responses to literature (ACELT1640)



Elaborations

- determining, through debate, whether a text possesses universal qualities and remains relevant



- 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



- creating personal reading lists in a variety of genres and explain why the texts qualify for inclusion on a particular list



- reflecting upon and asking questions about interpretations of texts relevant to a student's cultural background



Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (ACELT1641)



- looking at a range of texts to consider how the use of a structural device, for example a female narrator, may influence female readers/viewers/listeners to respond sympathetically to an event or issue



Evaluate the social, moral and ethical positions represented in texts (ACELT1812)



- identifying and analysing ethical positions on a current issue debated in blogs or online discussion forums, including values and/or principles involved and the strengths and weaknesses of the position in the context of the issue



Examining literature

Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (ACELT1642)



Elaborations

- looking at 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



Compare and evaluate how ‘voice’ as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses (ACELT1643)



- creating extended written responses to literary texts, making reference to varying points of view about the issues raised



Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (ACELT1774)



- using terms associated with literary text analysis (for example narrative, characters, poetry, figurative language, symbolism, soundtrack) when evaluating aspects that are valued and that contain aesthetic qualities



- writing or speaking about how effectively the author constructed the text and engaged and sustained the reader's/viewer's/listener's personal interest



Creating literature

Elaborations

Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (ACELT1814)



- creating texts which draw on students' experience of other texts and which have a personal aesthetic appeal



- reflect on the authors who have influenced students' own aesthetic style and evaluate their impact



Create literary texts with a sustained ‘voice’, selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience (ACELT1815)



- creating a range of students' own spoken, written or multimodal texts, experimenting with and manipulating language devices for particular audiences, purposes and contexts



- using humour and drama as devices to entertain, inform and persuade listeners, viewers and readers



Create imaginative texts that make relevant thematic and intertextual connections with other texts (ACELT1644)



- creating texts that refer to themes or make particular connections to texts, for example writing crime fiction or romance short stories



Literacy

Texts in context

Elaborations

Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749)



- considering ethical positions across more than one culture as represented in text and consider the similarities and differences
- questioning the representation of stereotypes of people, cultures, places, events and concepts, and expressing views on the appropriateness of these representations
- identifying and explaining satirical events, including events in other cultures, for example depictions in political cartoons
- identifying and evaluating poetic, lyrical language in the depiction of people, culture, places, events, things and concepts in texts
- analysing the ways socio-cultural values, attitudes and beliefs are presented in texts by comparing the ways news is reported in commercial media and Aboriginal and Torres Strait Islander media

Interacting with others

Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage (ACELY1750)



Elaborations

- identifying stereotypes of people, cultures, places, events, and concepts and explaining why they are stereotypes
- identifying and explaining satirical events, including events in other cultures, for example depictions in political cartoons
- applying knowledge of spoken, visual, auditory, technical and multimodal resources (for example sound and silence, camera shot types, lighting and colour) in conjunction with verbal resources for varying purposes and contexts
- selecting subject matter and language to position readers to accept representations of people, events, ideas and information

Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences (ACELY1813)



- participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations



- using effective strategies for dialogue and discussion in a range of formal and informal contexts, including speaking clearly and coherently and at appropriate length, activating prior knowledge to assess the credibility of a speaker's assertions, and summarising alternative views on an issue



- choosing vocabulary and spoken text and sentence structures for particular purposes and audiences, such as debating a topic with a team from another school, creating a voiceover for a media presentation, and adapting language devices such as evaluative language, cause and effect, anecdotes and humour for particular effects



- adapting voice effects, such as tone, volume, pitch, pauses and change of pace, for their specific effects such as putting forward a point of view or attempting to persuade an audience to a course of action



Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action (ACELY1751)



- using assumptions about listeners, viewers and readers to try to position them to accept a particular point of view



Interpreting, analysing, evaluating

Elaborations

Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752)



- skim reading sections of a persuasive text to identify the main contention, key arguments in linked paragraphs and supporting evidence in order to locate points for building rebuttal or counter argument



Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts (ACELY1753)



- assessing the impact of hyperlinked text in a website's navigation



- using appropriate metalanguage associated with digital technologies to analyse reading pathways on websites
































Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY1754)



- identifying the meaning of an increasing range of subtle vocabulary, for example inferring the different connotations of words in advertising texts from other cultures



| Creating texts | Elaborations |
|--|---|
| <p>Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1756)</p> <p>   </p> | <ul style="list-style-type: none"> 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 <p> </p> <ul style="list-style-type: none"> creating spoken, written and multimodal texts that compel readers to empathise with the ideas and emotions expressed or implied <p>   </p> <ul style="list-style-type: none"> exploring models of sustained texts created for persuasive purposes about a challenging or complex issue from other cultures, including Asia <p>   </p> |
| <p>Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (ACELY1757)</p> <p>   </p> | <ul style="list-style-type: none"> reflecting on, critiquing and refining students' own texts prior to publishing for an authentic audience, such as uploading a movie to a website, contributing to an anthology, writing texts appropriate for the workplace, or delivering a presentation <p>   </p> |
| <p>Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user (ACELY1776)</p> <p>   </p> | <ul style="list-style-type: none"> designing a webpage that combines navigation, text, sound and moving and still images for a specific audience <p>  </p> |

Year 10 Achievement Standard

Receptive modes (listening, reading and viewing)

By the end of Year 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style.

They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.

Productive modes (speaking, writing and creating)

Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images.

Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

Glossary

accent

A distinctive way of pronouncing a language, usually associated with a particular country, region, or social class (for example, the American *accent* is unmistakable).

adjective

A word class that describes, identifies or quantifies a noun or a pronoun.

Different types of *adjectives* include:

- number or quantity adjectives (for example, 'twelve', 'several')
 - possessive adjectives (for example, 'my', 'his')
 - descriptive adjectives (for example, 'beautiful', 'ancient')
 - comparative adjectives (for example, 'shorter', 'more difficult')
 - classifying adjectives (for example, 'wooden' (box), 'passenger' (vehicle)).
-

adverb

A word class that may modify a verb (for example, 'beautifully' in 'she sings beautifully'), an adjective (for example, 'really' in 'he is really interesting') or another *adverb* (for example, 'very' in 'she walks very slowly'). In English many adverbs have an -ly ending.

adverbial

A word or group of words that modifies or contributes additional, but non-essential, information about a sentence or a verb.

