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English | Rationale/Aims

Rationale

The English curriculum involves learning about English language, literature and literacy. These three interrelated areas of learning form the core of the English curriculum and provide the foundation for study across all curriculum areas.

Australia is a linguistically and culturally diverse country. Participation in many aspects of Australian life depends largely on effective communication in Standard Australian English (English). Australians also participate in a global communication environment in which proficiency in English is valuable. The English curriculum contributes to both nation-building and internationalisation. It respects the value of Aboriginal and Torres Strait Islanders' contribution to Australian society, literary heritage and contemporary literature in Australia through their distinctive ways of representing and communicating knowledge and experience. The curriculum also places emphasis on understanding the cultures of Asia. The English curriculum plays an important part in developing the understanding and capabilities of young people who will take responsibility for Australia in the future.

Through studying English students learn to listen, read and view, speak, write and create increasingly complex and sophisticated texts with accuracy, fluency and purpose. They acquire, use and display their knowledge in and out of school. Students come to an explicit understanding and appreciation of the nature of the English language and how it works to create various kinds of meanings. The study of English helps students to extend and deepen their relationships, to understand their identities and their place in a changing world, and to become citizens and workers who are ethical, thoughtful and informed. It also helps students to engage imaginatively with literature, to understand and value informed appreciation, criticism and literary history. In the senior years of school, studying English helps prepare students to pursue pathways in education, training and work.

Aims

The English curriculum aims to ensure that students:

• understand and use Standard Australian English in its spoken and written forms and in combination with other non-linguistic forms of communication
• develop a sense of the capacity of Standard Australian English to evoke feelings, to organise and convey information and ideas
• use language to inform, persuade, entertain and argue
• understand, interpret, reflect on and create an increasingly broad repertoire of spoken, written and multimodal texts across a growing range of settings
• develop interest and skill in inquiring into the aesthetic aspects of texts, an informed appreciation of literature, and an understanding of literary criticism, heritage and values
• develop proficiency in the increasingly specialised written and spoken language forms of schooling.

English | Organisation

Content strands
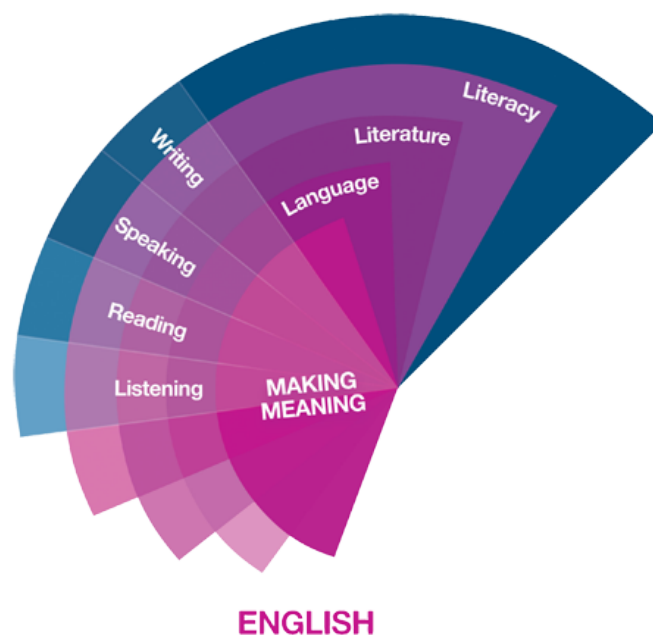
ENGLISH

Content structure

The *Australian Curriculum: English* K-10 is organised in three interrelated strands that support students' growing understanding and use of English: language, literature and literacy. These three strands also underpin the senior secondary English courses. A common set of key elements organised under each strand form an integral part of the key learning in each unit and provide a link to the K–10 curriculum.

Language

Students develop their knowledge about the English language and how it works. They learn how language enables people to interact effectively, to build and maintain relationships, and to express and exchange knowledge, attitudes, feelings and opinions. They learn about patterns of English usage and grammar at the levels of the word, the sentence and the extended text, and they learn the connections between these levels. They learn about spelling and the purposes of punctuation. Students understand that developing an explicit body of knowledge of how language works in these ways helps them communicate effectively through coherent, well-structured sentences and texts

Literature

Students learn to interpret, appreciate, evaluate and create literary texts such as narrative, poetry, prose, plays, film and multimodal texts, in spoken, print and digital/online contexts. Texts are chosen because they are judged to hold meaning and significance for young people, they represent interesting and effective features of form and style, and they are recognised as having enduring or artistic value. They are drawn from a range of cultural contexts, international and Australian literature, including inscriptional and oral narrative traditions as well as contemporary Aboriginal and Torres Strait Island literature, texts from the Asia region, and texts of the students' choice.

Literacy

Students apply their English skills and knowledge to listen to, view, read, speak, write and create a growing repertoire of texts. They learn to comprehend, interpret and create spoken, written and multimodal texts, and use the English language accurately, fluently, critically, creatively and confidently. They learn to manipulate and 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 combinations of language and visual representations.

The three strands of language, literature and literacy are interwoven and inform and support each other. While the amount of time devoted to each strand may vary, each strand is of equal importance and each focuses on developing skills in listening, speaking, reading/viewing and writing/creating. Teachers will combine aspects of the strands in different ways to provide students with learning experiences that meet their needs and interests. For example, when teaching a novel, a teacher would draw on aspects of the literature strand but also relevant understanding about language from the language strand and relevant skills, strategies and processes from the literacy strand.

English across K-12

Although the curriculum will be developed year by year, this document provides a guideline across four year groupings:

Years K–2: typically students from 5 to 8 years of age

Years 3–6: typically students from 8 to 12 years of age

Years 7–10: typically students from 12 to 15 years of age

Senior years: typically students from 15 to 18 years of age

Years K – 2 (typically 5–8 years of age)

Students bring to school a range of experiences with language and texts from their home and community life. Students' out-of-school experiences with texts and language are included as valid ways of communicating in their lives and as rich resources for further learning about language, literature and literacy. In the early years, students are engaged with purposeful listening and speaking activities for different purposes and contexts.

The curriculum in these years aims to provide the foundational skills, knowledge, and understandings needed for continued learning. English in the early years provides students with:

• skills to expand their knowledge of language and acquire strategies to assist that expansion
•a pleasurable and varied experience of literature
•the beginnings of a repertoire of listening, speaking, viewing, reading, writing and creating activities.

Years 3 – 6 (typically 8–12 years of age)

Students develop an increasingly sophisticated understanding about grammar and language features and are increasingly able to articulate these understandings. More complex punctuation, clause and sentence structures, and textual purposes and patterns are introduced. This deeper understanding includes more explicit metalanguage as students learn to classify words, sentence structures, and texts. To consolidate both 'learning to read' and 'reading to learn', students explore the language features of different types of texts, including visual texts, advertising, digital/online and media texts.