Adverbials are classified on the basis of the kind of meaning involved including:

- time (for example, 'yesterday' in 'I spoke with him yesterday')
- duration (for example, 'for several years' in 'they have lived together for several years')
- frequency (for example, 'three times a year' in 'the committee meets three times a year')
- place (for example, 'in Brisbane' in 'we met in Brisbane')
- manner (for example, 'very aggressively' in 'he played very aggressively')
- degree (for example, 'very deeply' in 'he loves her very deeply')
- reason (for example, 'because of the price' in 'we rejected it because of the price')
- purpose (for example, 'to avoid embarrassing you' in 'I stayed away to avoid embarrassing you')
- condition (for example, 'if I can' in 'I'll help you if I can')
- concession (for example, 'although she was unwell' in 'she joined in although she was unwell').

Adverbials usually have the form of:

- adverb group: a group/phrase includes an adverb as the head word and answers questions such as 'how?' or 'where?' or 'when?' (for example, 'it ran extremely quickly', 'it ran quicker than a cheetah')
- a prepositional phrase (for example, 'in the evening' in 'she'll be arriving in the evening')
- a noun group/phrase (for example, 'this morning' in 'I finished it this morning')
- a subordinate clause (for example, 'because he had an assignment to finish' in 'He didn't go out because he had an assignment to finish'). In some schools of linguistics, such subordinate clauses are treated as dependent on, rather than embedded in, the main clause.

aesthetic

Relates to a sense of beauty or an appreciation of artistic expression. The selection of texts that are recognised as having aesthetic or artistic value is an important focus of the literature strand.

alliteration

A recurrence of the same consonant sounds at the beginning of words in close succession (for example, 'ripe, red raspberry').

allusion

A brief hint or reference to a person, event, idea or work of art through a passing comment, where a composer expects a reader to have the knowledge to recognise the allusion and grasp its importance in the text (for example, 'chocolate was her Achilles' heel').

analogy

A comparison between one thing and another, typically for the purpose of explanation or clarification.

antonym

A word opposite in meaning to another (for example, 'empty' is an *antonym* for 'full'; 'cold' is an antonym for 'hot').

apostrophe

A punctuation mark used to indicate either possession or omission of letters and numbers.

The two main uses of apostrophes are:

- apostrophe of possession indicates that a noun owns something (for example, 'the student's work', 'David's phone'). Plural nouns that end with -s have an apostrophe added after the -s (for example, 'the teachers' staff room').
 - apostrophe of contraction replaces omitted letters in a word (for example, 'isn't', 'don't', 'he's').
-

apposition

When one noun group/phrase immediately follows another with the same reference, they are said to be in apposition (for example, 'our neighbour, Mr Grasso ...', 'Canberra, the capital of Australia, ...').

appreciation

An act of discerning quality and value of literary texts.

appropriation

Taking a text or a part of a text, like an image, character or technique, from one context and placing it in another. This may be a technique used to give new insights into the original text (for example, a film that appropriates the plot or characters of an earlier novel, or a version of a traditional text given an unconventional perspective as in fairy tales retold in a modern context).

audience

An intended group of readers, listeners or viewers that a writer, designer, filmmaker or speaker is addressing.

author

A composer or originator of a work (for example, a novel, film, website, speech, essay, autobiography).

base word

A form of a word that conveys the essential meaning. A base word is not derived from or made up of other words and has no prefixes or suffixes (for example, 'action', 'activity', 'activate', 'react' are all words built from the *base word* 'act').

bias

Bias occurs in text where a composer presents one perspective, favouring one side in an argument or discussion, often accompanied by a refusal to consider possible merits of alternative points of view.

blending

A process of saying the individual sounds in a word then running them together to make the word. The sounds must be said quickly so the word is clear (for example, sounding out /b/-/i/-/g/ to make 'big').

body language

Movements or positions of a body, which express a person's thoughts or feelings.

camera angle

An angle at which a camera is pointed at a subject. Vertical angle can be low, level or high. Horizontal angle can be oblique (side on) or frontal.

clause

A grammatical unit that refers to a happening or state (for example, 'the netball team won' [happening], 'the cartoon is an animation' [state]).

A clause usually contains a subject and a verb group/phrase (for example, 'the team [subject] has played [verb group/phrase] a fantastic game'), which may be accompanied by an object or other complements (elements that are closely related to the verb – for example, 'the match' in 'the team lost the match') and/or adverbials (for example, 'on a rainy night' in 'the team won on a rainy night').

A clause can be either a 'main' clause (also known as an 'independent' clause) or 'subordinate clause' (also known as a 'dependent' clause), depending on its function.

A main clause does not depend on or function within the structure of another clause.

A subordinate clause depends on or functions within the structure of another clause. It may function directly within the structure of a larger clause, or indirectly by being contained within a noun group/phrase.

In these examples square brackets have been used to indicate a subordinate clause:

- I took my umbrella [because it was raining].
- [When I am studying Shakespeare], my time is limited.
- The man [who came to dinner] is my brother.

cohesion

Grammatical or lexical relationships that bind different parts of a text together and give it unity. *Cohesion* is achieved through:

- various devices such as connectives, ellipses and word associations (sometimes called 'lexical cohesion'). These associations include synonyms, antonyms (for example, 'study / laze about', 'ugly/beautiful'), repetition (for example, 'work, work, work – that's all we do!') and collocation (for example, 'friend' and 'pal' in, 'My friend did me a big favour last week. She's been a real pal.').

collocation

Words that commonly occur in close association with one another (for example, 'blonde' goes with 'hair', 'butter' is 'rancid' not 'rotten', 'salt and pepper' not 'pepper and salt'. Collocation can also refer to word sets that create cohesion by building associations between words (for example, beach, sun, waves, sand).

colon (:)

A punctuation mark used to separate a general statement from one or more statements that provide additional information, explanation or illustration. Statements that follow a *colon* do not have to be complete sentences.

complex sentence

A sentence with one or more subordinate clauses. In the following examples, the subordinate clauses are indicated by square brackets:

- I took my umbrella [because it was raining].
 - [Because I am studying for an exam], my time is limited.
 - The man [who came to dinner] is my brother.
-

compound sentence

A sentence with two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as 'and', 'but' or 'or'. In the following examples below, the main clauses are indicated by square brackets:

- [Jill came home this morning] [but she didn't stay long].
 - [Kim is an actor], [Pat is a teacher], [and Sam is an architect].
-

comprehension strategy

A set of processes used by readers to make meaning from texts. Key *comprehension strategies* include:

- activating and using prior knowledge
 - identifying literal information explicitly stated in the text
 - making inferences based on information in the text and their own prior knowledge
 - predicting likely future events in a text
 - visualising by creating mental images of elements in a text summarising and organising information from a text
 - integrating ideas and information in texts
 - critically reflecting on content, structure, language and images used to construct meaning in a text.
-

concepts about print

Concepts about how English print works. They include information about where to start reading and how a print travels from left to right across a page. *Concepts about print* are essential for beginning reading.

conjunction

A word that joins other words, phrases or clauses together in logical relationships such as addition, time, cause or comparison. There are two types of *conjunctions*: coordinating conjunctions and subordinating conjunctions.

Coordinating conjunctions are words that link words, groups/phrases and clauses in such a way that the elements have equal grammatical status. They include conjunctions such as 'and', 'or', 'but':

- Mum and Dad are here. (joining words)
- We visited some of our friends, but not all of them. (joining noun groups/phrases)
- Did he miss the train or is it just late? (joining clauses)

Subordinating conjunctions introduce certain kinds of subordinate clauses. They include conjunctions such as 'after', 'when', 'because', 'if' and 'that':

- When the meeting ended, we went home. (time)
- That was because it was raining. (reason)
- I'll do it if you pay me. (condition)
- I know that he is ill. (declarative)
- I wonder whether/if she's right. (interrogative)

connective

Words that link paragraphs and sentences in logical relationships of time, cause and effect, comparison or addition.

Connectives relate ideas to one another and help to show the logic of the information. Connectives are important resources for creating cohesion in texts. The logical relationships can be grouped as follows:

- temporal – to indicate time or sequence ideas (for example, 'first', 'second', 'next')
- causal – to show cause and effect (for example, 'because', 'for', 'so')
- additive – to add information (for example, 'also', 'besides', 'furthermore')
- comparative – to compare (for example, 'rather', 'alternatively')
- conditional/concessive – to make conditions or concession (for example, 'yet', 'although')
- clarifying – for example, 'in fact', 'for example'.

consonant

All letters of the alphabet that are not vowels. The 21 consonants in the alphabet are b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

consonant blend

A group of two or three consonants that are all pronounced individually (for example, /b/ and /l/ in the word 'black'; /g/ and /r/ in the word 'green').

consonant cluster

Groups of two or more consonants that can occur at the beginning, middle, or end of a word (for example, /sp/ in the word 'spot'; /nt/ in the word 'bent').

context

An environment in which a text is responded to or created. *Context* can include general social, historical and cultural conditions in which a text is responded to and created (context of culture) or specific features of its immediate environment (context of situation). The term is also used to refer to wording surrounding an unfamiliar word, which a reader or listener uses to understand its meaning.

convention

An accepted language practice that has developed over time and is generally used and understood (for example, use of punctuation).

coordinating conjunctions

Words that link words, groups/phrases and clauses in such a way that the elements have equal grammatical status. They include conjunctions such as 'and', 'or', 'but':

- Mum and Dad are here. (joining words)
 - We visited some of our friends, but not all of them. (joining noun groups/phrases)
 - Did he miss the train or is it just late? (joining clauses)
-

create

Develop and/or produce spoken, written or multimodal texts in print or digital forms.

decodable

Decodable texts are texts that can be read using decoding skills a student has acquired. Decodable text is usually associated with beginning readers.

decode

A process of working out a meaning of words in a text. In decoding, readers draw on contextual, vocabulary, grammatical and phonic knowledge. Readers who decode effectively combine these forms of knowledge fluently and automatically, and self-correct using meaning to recognise when they make an error.

design

A way that particular elements are selected and used in a process of text construction for particular purposes. These elements might be linguistic (words), visual (images), audio (sounds), gestural (body language), spatial (arrangement on the page, screen or 3D), and multimodal (a combination of more than one).

dialect

A form of a language distinguished by features of vocabulary, grammar and pronunciation particular to a region or social group.

digital text

An audio, visual or multimodal text produced through digital or electronic technology, which may be interactive and include animations and/or hyperlinks. Examples of digital texts include DVDs, websites, e-literature.

digraph

Two letters that represent a single sound:

- vowel digraphs have two vowels (for example, 'oo', 'ea')
 - consonant digraphs have two consonants (for example, 'sh', 'th')
 - vowel/consonant digraphs have one vowel and one consonant (for example, 'er', 'ow').
-

e-literature

An electronic publication of literature using multimedia capabilities of digital technologies to create interactive and possibly non-linear texts, through combining written text, movement, visual, audio and spatial elements. E-literature may include hypertext fiction, computer art installations, kinetic poetry and collaborative writing projects, allowing readers to contribute to a work. It also includes texts where print meanings are enhanced through digital images and/or sound, as well as literature that is reconstituted from print texts (for example, online versions of *The Little Prince* or *Alice in Wonderland*).

ellipsis

Types of ellipses include:

- an omission of words that repeat what has gone before. The repetition is not necessary because the meaning is understood (for example, 'The project will be innovative. To be involved will be exciting.' – 'in the project' is ellipsed in the second sentence).
- where a word such as 'one' is substituted for a noun group/phrase, as in 'There are lots of apples in the bowl and you can take two big ones' (substitution).
- a cohesive resource that binds text together and is commonly used in dialogue for speed of response and economy of effort (for example, [do you] 'Want a drink?' / 'Thanks, I would.' [like a drink]).
- a use of three dots. This form of punctuation (also known as points of ellipsis) can be used to indicate such things as surprise or suspense in a narrative text or to indicate that there is more to come in an on-screen menu.