Years 7 – 10 (typically 12–15 years of age)

Students extend their understandings of how language works and learn to transfer understandings of language to different contexts. To achieve this, students develop understandings of the requirements of different types of texts. Students are introduced to increasingly sophisticated analysis of the differences between various kinds of literary texts, popular-culture texts, and everyday texts. Students are given opportunities to engage with a variety of texts, including texts of their own choosing, and they explain why they made that choice. The notion of 'valuing' of certain texts as 'literature' is discussed. Students develop understandings of how such texts can be discussed and analysed in relation to themes, ideas and historical and cultural contexts. Students engage with a variety of genres and modes. They re-enact, represent and describe texts in order to display their understanding of narrative, theme, purpose, context and argument and to defend their ideas in written and oral modes. Students continue to be given opportunities to create increasingly sophisticated and multimodal texts in groups and individually.

Senior years (typically 15–18 years of age)

The English curriculum in the senior secondary years continues to provide a range of choice of more specialised courses to meet students' needs and interests.

The senior secondary English curriculum offers four differentiated courses designed to meet students' needs and interests.

• *English* is designed to extend students in the use of language and skills for a variety of disciplines and purposes.

•*English as an Additional Language (EAL)* provides a variety of language, literature and literacy experiences as well as pathway options to accommodate a range of starting points for learning an additional language.

•*Literature* is designed for students who choose to study literature at a more intensive level.

•*Essential English* focuses on further development of literacy and language skills that enable effective participation in the workforce.

The following diagram outlines the design of the senior secondary English courses.
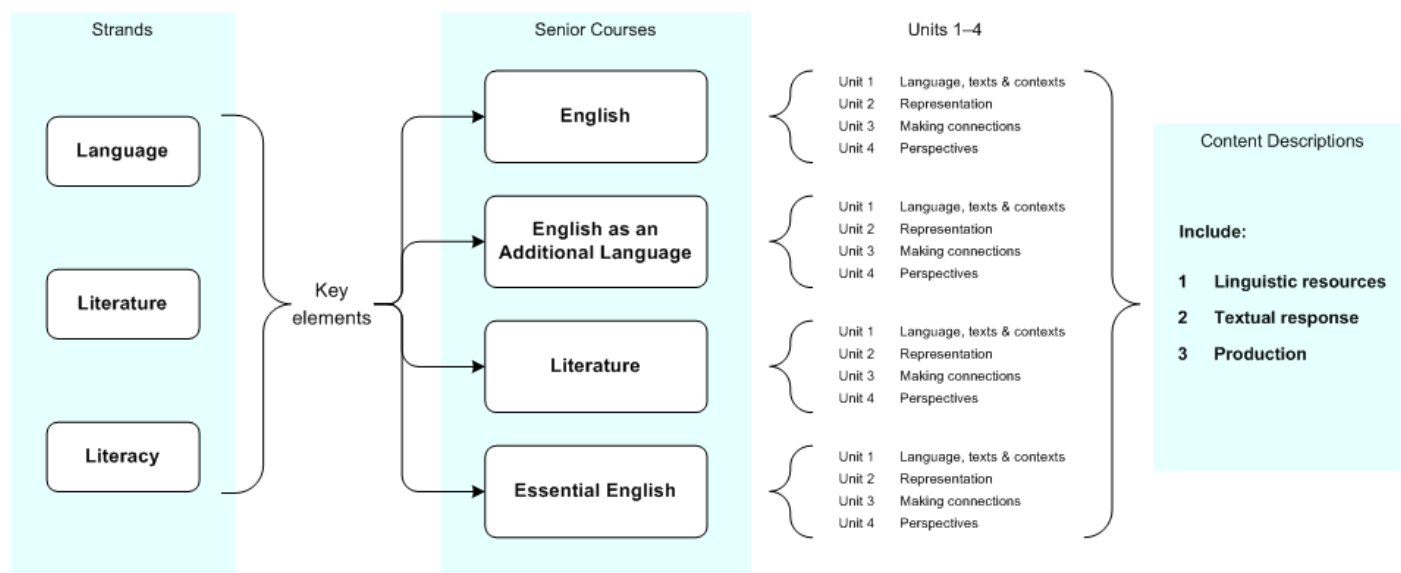
Curriculum content

The English curriculum includes content descriptions at each year level. These describe the knowledge, concepts, skills and processes that teachers are expected to teach and students are expected to learn but do not prescribe approaches to teaching. The content descriptions have been developed to ensure that learning is appropriately ordered and that unnecessary repetition is avoided. For this reason, once a concept or skill is introduced at one year level it is not reiterated, although it may be revisited and extended at a later year level.

Preface statements providing information about the range of texts to be studied and an indication of their complexity have been included from K-10. These provide the context for much of the work across the language, literature and literacy strands.

Content elaborations are provided K-10 to illustrate and exemplify content and assist teachers to develop a common understanding of the content descriptions. They are not intended to be comprehensive content points that all students need to be taught. In addition, a glossary is provided to support common understanding of key terms in the content descriptions.

Achievement standards

Achievement standards provide an expectation of the quality of learning that students should typically demonstrate by a particular point in their schooling, that is, the depth of their understanding, the extent of their knowledge and the sophistication of their skills. Achievement standards have been written for each year level for listening and speaking, reading (including viewing) and writing (including creating multimodal texts). These fundamental skills are explicit in each of the strands. and describe the quality of learning by which a student is well able to progress to the next level of learning.

Texts

The term 'text' refers to written, spoken or multimodal material. Texts are structured in particular ways to achieve their purposes, for example, to tell what happened, to provide instructions, to entertain, to explain, to argue. Texts might assume particular forms such as emails, letters, speeches, books, websites and plays and they might have characteristic features depending on the audience, subject matter, mode and medium.

Students should listen to, view, read and create a wide range of literary and non-literary texts involving a variety of modes (spoken, written and multimodal) and digital media.

Literary texts are valued for their aesthetic qualities and cultural significance and include multimodal as well as print forms. The term 'literature' describes those texts that are recognised as having the potential to promote aesthetic, ethical and imaginative learning experiences. For example, some children's books that have stood the test of time are considered to have important value in terms of appeal, style of language, quality of graphics and potential for exploration of imaginative experiences and to encourage reflection on a range of experiences. Literary texts include drama, poetry, stories, speeches and biographies. They can be fiction or non-fiction. In each year of the curriculum the range of literary texts should include Australian literature (including traditional and contemporary Indigenous literature and world literature drawn from classic and contemporary texts including texts from Asia.

Text comprehension and production demands increase from year to year depending on the complexity of the texts in interaction with factors such as differences in the individual, the degree of support provided, and the nature of the context. Non-literary texts achieve a variety of purposes such as recounting, instructing, critiquing, reviewing and explaining, They are drawn from community, vocational and academic contexts. They can take a variety of forms such as diaries, letters, environmental print, newspaper articles, essays, websites and blogs. Some texts, such as recounts and autobiographies, may be regarded as literary or non-literary depending on their aesthetic qualities and cultural value.

There are specific text requirements for the senior secondary English courses. For further information, refer to the *Text Selection Requirements* that accompany each course.

Grammar

The English curriculum makes explicit the teaching of grammar in all years of schooling. It is in an integral component of each of the three strands.