etymological knowledge

Knowledge of the origins and development of a form and meanings of words and how meanings and forms have changed over time.

evaluative language

Positive or negative language that judges the worth of something. It includes language to express feelings and opinions, to make judgments about aspects of people such as their behaviour, and to assess quality of objects such as literary works. Evaluations can be made explicit (for example, through the use of adjectives as in: 'she's a lovely girl', 'he's an awful man', or 'how wonderful!'), however, they can be left implicit (for example, 'he dropped the ball when he was tackled', or 'Mary put her arm round the child while she wept').

figurative language

Word groups/phrases used in a way that differ from the expected or everyday usage. They are used in a non-literal way for particular effect (for example: simile – 'white as a sheet'; metaphor – 'all the world's a stage'; personification – 'the wind grabbed at my clothes').

framing

A way in which elements in a still or moving image are arranged to create a specific interpretation of a whole. Strong framing creates a sense of enclosure around elements while weak framing creates a sense of openness.

function and class

How one grammatical unit relates to another is its function. For example, in the clause 'the meeting started late', 'the meeting' is the subject. This describes its relation to a verb (and a clause). However, in the clause 'they started the meeting late', the same words ('the meeting') stand in a different relation to the verb: they are functioning as its object.

A *class* is a set of grammatical units that are alike in a language system, such as noun, verb, adjective and corresponding groups/phrases: noun group/phrase, verb group/phrase, adjective group/phrase.' For example, to say that 'the meeting' is a noun group/phrase is to say that it is the same kind of unit as 'a book', 'that car', 'my uncle'.

genre

How texts are grouped depending on their social purpose (for example, to recount, to describe, to persuade, to narrate). In literary theory, the term is often used to distinguish texts on the basis of their subject matter (for example, detective fiction, romance fiction, science fiction, fantasy fiction), or their form and structure (for example poetry, novels, short stories).

grammar

A description of a language as a system. In describing a language, attention is paid to both structure (form) and meaning (function) at the level of a word, a sentence and a text.

grapheme

A letter or group of letters that spell a phoneme in a word (for example, /f/ in the word 'fog'; /ph/ in the word 'photo').

graphophonic knowledge

A knowledge of how letters in printed English relate to the sounds of the language.

group/phrase

The terms group and phrase are used by different schools of linguistics to refer to units intermediate between a clause and a word. In the English curriculum, *group/phrase* is used to recognise these different usages. For example, the units enclosed in brackets in the following sentence are examples of a group/phrase: '(the carnival) (had made) (the two little girls with the red shirts) (very tired)'.

In the example, 'the carnival' and 'the two little girls with the red shirts' are called noun groups/phrases because they have a noun ('carnival' and 'girls') as their major element; similarly, 'had made' is a verb group/phrase and 'very tired' an adjective group/phrase.

handwriting

A production of legible, correctly formed letters by hand or with the assistance of writing tools, for example, pencil grip or assistive technology.

high-frequency words

The most common words used in written English text. They are sometimes called 'irregular words' or 'sight words'. Many common or high-frequency words in English cannot be decoded using sound–letter correspondence because they do not use regular or common letter patterns. These words need to be learnt by sight (for example, 'come', 'was', 'were', 'one', 'they', 'watch', 'many').

homophone

A word identical in pronunciation with another but different in meaning (for example, 'bear' and 'bare', 'air' and 'heir').

hybrid text

A composite text resulting from a mixing of elements from different sources or genres (for example, 'infotainment'). Email is an example of a hybrid text, combining the immediacy of talk and the expectation of a reply with the permanence of print.

idiomatic expression

A group of (more or less) fixed words having a meaning not deducible from individual words. Idioms are typically informal expressions used by particular social groups and need to be explained as one unit (for example, 'I am over the moon', 'on thin ice', 'a fish out of water', 'fed up to the back teeth').

imagery

A use of figurative language to represent objects, actions and ideas in such a way that they appeal to the senses of the reader or viewer.

intertextuality

Associations or connections between one text and other texts. Intertextual references can be more or less explicit and self-conscious. They can take the form of direct quotation, parody, allusion or structural borrowing.

juxtaposition

Placement of two or more ideas, characters, actions, settings, phrases, or words side by side for a particular purpose (for example, to highlight contrast or for rhetorical effect).

language features

Features of language that support meaning (for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language). Choices in *language features* and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production.

language patterns

An arrangement of identifiable repeated or corresponding elements in a text. These include patterns of repetition or similarity (for example, a repeated use of verbs at the beginning of each step in a recipe, or a repetition of a chorus after each verse in a song). The patterns may alternate (for example, a call and response pattern of some games, or a to-and-fro of a dialogue). Other patterns may contrast (for example, opposing viewpoints in a discussion, or contrasting patterns of imagery in a poem). *Language patterns* of a text contribute to the distinctive nature of its overall organisation and shape its meaning.

layout

A spatial arrangement of print and graphics on a page or screen including size of font, positioning of illustrations, inclusion of captions, labels, headings, bullet points, borders and text boxes.

lexical cohesion

A use of word associations to create links in texts. Links can be made through the use of repetition of words, synonyms, antonyms and words that are related such as by class and subclass.

listen

To use the sense of hearing as well as a range of active behaviours to comprehend information received through gesture, body language and other sensory systems.

media texts

Spoken, print, graphic or electronic communications with a public audience. They often involve numerous people in their construction and are usually shaped by a technology used in their production. *Media texts* studied in English can be found in newspapers, magazines and on television, film, radio, computer software and the internet.

medium

A resource used in the production of texts, including tools and materials used (for example, digital text and a computer, writing and a pen or a typewriter).

metalanguage

Vocabulary used to discuss language conventions and use (for example, language used to talk about grammatical terms such as 'sentence', 'clause', 'conjunction').

metonymy

A use of the name of one thing or attribute of something to represent something larger or related (for example, using a word 'Crown' to represent a monarch of a country; referring to a place for an event, as in 'Chernobyl' when referring to changed attitudes to nuclear power, or a time for an event, as in '9/11' when referring to changed global relations).