In the language strand, students learn about the use of grammar and understand why it is used. This provides students with the understanding necessary to investigate how language works and with a shared metalanguage to discuss their understanding. Grammar is applied throughout the literature and literacy strands.

Grammar refers both to the language we use and the description of language as a system. In describing language, attention is paid to both the structure (syntax) and meaning (semantics) at the level of the word, the sentence and the text. The English Curriculum uses standard grammatical terminology within a contextual framework; that is, how language functions to enable us to interact with others, to express and develop ideas, and to comprehend and create coherent texts.

The curriculum defines the minimum grammar content to be taught and focuses on those aspects of grammar that benefit from explicit reflection by students in order for them to develop more complex, subtle, abstract, clear or creative expression. To avoid grammatical items being taught out of context, the curriculum consistently makes reference to how our grammatical choices are influenced by such contextual factors as with whom we are interacting (audience), what we are talking/writing about (subject matter), the role played by language (mode and medium) and our purpose for using language.

It needs to be remembered 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.

To ensure a consistent interpretation of the grammar terminology used in the curriculum a glossary has been provided.

Spelling

The major strategies included in the English curriculum are based on phonetic, visual and morphemic approaches. These approaches have a stronger focus in the early years so that strategies for students can be established early and consolidated and extended throughout the years of schooling.

Handwriting

The Australian Curriculum: English specifies that students will be taught to handwrite fluently and legibly using correct letter formation at each year from K 7. The curriculum does not specify a recommended style of handwriting. State and territory education authorities will identify the style of writing to be taught in schools.

Implications for teaching and learning

The three strands of language, literature and literacy are interwoven and inform and support each other. While the amount of time devoted to each strand may vary, each strand is of equal importance and each focuses on developing skills in listening, speaking, reading/viewing and

writing/creating. Teachers will combine aspects of the strands in different ways to provide students with learning experiences that meet their needs and interests. For example, when teaching a novel, a teacher would draw on aspects of the literature strand but also relevant understanding about language from the language strand and relevant skills, strategies and processes from the literacy strand.

While content descriptions do not repeat key skills, it should be noted that many aspects of the English curriculum are recursive and teachers will need to ensure that ample opportunity is allowed for revision, ongoing practice and consolidation of previously introduced knowledge and skills.

Students learn at different rates and in different stages. Depending on their rate of learning, not all of the content descriptions for a particular year level will be relevant to each student at that year level. If students have already learnt the knowledge/concept or skill, it may not require explicit teaching in that year level while some students may need to be taught concepts or skills described in earlier year levels.

English as an additional language or dialect

Many students learn English as an additional language or dialect (EAL/D) and are at all stages of learning English with varying educational backgrounds in their first languages. While valuing their languages, the broad objectives of the English curriculum will be ultimately the same for all students, Those learning English as an additional language need time, support, targeted and explicit teaching and exposure to English before reaching the expectations outlined in *the Australian Curriculum: English* and will come to this achievement in a variety of ways. Teachers need to devise appropriate teaching and assessment practices for these students.

General capabilities

The Australian Curriculum, Assessment and Reporting Authority (ACARA) has identified ten general capabilities that will be specifically covered in the curriculum. In the *Australian curriculum: English* each of the ten general capabilities is embedded in the content descriptions or elaborations where appropriate. There are further opportunities to develop the general capabilities with appropriate choice of activities by teachers.

Literacy is an integral part of the English curriculum. Conventionally it refers to reading, writing, speaking, viewing and listening effectively in a range of contexts. In the 21st century, the definition of literacy has expanded to refer to a flexible, sustainable command of a set of capabilities in the use and production of traditional texts and new communications technologies, using spoken language, print and multimedia. In English, students learn to read, write, listen, speak accurately, flexibly and critically, and to view and create increasingly complex texts for a variety of contexts.

Information and communication technologies (ICT) is an important component of learning in the English curriculum providing new teaching opportunities for teachers. Through the literacy strand students develop skills and understanding required for participation in new and emerging technologies. Students use the tools of ICT when researching and presenting their work in their classroom activities.

Thinking skills are critical to developing understanding in English. The English curriculum is designed to promote students' thinking and reasoning through class discussions, close analysis of texts, research and knowledge of language to acquire precision in thinking and communicating. Students are encouraged to be critical thinkers, take responsibility for their own learning and reflect upon their learning processes.

Creativity is an essential component of the English curriculum when reading, viewing, creating and presenting texts and when developing an aesthetic understanding of and engagement with literary texts. Through their reading and interaction with others, students are encouraged to see existing situations in new ways, identify alternative explanations and see links to generate solutions. It is through the imaginative application of ideas and flexibility of thought that students come to understand the power of language and become independent, innovative and imaginative learners.

Intercultural understanding can be enhanced if students are exposed to other views of the world through examining the literature of other cultures. Studying literature helps shape persona, cultural and national identities. Australia's evolving ethnic composition and the increasing national importance placed on our geographic location in the Asia-Pacific region brings with it a variety of cultural, social and ethical interests and responsibilities. These interests are represented in a range of literatures including contemporary literature and inscriptional and story-telling narrative traditions of Aboriginal and Torres Strait Islander peoples. The English curriculum places emphasis on awareness of and respect for the literary traditions and expressions of other cultures in Asia.

Teamwork, self-management, social competence and *ethical behavior* are explicit in the *Australian Curriculum: English* and are also inherent in many activities that form the basis of classroom practices in the teaching of English. There are many opportunities for students to work collaboratively, discuss issues relevant to ethical behavior in both literary and non-literary texts and manage personal learning as they learn and develop skills with increasing autonomy.

Cross-curriculum dimensions

Aboriginal and Torres Strait Islander dimensions The *Australian Curriculum: English* makes clear that the histories, cultures, traditions and languages of Aboriginal and Torres Strait Island students should be valued. One of the key aims of the literature strand is that all students will develop an awareness of, appreciation of, and respect for the literature of Aboriginal and Torres Strait Islander peoples including inscriptional and oral narrative traditions as well as contemporary literature.

Students will be taught that there are many languages and dialects spoken in Australia including Aboriginal English and Standard Australian English and that these languages may have different writing systems and oral traditions. Students will be taught to develop critical understandings about social, historical and cultural contexts, aesthetic qualities, and the perspectives associated with different uses of language and textual features.

Sustainable patterns of living Emphasis is placed in the *Australian Curriculum: English* on developing students' ability to become informed and engaged citizens capable of independent thought and adaptable problem solving in a variety of contexts. The English curriculum aims to develop the capacity of young people to use language successfully to navigate their lives and world, in the present and in their futures. They learn to make informed decisions based on analysis of evidence and understanding that there are various positions and perspectives to negotiate.

Asia and Australia's engagement with Asia There are strong economic, social and cultural reasons why Australian students should engage with Asia. Through knowledge of a broad range of texts and how they are interpreted and constructed, the *Australian Curriculum: English* provides students with opportunities to make sense of their own world and literature through making comparisons with others. Students read about and develop understanding of the diversity of Asia's peoples, environments and cultures. They recognise similarities and differences with their own world and increase their intercultural awareness and capacity to engage confidently with people from diverse cultural environments both at home and abroad.