modal verb

A verb that expresses a degree of probability attached by a speaker or writer to a statement (for example, 'I might come home'); or a degree of obligation (for example, 'You must give it to me').

modality

An area of meaning having to do with possibility, probability, obligation and permission. In the following examples, the modal meanings are expressed by the auxiliary verbs 'must' and 'may':

- Sue may have written the note. (possibility)
- Sue must have written the note. (probability)
- You must postpone the meeting. (obligation)
- You may postpone the meeting. (permission)

Modality can also be expressed by several different kinds of words:

- adverbs (for example, 'possibly', 'necessarily', 'certainly', 'perhaps')
 - adjectives (for example, 'possible', 'probable', 'likely', 'necessary')
 - nouns (for example, 'possibility', 'necessity', 'obligation')
 - modal verbs (for example, 'permit', 'oblige').
-

mode

Various processes of communication – listening, speaking, reading/viewing and writing/creating. *Modes* are also used to refer to the semiotic (meaning making) resources associated with these communicative processes, such as sound, print, image and gesture.

monologue

A long speech or discourse given by a single character in a story, movie, play or by a performer.

morpheme

The smallest meaningful or grammatical unit in a language. Morphemes are not necessarily the same as words. The word 'cat' has one morpheme, while the word 'cats' has two morphemes: 'cat' for the animal and 's' to indicate that there is more than one. Similarly, 'like' has one morpheme, while 'dislike' has two: 'like' to describe appreciation and 'dis' to indicate the opposite. Morphemes are very useful in helping students work out how to read and spell words.

morphemic knowledge

A knowledge of morphemes, morphemic processes and different forms and combinations of morphemes (for example, the word 'unfriendly' is formed from the stem 'friend', the adjective-forming suffix '-ly' and the negative prefix 'un-').

multimodal text

A combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations).

narrative

A story of events or experiences, real or imagined. In literary theory, narrative includes a story (what is narrated) and a discourse (how it is narrated).

narrative point of view

The ways in which a narrator may be related to a story. For example, a narrator might take a role of first or third person, having full knowledge or restricted in knowledge of events, reliable or unreliable in interpretation of what happens.

neologism

A newly created word or expression. This can occur in a number of ways, for example, an existing word used in a new way (deadly') and through abbreviations (for example, 'HIV').

nominalisation

A process for forming nouns from verbs (for example, 'reaction' from 'react' or 'departure' from 'depart') or adjectives (for example, 'length' from 'long', 'eagerness' from 'eager'). *Nominalisation* is also a process for forming noun groups/phrases from clauses (for example, 'their destruction of the city' from 'they destroyed the city'). Nominalisation is a way of making a text more compact and is often a feature of texts that contain abstract ideas and concepts.

non-verbal cues

Behaviours, other than words, that transmit meaning (for example, body language, inflexion, eye contact, posture).

noun

A word class that includes all words denoting physical objects such as 'man', 'woman', 'boy', 'girl', 'diamond', 'car', 'window' etc. These are called 'concrete *nouns*'. 'Abstract nouns' express intangibles such as 'democracy', 'courage', 'success', 'fact', 'idea'. The most important grammatical property of nouns concerns their function. A noun group/phrase, which contains a noun as its major element, can function as:

- subject (for example, '(the sun) was shining')
- object (for example, 'I'd like (an apple)')
- a part of a prepositional phrase (for example, 'they arrived (on time)').

Most nouns can be marked for plural (for example, 'dog'–'dogs', 'woman'–'women'), and for possessive (for example, 'dog'–'dog's', 'woman'–'woman's').

There are three major grammatical types of nouns: common nouns, proper nouns and pronouns.

- common nouns include words such as 'hat', 'phone', 'pollution' that do not name a particular person, place, thing, quality and so on. They can be concrete or abstract nouns.
 - proper nouns include words such as 'Australia', 'Mary Smith', 'October', which serve as the names of particular persons, places, days/months and festivals. They usually occur without a determiner, such as 'the'.
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noun group

Consists of a noun as a major element, alone or accompanied by one or more modifiers. A noun functioning as a major element may be a common noun, proper noun or pronoun. Expressions belonging to a range of classes may function as modifiers:

Those that precede the main noun include:

- determiners (for example, 'the car', 'a disaster', 'some people', 'many mistakes')
- possessive noun groups/phrases and pronouns (for example, 'the old man's house', 'Kim's behaviour', 'my father')
- numerals (for example, 'two days', 'thirty casualties', 'a hundred students')
- adjectives (for example, 'grave danger', 'a nice day', 'some new ideas', 'poor Tom')
- nouns (for example, 'the unemployment rate', 'a tax problem', 'a Qantas pilot')

Those that follow the main noun usually belong to one or other of the following classes:

- prepositional phrases (for example, 'a pot of tea', 'the way to Adelaide', 'work in progress')
- subordinate clauses (for example, 'the woman who wrote it', 'people living near the coast').

objective language

A language that is fact-based, measurable and observable, verifiable and unbiased. It does not include a speaker or writer's point of view, interpretation or judgement.

onset

Separate phonemes in a syllable can normally be broken into two parts. An *onset* is the initial consonant (for example, in 'cat' the onset is /c/); or consonant blend (for example, in 'shop' the onset is /sh/). Word families can be constructed using common onsets such as /t/ in 'top', 'town'.

personification

A description of an inanimate object as though it were a person or living thing (for example, 'the last chance he had, just walked out the door').

phoneme

The smallest unit of sound in a word (for example, the word 'is' has two phonemes: /i/ and /s/; the word 'ship' has three phonemes: /sh/, /i/, /p/).

phoneme deletion

Involves forming a different word by removing a phoneme (for example, take the /t/ away from the word 'train' to make a new word 'rain').

phoneme substitution

Involves students manipulating spoken words by substituting certain phonemes for others (for example, changing the /r/ in the word 'rat' to /b/ to make new word 'bat'.) Phoneme substitution can occur with middle and final phonemes (for example, changing the /a/ in 'cat' to /o/ to make new word 'cot'.

phonemic awareness

An ability to hear, identify and manipulate separate, individual phonemes in words.

phonic

The term used to refer to the ability to identify the relationships between letters and sounds when reading and spelling.

phonological awareness

A broad concept that relates to the sounds of spoken language. It includes understandings about words, rhyme, syllables and onset and rime. NOTE: the term 'sound' relates to a sound we make when we say a letter or word, not to a letter in print. A letter may have more than one sound, such as the letter 'a' in 'was', 'can' or 'father', and a sound can be represented by more than one letter such as the sound /k/ in 'cat' and 'walk'. The word 'ship' had three sounds /sh/, /i/, /p/, but has four letters 's', 'h', 'i', 'p'. Teachers should use the terms 'sound' and 'letter' accurately to help students clearly distinguish between the two items.

phonological knowledge

Information about the sounds of language and letter–sound relationships when comprehending a text (for example, single sounds, blends).

phrase

A group of words often beginning with a preposition but without a subject and verb combination (for example, 'on the river'; 'with brown eyes').

poetic devices

Particular patterns and techniques of language used in poems to create particular effects.

point of view

Refers to the viewpoint of an author, audience or characters in a text. Narrative *point of view* refers to the ways a narrator may be related to a story. A narrator, for example, might take a role of first or third person, omniscient or restricted in knowledge of events, reliable or unreliable in interpretation of what happens.

possessive

A possessive shows ownership, generally marked by an apostrophe followed by the suffix 's' (for example, 'woman's', 'Anne's'). The main exception is that in plural nouns ending in '-(e)s' the possessive is marked by the apostrophe alone. With proper nouns ending in '-s', there is variation between the regular possessive form and one marked by the apostrophe alone: compare 'James's' and 'James'. The regular form is always acceptable but a variant form without the second 's' is sometimes found (for example, 'James's house' or 'James' house). The irregular form is often found with names of religious, classical or literary persons (for example, 'Moses' life', 'Sophocles' ideas', 'Dickens' novel).

predictable text

A text that is easily navigated and read by beginning readers because they contain highly regular features such as familiar subject matter, a high degree of repetition, consistent placement of text and illustrations, simple sentences, familiar vocabulary and a small number of sight words.

prediction

An informed presumption about something that might happen. Predicting at the text level can include working out what a text might contain by looking at the cover, or working out what might happen next in a narrative. Predicting at the sentence level is identifying what word is likely to come next in a sentence.

prefix

A meaningful element (morpheme) added to the beginning of a word to change its meaning (for example, 'un' to 'happy' to make 'unhappy').

preposition

A word class that usually describes the relationship between words in a sentence. *Prepositions* can indicate:

- space (for example, 'below', 'in', 'on', 'to', 'under'. 'She sat on the table.')
- time (for example, 'after', 'before', 'since'. 'I will go to the beach after lunch.')
- those that do not relate to space and time (for example, 'of', 'besides', 'except', 'despite', 'He ate all the beans except the purple ones').

Prepositions usually combine with a noun group/phrase to form a prepositional phrase (for example, 'in the office', 'besides these two articles').

prepositional phrase

Typically consists of a preposition followed by a noun group/phrase. *Prepositional phrases* occur with a range of functions, including:

- adverbial in clause structure (for example, 'on the train' in 'we met on the train')
 - modifier in noun group/phrase structure (for example, 'with two children' in 'a couple with two children')
 - modifier in adjective group/phrase structure (for example, 'on golf' in 'keen on golf').
-

pronoun

A word that takes a place of a noun (for example, I, me, he, she, herself, you, it, that, they, few, many, who, whoever, someone, everybody, and many others).

There are different types of *pronouns*:

- personal pronouns represent specific people or things (for example, *I, he, she, it, they, we, you*, me him, her, them). Example of personal pronoun use: David and Max (proper nouns) went to school. They went to school. Personal pronouns can also be objective (for example, David kicked the ball to Max. David kicked the ball to him.)
- demonstrative pronouns represent a thing or things (for example, this, these, that, those). Example of demonstrative pronoun use: 'Who owns these?'
- possessive pronouns to refer to the belonging of one thing or person to another person or thing (for example, mine, hers, his, ours, yours, theirs). Examples of possessive pronoun use: 'Max looked for the book. He could not find his own book but he did find yours.'
- reflexive pronouns refer back to the subject of a sentence or clause. Reflexive pronouns end in '-self' (singular) or '-selves' (plural) (for example, **myself, yourself, himself, herself, itself**, ourselves, yourselves themselves). Example of possessive pronoun use: 'David looked at himself in the mirror.'
- reciprocal pronouns refer to two subjects acting in the same way toward each other. There must be two or more subjects involved and they must be doing the same thing (for example, each other, one another). Example of reciprocal pronoun use: David and Max like each other.
- relative pronouns introduce a relative clause. They are called relative because they relate to the words that they modify. There are five relative pronouns: **who, whom, whose, which, that**. Example of relative pronoun use: 'The car, which was in the garage, was damaged.'
- interrogative pronouns represent things that we do not know and are asking the questions about (for example, who, whom, whose, which, what). Some interrogative pronouns can also function as relative pronouns. Examples of interrogative pronoun use: 'Who told David?' 'Which of these would David like?'
- indefinite pronouns do not refer to any specific person, thing or amount (for example, all, another, anybody, anyone, anything, each, everybody, everyone, everything, many, nobody, none, one, several, some, somebody, someone). Example of relative pronoun use: 'Have you taken anything from the cupboard?'

pronoun reference

A clear reference from a pronoun to a noun (for example, 'Mary lost her phone').

pun

Humorous use of a word to bring out more than one meaning; a play on words.

read

To process words, symbols or actions to derive and/or construct meaning. Reading includes interpreting, critically analysing and reflecting upon the meaning of a wide range of written and visual, print and non-print texts.

repetition

A word, a phrase or a full sentence or a poetical line repeated to emphasise its significance. Repetition is a rhetorical device.

return sweep

The way English print travels from left to right and then returns to the left of a page for the next and each subsequent line.

rhetorical device

Use of language that is intended to have an effect on an audience such as evoking an emotion or persuading an audience (for example, metaphors, repetition, rhetorical questions).

rhetorical question

A question that is asked to provoke thought rather than require an answer.