Links to other learning areas

Learning in English involves the use of knowledge and skills learned in other areas, particularly in history, mathematics, science and civics and citizenship.

History The Language strand in English considers the development of English across time. It is important that students realise that much of the development in the way we use language comes from how it was used in the past, and that English will continue to develop and change. Students learn that all sorts of people, including people like themselves, use and contribute to the development of language. The study of literature with its emphasis on studying texts from a range of historical and cultural contexts helps students understand the perspectives and contributions of people from around the world.

Mathematics Understanding statistical reasoning, numerical scale and proportion and graphical representations are invaluable skills for argument analysis in English. Being able to understand and provide quantitative evidence for positions adopted in arguments is a persuasive tool in the presentation of points of view. Deriving quantitative and spatial information can also be an important aspect of understanding a range of texts.

Science A knowledge and understanding of Science can enhance student learning in English. The capacity to plan investigations, think objectively about evidence, analyse data, write clear reports and recommendations are all important in English. In English, as in Science, students base their discussions on objective analysis of evidence, justifying points of view, drawing conclusions and making presentations in a range of media.

Civics and citizenship The *Australian Curriculum: English* enables students to develop many of the skills integral to Civics and citizenship. Following philosophical debates, understanding the rights of others to hold different viewpoints, taking into account other perspectives, challenging ideas and broadening perspectives, facilitate productive discussion of substantive issues in English.

The *Australian Curriculum: English* takes account of what students have learned in these areas so that their learning in English is supported and their learning in other areas enhanced.

English | Strands

Kindergarten Content descriptions

Preface

In Kindergarten students comprehend and create a small range of simply structured spoken and written texts for informative and literary purposes. Students interact with family, peers and small groups using relatively straightforward expression of opinions and feelings.

Students should have experiences of fiction, non-fiction, poetry, film and multimodal and digital texts that deal with particular familiar and personal content and some imaginative content.

Texts that will support students' reading include well-illustrated caption books, short one-sentence per page texts and slightly longer highly predictable texts with consistent placement of print on the page and supportive illustrations.

The range of literary texts should include Australian literature, including traditional and contemporary Indigenous literature, and world literature, including texts from Asia, drawn from classic and contemporary texts.

This may include:

Literary and Non-literary

Oral tales, literary alphabet books, picture books, rhyming verse, chants, various types of stories, including Dreaming Stories, personal recounts, drama activities, simple procedures, descriptions of particular people, animals, places or things

Multimodal/ digital focus

Children's television, films, digital animations, concept charts, greeting cards, comics, storyboards, road signs, photograph albums, invitations, postcards, computer games, e-books.

Language	Literature	Literacy
1. Analysis of information	1. Reflecting on text	1. Listening and responding
Different languages are spoken by family, classmates, community and in the media	Engage in the rhythms and rhymes of a wide range of literary texts	Listen and respond to simple texts and to the speech of others in informal and more formal classroom situations
2. Expressive language	2. Shared reading	2. Purposes of texts
Language, images, body language and facial expressions can be used to express a range of feelings and emotions	Participate actively in shared reading, viewing and storytelling of literary texts	Recognise the purpose of imaginative or factual texts
3. Differing subject matter	3. Meanings of texts	3. Sequencing
Texts create meanings of various kinds, about personal experiences, imaginative experiences, and familiar factual topics	Discuss the meaning of literary texts	Sequence events in texts
	4. Recognising and responding	4. Reading strategies
4. Nature of texts	Recognise and respond to familiar literary texts	Use emerging grammatical and phonic knowledge, and meaning and context to read and view print and digital texts
Texts are made of words and sentences and sometimes images that have meaning and can take many forms	5. Purposes of texts	5. Comprehension strategies
	Recognise that one purpose of literary texts is to entertain	

5. Concepts about print and screen

Concepts about print and screen, including how books and simple digital texts work; and features of print such as letters, words, sentences, and punctuation including full stops and capital letters

6. Phonic and word knowledge

Spoken sounds can be written down using the letters of the alphabet

7. Phonic and word knowledge

Regular vowel–consonant (VC) and consonant-vowel-consonant (CVC) words are made up of letters that correspond to the sounds heard

8. Phonic and word knowledge

Recognise high frequency sight words in texts

9. Sounds, letters and words

Phonemic awareness including how to recognise rhymes, syllables and single sounds (phonemes) in short spoken words

6. Features of texts

Discuss some features of literary texts including events and characters

7. Discussing and responding

Discuss their responses to literary texts

8. Creating

Dramatise, discuss and write about imaginative elements of literary texts

Understand and respond to short informative and narrative texts, including understanding literal information and ideas and making simple inferences

6. Oral communication skills

Participate in informal conversations and discussions in familiar situations

7. Creating texts

Create a range of short written, spoken and multimodal texts

8. Vocabulary and writing

Write texts that include beginning understandings of spelling, grammar, punctuation, vocabulary and concepts about print

9. Handwriting/word processing

Handwrite lower case and upper case letters and begin to use a word processing program

Achievement standard (Kindergarten)

Listening and speaking

By the end of Kindergarten, students listen attentively for short periods. They listen and respond appropriately to the content of short spoken texts that use everyday language and familiar vocabulary and to texts read aloud. They recall one or two ideas, events and details from texts listened to or viewed. They show developing understanding of how texts convey meaning and take many forms. They recognise rhymes, syllables and single sounds in short spoken words. They talk informally on familiar topics with peers, teachers and known adults in everyday classroom situations. They use informal talk effectively to engage in pair, group and class discussions and participate in group tasks.

Reading

By the end of Kindergarten, students recognise several types of print texts and identify the purposes of some familiar texts. They effectively navigate a simple picture book or digital text using knowledge of basic concepts about print. They discuss how factual texts differ from imaginative texts. They name sound–letter matches for most consonants and short vowels, recognise high frequency sight words and work out short regular words using context, grammatical and phonic knowledge. They read aloud short, predictable texts with some fluency and demonstrate early reading strategies such as re-reading to maintain meaning. They retell one or two events in a story or a film, and discuss events and characters. They relate one or two facts from an information text. They recognise and name most letters of the alphabet.

Writing

By the end of Kindergarten, students write short texts of one or two sentences to retell events and experiences for a small range of audiences. They understand concepts about print such as letters, words, and sentences. They use left to right directionality, return sweep and spaces between words. They handwrite most lower case and some upper case letters, and use some capital letters and full stops. They show some evidence of the use of sound–letter knowledge to write unknown words and spell a small number of common words correctly. They use a keyboard to compose short texts, locating the keys for most letters including capital letters and full stops.

Year 1 Content descriptions

Preface

In Year 1, students comprehend, create and discuss a small range of simply structured spoken and written texts for informative and literary purposes.

Students interact with family, peers, teachers, class visitors and small class groups becoming aware of the interests of others.

Students read fiction, non-fiction, poetry, film and multimodal, media and digital texts that deal with particular familiar, personal and imaginative content with some introduced content.

These texts are relatively predictable and contain easy to follow sequences of events and a small number of characters who are simply represented. Texts that will support students' reading will use well known sentence structures, high frequency words and supportive illustrations.

The range of literary texts should include, Australian literature, including traditional and contemporary Indigenous literature and world literature, drawn from classic and contemporary texts, including texts from Asia.

This may include:

Literary and Non-literary

Traditional oral tales, literary alphabet books, picture books, rhyming verse, chants, various types of stories, including Dreaming Stories, drama activities, personal recounts, simple procedures, descriptions of particular people, animals, places or things

Multimodal / digital focus

Children's television, films, digital animations, concept charts, greeting cards, comics, storyboards, road signs, photograph albums, invitations, postcards, computer games, e-books.

Language	Literature	Literacy
1. Comparing languages	**1. Recognising and responding**	**1. Listening and responding**
English is one of many languages spoken in Australia	Listen to, recite and perform children's poems, chants, rhymes and songs	Listen and respond to texts involving extended sentence patterns and expanded vocabulary
2. Speech functions	**2. Meanings of texts**	**2. Reading strategies**
Spoken and written language can be used for asking for information, giving information, asking people to do things, offering to do things and making exclamations	Listen to and view literary texts, discussing meanings, sharing responses and comparing characters and events in texts to their own lives	Read print and digital texts with extended sentence patterns or functionality using meaning and context, and increasing grammatical and phonic knowledge
3. Attitudinal vocabulary	**3. Features of texts**	**3. Comprehension strategies**
Vocabulary for the expression of feelings and emotions	Recognise different types of literary texts including traditional tales, humorous stories and poetry and identify personal preferences for particular texts	Understand and recall literal information and ideas in texts
4. Basic sentence elements		**4. Comprehension strategies**
Words and images represent people, things, actions and details, including place and time	**4. Purposes of texts**	Interpret and make inferences from texts
5. Text formats	Recognise that literary texts are created to	**5. Purposes of texts**

Texts have different formats

6. Text purposes

Texts are created for different purposes

7. Concepts about print and screen

Concepts about print and screen, including some features of print and digital text functionality and the purpose of punctuation including how capital letters are used for names and to begin a sentences and full stops to mark the end of the sentence

8. Sounds, letters and words

How to manipulate sounds in spoken words including phoneme deletion and substitution

9. Phonic and word knowledge

Recognise and write sound–letter correspondences including some less common sound–letter matches, consonant and vowel diagraphs and consonant blends

10. Phonic and word knowledge

Regular one-syllable words are made up of letters and letter clusters that correspond to the sounds heard

11. Sight word knowledge

Recognise most high frequency sight words in texts read

12. Sounds, letters and words

Recognise morphemes in word families

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entertain or inform

5. Engaging with texts

Structural elements of plot, character and setting in different types of literary texts

6. Meanings of texts

Language and visual features of texts work together to express meaning in literary texts

7. Creating

Adapt literary texts through talk, drawing, writing and performance

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Select and use print and multimodal reading material for particular purposes

6. Oral communication skills

Engage in discussions and make short presentations involving giving information with an expanded vocabulary

7. Creating texts

Create short imaginative and information texts that show emerging use of appropriate text structures and features for a small range of audiences and purposes

8. Vocabulary and writing

Write texts using basic sentence elements, spelling strategies, topic vocabulary and sentence boundary punctuation

9. Editing

To edit their work for meaning, spelling and punctuation

10. Handwriting/word processing

Handwrite lower case and upper case letters and use some simple functions of a word processing program

Achievement standard (Year 1)

Listening and speaking

By the end of Year 1, students listen and respond to a range of spoken texts for informal and some more formal purposes and to texts read aloud. They use developing listening skills to retell events and some details, remember and follow multi-step spoken instructions, and effectively follow prompts in multimodal texts. They use different interaction conventions such as asking questions and making comments. They speak clearly, adjusting the volume of speech to their audience and purpose. They participate in pair, group and class discussions using familiar and learned content and vocabulary and some extended sentence patterns. They make brief presentations of a few connected sentences on familiar and learned topics and use appropriate vocabulary to discuss ideas in texts and to share responses.

Reading

By the end of Year 1, students identify a book's purpose using information from the cover and illustrations in the book. They navigate different types of print and digital texts. They read simply-structured narrative and information texts and recall significant information and ideas. They participate in discussions about text content, plot, characters and setting and retell stories. They make simple inferences about ideas, characters and events. They identify words and images that represent people, things and actions. They read aloud texts with extended sentence patterns, responding appropriately to sentence boundary punctuation. They use context, grammatical and phonic knowledge to predict and confirm as they read and to work out unfamiliar words, including words containing learned digraphs and blends.

Writing

By the end of Year 1, students create short imaginative and information texts for a small range of purposes. They incorporate familiar ideas in their writing and demonstrate emerging understanding of text structures and features. They generally use capital letters and full stops. They accurately spell a growing number of irregular words and demonstrate an increasing ability to spell common and unknown words using sound–letter knowledge. They use lower case and upper case letters appropriately in their writing and simple functions of a word processing program. In response to prompts they use some strategies to edit their work for meaning, spelling and punctuation.

Year 2 Content descriptions

Preface

In Year 2, students comprehend, create, evaluate and discuss a relatively small range of simply structured spoken and written texts for informative, persuasive and literary purposes.

Students interact with community members, peers and other students and small and large groups collaboratively shaping ideas and opinions.

Students should read fiction, non-fiction, poetry, film and multimodal, media and digital texts that deal with particular familiar, and a small degree of unfamiliar, personal and imaginative content with some introduced content.

Texts that will support students' reading include texts with varied sentence structures and events with extended descriptions, texts with a range of illustrations and diagrams and a small amount of unfamiliar vocabulary.

The range of literary texts should include, Australian literature, including traditional and contemporary Indigenous literature and world literature, drawn from classic and contemporary texts, including texts from Asia.

This may include:

Literary and Non-literary

Traditional oral tales, picture books, rhyming verse, chants, various types of stories, including Dreaming Stories, drama activities, personal recounts, simple procedures, descriptions of particular people, animals, places or things

Multimodal / digital focus

Children's television, films, digital animations, concept charts, greeting cards, comics, storyboards, road signs, photograph albums, invitations, postcards, computer games, e-books.