rime

Separate phonemes in a syllable can normally be broken into two parts. The rime is a vowel and any subsequent consonants (for example, in the word 'cat' the rime is /at/). Word families can be constructed using common rimes such as /at/ in 'cat', 'pat'.

salience

A strategy of emphasis, highlighting what is important in a text. In images, salience is created through strategies like placement of an item in the foreground, size and contrast in tone or colour. In writing, salience can occur through placing what is important at the beginning or at the end of a sentence or paragraph or through devices such as underlining or italics.

satire

Exposing and criticising the shortcomings or behaviour of an individual or a society in a text, using techniques such as exaggeration, humour, ridicule and irony.

scanning

When reading, moving eyes quickly down a page, seeking specific words and phrases. Scanning is also used when a reader first finds a resource to determine whether it will answer their questions.

segmenting

Recognising and separating out phonemes in a word. Students may say each sound as they tap it out. Stretching (for example, mmmmaannnn) is an example of segmenting. When segmenting words, there is a pause between each phoneme (for example, /m/-/a/-/n/ is an example of segmenting).

semantic knowledge/information

information related to meanings used when reading. Semantic information includes a reader's own prior knowledge and the meanings embedded in a text. Readers use semantic information to assist in decoding and to derive meanings from a text.

semicolon (;)

a punctuation convention used to join clauses that could stand alone as sentences. In this way, clauses that have a close relationship with one another may be linked together in a single sentence.

sentence

In writing, a sentence is marked by punctuation, but in speech the boundaries between sentences are not always so clear.

There are different types of sentences:

- simple sentence – has a form of a single clause (for example, 'David walked to the shops.' or 'Take a seat.')
 - compound sentence – has two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as 'and', 'but' or 'or'. In the following examples below, the main clauses are indicated by square brackets
 - [Jill came home this morning] [but she didn't stay long].
 - [Kim is an actor], [Pat is a teacher], [and Sam is an architect].
 - complex sentence – has one or more subordinate clauses. In the following examples, subordinate clauses are indicated by square brackets:
 - I took my umbrella [because it was raining].
 - [Because I am reading Shakespeare], my time is limited.
 - The man [who came to dinner] is my brother.
-

silent letter

A letter that is in the written form of a word but is not pronounced in the spoken form (for example, 't' in the word 'listen' or 'k' in the word 'knew').

simple sentence

Has a form of a single clause (for example, 'David walked to the shops.' or 'Take a seat.').

sound devices

Resources used by poets to convey and reinforce the meaning or experience of poetry through the skillful use of sound (for example, alliteration, onomatopoeia, rhythm, rhyme).

sound effect

Any sound, other than speech or music, used to create an effect in a text.

sound–letter correspondence

The relationship of spoken sounds of English to letters of the alphabet or to letter clusters.

speak

Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants and needs, and to comment about the world.

spoonerism

A slip of the tongue where the initial sounds of a pair of words are transposed (for example, well-boiled icicle for well-oiled bicycle).

Standard Australian English

The variety of spoken and written English language in Australia used in more formal settings such as for official or public purposes, and recorded in dictionaries, style guides and grammars. While it is always dynamic and evolving, it is recognised as the ‘common language’ of Australians.

stereotype

When a person or thing is judged to be the same as all others of its type. Stereotypes are usually formulaic and oversimplified.

stylistic features

The ways in which aspects of texts (such as words, sentences, images) are arranged and how they affect meaning. Style can distinguish the work of individual authors (for example, Jennings’s stories, Lawson’s poems), as well as the work of a particular period (for example, Elizabethan drama, nineteenth-century novels). Examples of stylistic features are narrative viewpoint, structure of stanzas, juxtaposition.

subject

A function in the structure of a clause usually filled by a noun group/phrase (for example, 'The dog [subject] was barking'). The normal position of the subject is before the verb group/phrase, but in most kinds of interrogatives (questions) it follows the first auxiliary verb (for example, 'Was the dog barking?', 'Why was the dog barking?').

In main clauses the subject is an obligatory element, except in imperative (command) clauses (for example, 'Be very tactful') and in casual style (for example, 'Want some?').

Most personal pronouns have a different form when they are the subject of a main clause (for example, I caught the ball. She has the answer etc.), than when they are the object (for example, Max threw the ball to me; Max told me the answer) Similarly 'Give it to Mary and me' is correct, not 'Give it to Mary and I.').

In the present tense, and the past tense with the verb 'be', the verb agrees with the subject in person and number (for example, 'Her son lives with her' 'Her sons live with her').

Subject matter refers to the topic or theme under consideration.

subjective language

Use of language which reflects the perspective, opinions, interpretations, points of view, emotions and judgment of the writer or speaker.

subordinating conjunction

Subordinating conjunctions introduce certain kinds of subordinate clauses. They include conjunctions such as 'after', 'when', 'because', 'if' and 'that'.

Examples of different types of subordinating conjunctions:

- 'When the meeting ended we went home.' (time)
 - 'That was because it was raining.' (reason)
 - 'I'll do it if you pay me.' (condition)
 - 'I know that he is ill.' (declarative)
 - 'I wonder whether/if she's right?' (interrogative)
-

suffix

A meaningful element added to the end of a word to change its meaning (for example, to show its tense : '-ed' in 'passed'). Common suffixes are '-ing'; '-ed'; '-ness'; '-less'; '-able').

syllabification

The process of dividing words into syllables.

syllable

A unit of sound within a word (for example, 'bat' has one syllable; 'bat-ting' has two syllables).

synonym

A word having nearly the same meaning as another (for example, synonyms for 'old' would be 'aged', 'venerable', 'antiquated').

syntax

The ways in which sentences are formed from words, group/phrases and clauses. In some education settings, the terms 'syntax' and 'grammar' are used interchangeably.

tense

A grammatical category marked by a verb in which the situation described in the clause is located in time (for example, present tense 'has' in 'Sarah has a headache' locates the situation in present time, while past tense 'had' in 'Sarah had a headache' locates it in past time.)