Language	Literature	Literacy
1. Comparing languages	**1. Recognising and responding**	**1. Listening and responding**
Languages have different writing systems and oral traditions	Identify and reproduce rhythmic patterns and word patterns in children's poems, chants, rhymes and songs	Listen to texts to follow a story-line, for specific information, to find a main idea and to follow detailed spoken instructions
2. Interaction patterns	**2. Purposes of texts**	**2. Reading strategies**
How to interact with different levels of formality in different situations and with different people	Identify aspects of different types of literary texts that entertain and give reasons for personal preferences	Use context, meaning, and grammatical and phonic knowledge to read extended print and digital texts including those with unfamiliar themes, chapters, paragraphing and less supportive illustrations and diagrams
3. Question types	**3. Features of texts**	**3. Comprehension strategies**
Closed and open questions are different ways of asking for information and require different kinds of responses	Describe the structural elements of plot, character and setting in different types of literary texts from their own and other cultures	Understand and recall literal information and ideas presented in texts including retrieving
4. Vocabulary expansion		

A single word can have different meanings

5. Sentence grammar

Language can be used to represent 'What's happening?' (action verbs); 'who or what is doing or receiving the action?' (nouns/noun phrases); 'details about the situation?' (adverbials)

6. Cohesion

Written language needs to be independent of the immediate setting

7. Text structure

Texts are organised in predictable ways

8. Phonic and word knowledge

Spelling of common words with irregular patterns and unknown words using developing visual, graphophonic and morphemic knowledge

9. Spelling

Spelling and pronunciation rules including silent letters, vowel–consonant digraphs and many less common sound–matches

10. Vocabulary expansion

Common prefixes and suffixes and their role in changing a word's meaning

11. Phonic and word knowledge

Use morphemes and syllabification to break up and read some simple multisyllabic words

12. Concepts about print and screen

Features of text organisation including layout of pages and digital texts

13. Punctuation

Purposes of punctuation including, question marks and exclamation marks to support meaning

4. Evaluating

Make personal connections and responses to characters, events and ideas in literary texts

5. Engaging with texts

Describe and discuss the structures of familiar literary texts including the orientation, complication and resolution or cyclic story-lines

6. Creating

Create imaginative recreations and performances of literary texts

key information and recalling sequences of important aspects

4. Comprehension strategies

Use comprehension strategies when listening to, viewing and reading texts, including making connections between their own knowledge and the content of texts, making informed inferences, summarising and visualising

5. Research skills

Use developing research strategies to locate, retrieve, sequence, evaluate and use information

6. Oral communication skills

Use understanding about language, audience, purpose and content knowledge when engaging in group and class discussions, informal debates and making presentations

7. Creating texts

Create texts for a range of purposes using developing knowledge of a small range of text structures

8. Vocabulary and writing

Write texts that apply developing understanding of grammar, an expanding vocabulary, spelling and punctuation that supports meaning

9. Editing

Revise and edit work for meaning, spelling, sentence boundary punctuation and text structure

10. Handwriting/word processing

Handwrite legibly and use a word processing program with growing speed and efficiency

Achievement standard (Year 2)

Listening and speaking

By the end of Year 2, students listen to a range of spoken and media texts on familiar and learned topics. They understand and recall literal information and retell main ideas and two or more key facts. They use spoken language as a learning tool, listening for details and instructions, asking and answering questions and engaging in talk-based learning situations. They begin to adapt spoken language to suit their audience and purpose. They use everyday talk to discuss ideas, and specific vocabulary about areas of interest. They use more formal language to engage in group and class discussions and to make oral presentations, including some detail, with conscious attention to voice, eye contact and gesture. They discuss how to interact differently with different people. They give opinions on topics of interest and provide some supporting evidence for their points of view.

Reading

By the end of Year 2, students select books to suit different purposes and use the title, table of contents, headings and subheadings, indexes and screen conventions to navigate and use texts. They read and view longer narrative and information texts, discussing possible meanings and predicting likely future events. They use texts with some complex language, ideas and vocabulary to find information on a range of topic areas. They identify literal information in texts and make inferences about characters' actions and motivations. They relate information, ideas and events in texts to their own lives and to other texts. They demonstrate knowledge of most common irregular words and use morphemes and syllabification to read some simple multisyllabic words. They read aloud with fluency and intonation and self-correct using context, prior knowledge, grammatical and phonic knowledge.

Writing

By the end of Year 2, students create imaginative and informative print and multimodal texts for different purposes and a widening range of audiences, drawing on their own experiences, and on imaginative and learned ideas. They organise texts in predictable ways and use a small range of text structures. They create texts that display developing control over sentence structures, and appropriate use of action verbs, nouns and noun phrases. They discuss their choice of language features. They use capital letters to indicate names and sentence boundary punctuation including question marks and exclamation marks. They accurately spell most common irregular words and demonstrate an increasing ability to spell unknown words using sound–letter correspondence and visual knowledge. They handwrite legibly using unjoined letters of consistent size and slope, and use a word-processing program with growing speed and efficiency. They re-read and edit their work for meaning, spelling and punctuation.

Year 3 Content descriptions

Preface

In Year 3, students comprehend, create, evaluate and discuss a range of spoken, written and visual texts for literary, informative and persuasive purposes involving predictable stages.

Students interact with a greater range of audiences varying in terms of familiarity, and respond to the needs and expectations of the reader, viewer or listener.

Students should read fiction, non-fiction, poetry, film and multimodal, media and digital texts that deal with less familiar personal and imaginative content and introduced and researched subject matter involving topic vocabulary.

Texts that will support students' reading include texts with lengthy text blocks on a page, chapters of significant length and more complex illustrations and diagrams.

The range of literary texts should include, Australian literature, including traditional and contemporary Indigenous literature and world literature, drawn from classic and contemporary texts, including texts from Asia.

This may include:

Literary and Non-literary

Simple narratives, moral tales, myths, and similar stories from their own and other cultures, junior novels, chapter books, imaginative recounts, one-act scripted plays, form verse poetry, Dreaming stories, sequential explanations, autobiographies, personal responses to literary works, simple arguments, and descriptive text types such as information reports

Multimodal/ digital focus

cartoons, websites, picture books, films and television including children's drama, Aboriginal paintings, cook books, road directories, pamphlets, online search engines, ebooks.

Language	Literature	Literacy
1. Comparing dialects	1. Engaging with texts	1. Oral communication skills
Standard Australian English is one of many social dialects used in Australia	Identify issues and experiences in literary texts and compare and contrast them with their own experiences	Use active listening strategies when listening for information and ideas and participating in conversation
2. Interaction patterns	2. Discussing and responding	2. Oral communication skills
How language is used for successful interactions, by identifying turn-taking patterns in group and pair work	Share enjoyment of literary experiences through discussing interests, favourite characters and stories, and reasons for personal selection of texts	Interact with others, adjusting speech to suit familiar situations and adopting a range of roles in pairs and groups
3. Providing opinions	3. Features of texts	3. Oral communication skills
How to give opinions on the qualities or attributes of things and to provide reasons	Use appropriate metalanguage to share and	Speak clearly to an audience providing some key details and supporting details in logical

4. Vocabulary expansion

Vocabulary choices can be playful as well as serious

5. Sentence grammar

How sentences are made up of meaningful sets of words that represent what is happening, who or what is involved, and details about the activity

6. Sentence grammar

More specific and detailed ideas can be expressed through the careful choice of verbs, a range of adverbials, and the use of lengthier noun phrases

7. Spoken and written modes

The spontaneous, interactive, exploratory language of the spoken mode differs from the more reflective, crafted language of the written mode

8. Paragraphing

Texts can be divided into paragraphs, each paragraph dealing with a particular aspect of a topic