However, the relation between grammatical tense and (semantic) time is not always as simple as this. For example, present tense is typically used to talk about:

- present states, as in 'He lives in Darwin'
 - actions that happen regularly in the present, as in 'He watches television every night'
 - 'timeless' happenings, as in informative texts such as 'Bears hibernate in winter'
 - references to future events, as in 'The match starts tomorrow' where the tense is present but the time future. Likewise in 'I thought the match started tomorrow' where the subordinate clause 'the match started tomorrow' has past tense but refers to future time.
-

text

A means for communication. Their forms and conventions have developed to help us communicate effectively with a variety of audiences for a range of purposes. *Texts* can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word as in film or computer presentation media.

text navigation

A way readers move through text. Readers generally read novels in a linear fashion from the beginning to the end; readers of nonfiction books often use the contents page and index and move between chapters according to the information sought. Readers often read digital texts more flexibly, according to interest and purpose, using hyperlinks to move between pages and digital objects, such as videos or animations, making quick judgments about relevance of material.

text processing strategies

Strategies readers use to decode a text. These involve drawing on contextual, semantic, grammatical and phonic knowledge in systematic ways to work out what a text says. They include predicting, recognising words and working out unknown words, monitoring the reading, identifying and correcting errors, reading on and rereading.

text structure

A way in which information is organised in different types of texts (for example, chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning.

theme

Refers to the main idea or message of a text.

Grammatical theme indicates importance both within a clause and across a text. In a clause the theme comes in first position and indicates what the sentence is about. Theme is important at different levels of text organisation. A topic sentence serves as a theme for the points raised in a paragraph. A pattern of themes contributes to the method of development for the text as a whole.

types of texts

Classifications according to the particular purposes they are designed to achieve. These purposes influence the characteristic features the texts employ. In general, in the Australian Curriculum: English, texts can be classified as belonging to one of three types: imaginative, informative or persuasive, although it is acknowledged that these distinctions are neither static nor watertight and particular texts can belong to more than one category.

Imaginative texts – their primary purpose is to entertain through their imaginative use of literary elements. They are recognised for their form, style and artistic or aesthetic value. These texts include novels, traditional tales, poetry, stories, plays, fiction for young adults and children including picture books and multimodal texts such as film.

Informative texts – their primary purpose is to provide information. They include texts that are culturally important in society and are valued for their informative content, as a store of knowledge and for their value as part of everyday life. These texts include explanations and descriptions of natural phenomena, recounts of events, instructions and directions, rules and laws and news bulletins.

Persuasive texts – their primary purpose is to put forward a point of view and persuade a reader, viewer or listener. They form a significant part of modern communication in both print and digital environments. They include advertising, debates, arguments, discussions, polemics and influential essays and articles.

verb

A word class that describes a kind of situation such as a happening (for example, 'climbed' in 'she climbed the ladder') or a state (for example, 'is' in 'a koala is an Australian mammal').

- verbs are essential to clause structure: all clauses contain a verb, except in certain types of ellipsis (for example, 'Sue lives in Sydney, her parents, in Melbourne', where there is ellipsis of 'live' in the second clause).
- virtually all verbs have contrasting past and present tense forms. Some are signalled by inflections such as '-s' and '-ed'.
For example:
 - walk/walks (present tense)
 - walked (past tense).
- other verbs have irregular forms that signal a change in tense. For example:
 - present – 'am/is/are' and past – 'was/were'
- present participle 'being' and past participle 'been'.

Auxiliary verbs and modal verbs are two types of verbs:

- auxiliary verbs are also referred to as 'helping' verbs. They precede the main verb – for example, 'draw' (main verb) 'has drawn' (auxiliary verb assisting)
 - modal verbs express a degree of probability (for example, 'I might come home') or a degree of obligation (for example 'You must give it to me', 'You are not permitted to smoke in here').
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verb groups

Consists of a main verb, alone or preceded by one or more auxiliary or modal verbs as modifiers.

Verb groups/phrases:

- create tense, as in 'He [was happy]', 'She [is working] at home', 'I [have seen] him before'
- express modality using modal verbs such as 'can', 'may', 'must', 'will', 'shall' and so on, as in 'You [must be] mad', 'He [will have arrived] by now', 'She [may know] them'
- create passive voice, as in 'A photo [was taken]'

view

Observe with purpose, understanding and critical awareness. Some students participate in viewing activities by listening to an adult or peer describing the visual features of text, diagrams, pictures and multimedia.

visual features

Visual components of a text include placement, salience, framing, representation of action or reaction, shot size, social distance and camera angle.

visual language choices

Choices that contribute to the meaning of an image or the visual components of a multimodal text and are selected from a range of visual features like placement, salience, framing, representation of action or reaction, shot size, social distance and camera angle.

vocal effects

A speaker selects and uses particular vocal qualities including volume, tone, pitch, pace and fluency to engage and impact upon their audience.

voice

Voice, in a grammatical sense, applies to verbs. Voice expresses the relationship of the subject to the action. Voice can be active or passive. Active voice places the subject before the verb so the subject does the action (for example, Max drew the picture). Passive voice places the receiver of the action before the verb (for example, The picture was drawn by Max).

Voice, in a literary sense, is the distinct personality of a piece of writing. The writer's voice is the individual writing style of the composer, created through the way they use and combine various writing features including syntax, punctuation, vocabulary choices, character development and dialogue (for example, a scientific explanation may be written in 'expert voice').

vowel

Letters of the alphabet (a, e, i, o, u, and sometimes y) that represents a speech sound created by the relatively free passage of breath through the larynx and oral cavity. Letters that are not vowels are consonants.

vowel digraphs

Two successive vowels that represent a single phoneme (for example, /ai/ in the word 'rain'; /ea/ in the word 'beach'; /ee/ in the word 'free').

word

A single distinct element of speech or writing that communicates meaning.

word association

A spontaneous connection and production of words in response to a given word.

word play

A literary technique based on the meanings and ambiguities of words where the words are used primarily for the purpose of intended effect or amusement. Word play is often based on homophones, puns and idioms (for example, 'A will is a dead giveaway.' 'Time flies like an arrow. Fruit flies like a banana.').

write

Plan, compose, edit and publish texts in print or digital forms. Writing usually involves activities using pencils, pens, word processors; and/or using drawings, models, photos to represent text; and/or using a scribe to record responses or produce recorded responses.