9. Text stages

Texts are structured in particular ways to achieve their purposes

10. Poetry formats

How poems read aloud have distinctive sound qualities and how poems on the page look different from prose texts

11. Spelling

Use of sound-symbol relationships, word structures, word meanings and generalisations to support spelling

12. Punctuation

Purposes of punctuation including apostrophes to mark contractions and commas between items in lists

discuss their own and others' understanding and appreciation of ideas, and the structures and features of literary texts

4. Choices and techniques

Appreciate how authors use a range of devices, including alliteration, onomatopoeia, repetition, rhyme and rhythm, to express ideas and create images and particular effects

5. Creating

Create imaginative literary texts that incorporate dramatisations and digital technologies

sequence using appropriate volume and pace and eye contact as appropriate

4. Reading strategies

Read using word attack, self-monitoring and self-correction strategies

5. Features of texts

Build understanding by identifying typical organisational structures of texts and using these to navigate a range of texts

6. Comprehension strategies

Retrieve literal information from texts by generating and answering questions

7. Comprehension strategies

Make inferences and draw conclusions by interpreting and integrating ideas and information

8. Comprehension strategies

Make links between texts based on the same topic

9. Research skills

Use research skills to locate, select and use sources

10. Organising information

Collect, organise and record information, noting key words and concepts using graphic organisers

11. Features of texts

Explore the influence of context on text layout including the choice and impact of illustrations, infographics, captions and colour

12. Multimodal texts

Identify how some audio and visual technical conventions support narrative and information in a multimodal text

13. Creating texts

Express ideas and information by combining written, oral, viewing and technical skills in the creation of multimodal texts, incorporating visual and auditory conventions and utilising digital technologies

14. Creating texts

Use appropriate punctuation and vocabulary

to create imaginative texts that develop character and setting and factual texts that develop ideas and events

15. Handwriting/word processing

Handwrite using joined script in which letters are accurately formed and consistent in size and use simple functions of a word processing program

Achievement standard (Year 3)

Listening and speaking

By the end of Year 3, students listen attentively to others and respond appropriately. They contribute actively to group discussions, asking relevant questions and building on others' ideas by contributing ideas and information, and providing useful feedback. They identify and use turn-taking patterns in group and pair work. They understand the interactive nature of spoken language and can explain how this differs from written language. They speak confidently and clearly to known small audiences about familiar ideas and information, mostly in informal situations. They speak clearly and expressively, providing details in logical sequence, using eye contact and appropriate volume and pace to enhance meaning. They initiate and maintain conversations with known adults and peers.

Reading

By the end of Year 3, students read, view, navigate and respond to a range of print and multimodal texts with familiar structures. They read aloud with clarity and expression. They retell the main ideas in texts in logical sequence, and identify themes and experiences in literary texts. They accurately locate literal information and make informed inferences about ideas in texts, referring to print and visual information. They use word-attack strategies, monitor their own reading, and self-correct to maintain meaning. They use a range of appropriate strategies to justify their predictions and interpretations of ideas and information. They clarify meaning by making relevant connections between visual and written elements in texts, and draw conclusions by interpreting and integrating ideas and information. They express relevant ideas and opinions on texts, and refer to specific evidence and detail to support these opinions. They identify simple literary devices used by authors. They make effective use of organisational features of texts, library skills, and bookmarked websites to access specific information.

Writing

By the end of Year 3, students create texts to inform, narrate, persuade, and explain their choice of text features. They write about familiar ideas, experiences, events and information, and develop characters, ideas and events in some detail. They create multimodal texts incorporating written, visual and auditory language and experiment with digital text creation programs. They organise texts in paragraphs composed of logically grouped sentences dealing with a particular aspect of a topic. Sentences are meaningful and they choose vocabulary appropriate to the purpose and context of their writing. They understand how specific and detailed ideas can be expressed through the careful choice of verbs, adverbials and nouns. They use simple punctuation correctly including apostrophes to mark contractions and commas to separate items in lists. They use a variety of spelling strategies to spell high frequency words correctly. They re-read their own writing to check accuracy and to improve meaning. They handwrite using joined letters of consistent size, and they use simple word processing functions.

Year 4 Content descriptions

Preface

In Year 4, students comprehend, create, evaluate and discuss an increasing range of spoken, written and visual texts for literary, informative and persuasive, purposes involving predictable stages.

Students interact with an increasing range less familiar audiences, varying in terms of familiarity and demonstrate sensitivity to the needs and expectations of the reader, viewer or listener.

Students should read fiction, non-fiction, poetry, film and multimodal, media and digital texts that deal with a higher degree of unfamiliar content and increasing use of subject-specific language.

Texts that will support students' reading include texts with increasingly complex language structures and more complex illustrations and diagrams with labeling.

The range of literary texts should include, Australian literature, including traditional and contemporary Indigenous literature and world literature, drawn from classic and contemporary texts, including texts from Asia.

This may include:

Literary and Non-literary

Simple narratives, moral tales, myths, fables, and similar stories from their own and other cultures, junior novels, chapter books, imaginative recounts, one-act scripted plays, form and verse poetry, Dreaming stories, sequential explanations, autobiographies, personal responses to literary works, simple arguments, and descriptive text types such as information reports

Multimodal/ digital focus

Cartoons, websites, picture books, films and television including children's drama, cook books, road directories, pamphlets, online search engines, ebooks.

Language	Literature	Literacy
1. Etymology	1. Recognising and responding	1. Comprehension strategies
Words have histories and that their meaning often changes over time (etymology)	Draw connections between their own experiences and the worlds of literary texts	Listen for information and main ideas and identify support material, predicting what will come next, paraphrasing and practising questioning to achieve clarification
2. Audience	2. Meanings of texts	
Language choices change as we move between social groups	Identify main ideas and characters and make inferences about motives and action and relate them to the underlying message of the text	2. Oral communication skills
3. Types of questions		Participate effectively in a collaborative learning group
Questions, statements, and commands can be positive or negative	3. Discussing and responding	3. Oral communication skills
4. Adjusting opinions	Form and express an opinion about aspects of literary texts and support the opinion with	Develop oral skills with a particular focus on adjusting voice, facial expression, stance and

The strength of feelings and opinions can be adjusted through the use of intensifiers or choice of vocabulary

5. Visual grammar

Relationships can be represented visually

6. Vocabulary expansion

An increasing range of specific vocabulary related to areas of the broader curriculum and community life

7. Grammar of simple sentences

The clause represents what is happening, who or what is participating and the surrounding circumstances, and that a simple sentence contains one clause

8. Clause meaning

Grammar functions represent various aspects of our experience: noun phrases for representing people, things and ideas (enriched through the use of possessives, intensifiers and classifiers); verbs for representing what people are doing, saying, thinking, and feeling; and adverbials to provide details about an activity

9. Tense

The tense of a verb can be used to locate an action in time

10. Conjunctions

Words can be combined by using conjunctions

11. Text stages

Texts can be both predictable and playful (particularly poems)

12. Text organisation

Longer texts can be divided into paragraphs, chapters and other sections, and include the use of headings and subheadings

13. Image organisation

Some images represent sequences while others represent concepts and relationships

14. Spelling

Strategies to spell and edit topic words using knowledge about word families and spelling patterns and generalisations

evidence from texts

4. Appreciating

Appreciate how writers use a range of devices, including visual imagery and, also, nonsense devices such as neologisms, and spoonerisms, to express ideas and create particular effects

5. Features of texts

Use metalanguage to share and discuss their own and others' understanding and appreciation of ideas, structures and features of a broad range of literary texts in a variety of situations

6. Meanings of texts

Compare and contrast texts created in different media

7. Creating

Create imaginative, literary texts using a range of text types and media, experiment with characters and events from texts they have read and viewed, and begin to use literary features for particular effects

8. Engaging with texts

Discuss how writers use literary language and features to engage readers

gestures and taking register of language into account

4. Reading strategies

Self-monitor reading and understanding using word attack, self correction and comprehension strategies

5. Vocabulary

Use and understand idioms and proverbs, technical and subject-specific words and vocabulary for expressing feelings and for judging human behaviour and character

6. Features of texts

Distinguish between a range of text types and relate their structure and language features to context

7. Comprehension strategies

Make inferences about connections, motives, causes and consequences implicit in the text by predicting, drawing on prior knowledge, self questioning and making personal connections

8. Comprehension strategies

Interpret and integrate ideas by visualising, linking ideas including cause and effect, noting sequence and investigating how people, places and events are represented

9. Research skills

Select a topic, form a focus and locate texts for different purposes using relevant library and online search skills

10. Organising information

Use strategies for processing, organising and recording information including answers to questions, note taking, paraphrasing and the use of graphic organisers

11. Text structures and features

Evaluate the effectiveness of text design and layout and how it contributes to meaning

12. Multimodal texts

Recognise and explain the interplay between words and visual, auditory, technical and symbolic conventions in the shaping of character, setting, events and information in multimodal texts

15. Punctuation

Purposes of punctuation including the hyphenation of compound words and use of capital letters in headings

13. Creating

Develop coherent texts by using paragraphs with topic sentences, simple sentences and punctuation

14. Multimodal texts

Use technology and a range of conventions to achieve specific effects in the design and creation of multimodal texts with static and moving images

15. Organising information

Organise ideas before writing and re-read work to check and improve meaning and correct spelling of high-frequency words

16. Handwriting/word processing

Develop a fluid handwriting style using accurately formed joined letters that are consistently smaller in size

Achievement standard (Year 4)

Listening and speaking

By the end of Year 4, students listen attentively to obtain specific information from spoken and multimodal texts. They listen for main ideas, predict what will come next, and use questions to clarify their understanding. They listen and respond to peers in discussions, speculating on ideas and explanations and extending others' suggestions. They use structures and features of spoken language appropriately to share and explain ideas and information to different audiences. They participate actively in group discussions, and collaborate effectively with small groups of peers to develop dramatic presentations based on favourite plots, events and characters. They respond appropriately to different contexts and audiences, by adjusting voice, facial expression, stance and gestures. They understand differences in spoken language used in informal, personal contexts and more formal and public situations.

Reading

By the end of Year 4, students read, view, navigate and respond to imaginative, informative and persuasive texts with some unfamiliar ideas and information. They identify the features and purposes of a range of different text types, including print and multimodal texts. They evaluate the effectiveness of text design and how it contributes to meaning. They discuss the ways people, places and events are represented in texts, and provide plausible reasons for their opinions. They identify key ideas, characters and events in texts. They make relevant inferences about motives, actions, causes and consequences. They use strategies such as predicting, drawing on prior knowledge, questioning, and making connections to interpret ideas and information. They share their own judgments and preferences about texts, and respond to others' viewpoints. They select relevant evidence from texts to explain cause and effect and suggest alternatives to others' opinions. They locate appropriate texts for different purposes using relevant library and online search skills.

Writing

By the end of Year 4, students compose coherent texts for imaginative, informative and persuasive purposes and for different audiences. They draw ideas from personal, literary and researched resources. They compose imaginative texts, experimenting with characters and events from texts read and viewed. They sequence ideas appropriately to achieve their purposes in writing. They develop coherent texts by using simple sentences, correct tense and headings as appropriate. They use sentence boundary punctuation correctly and capitalise letters in headings appropriately. They utilise technology for specific effect in the design and creation of multimodal texts. They draw on vocabulary relevant to various areas of the curriculum and community life, and select words for specific effect. They understand how language choices provide detail about people, things and ideas. They explain their choice of descriptive words and phrases used in texts they create. They use knowledge about word families and spelling patterns and generalisations to spell and edit topic words. They plan and organise ideas before writing, and reread work to check and improve meaning.

Year 5 Content descriptions

Preface

In Year 5 students comprehend, create, evaluate and explicitly discuss a variety of written, spoken, visual and multimodal texts for literary, informative and persuasive purposes, including texts that involve a number of stages.

Students' interactions with others involve working in small and large discussion groups and offering opinions.

Students should read fiction, non-fiction, poetry, film and multimodal, media and digital texts which deal with less familiar subject matter in terms of cultural context.

The range of literary texts should include, Australian literature, including traditional and contemporary Indigenous literature and world literature, drawn from classic and contemporary texts, including texts from Asia.

This may include:

Literary and Non-literary

Stories and poems from different cultures, novels, historical recounts, playscripts, ballads, song lyrics, Dreaming Stories, biographies, arguments, debates, procedural recounts, simple reviews of literary works and explanations

Multimodal / digital focus

short films, film or television versions of literary texts, children's magazines, children's television current affairs, traditional forms of story paintings, feature films, television documentaries, tween-mags, interviews and children's drama, maps, web pages, posters, signs, symbols and logos, magazines, display advertisements, online official sites for films and television shows, online shared writing sites, electronic texts.

Language	Literature	Literacy
1. Systems of communication	**1. Recognising and responding**	**1. Discussing and responding**
There are different systems of communication, including Australian Sign Language (Auslan) and Braille	Draw connections and make inferences about the experiences of characters in literary texts and their own experiences	Differentiate between and respond appropriately to open and closed questions
2. Making requests	**2. Discussing and responding**	**2. Comprehension strategies**
More polite or culturally appropriate ways to ask for information or make requests	Compare different ways that characters, setting and events can be portrayed, and share opinions in order to deepen understanding	Listen and read for overall meaning, detail, sequence and relationships, taking notes and summarising
3. Evaluative vocabulary	**3. Choices and techniques**	**3. Oral communication skills**
Vocabulary to make judgments about people's behaviour, such as their courage, ability and character	Appreciate how the narrative point of view can work for particular effect	Use spoken language to negotiate group arrangements such as leadership of a group
4. Subjectivity and bias	**4. Choices and techniques**	**4. Vocabulary**
Objective and subjective uses of language		Build an emotive and persuasive vocabulary in order to develop sensitivity to feelings and

and bias

5. Idiomatic expressions

How the choice of vocabulary is important in expressing literary ideas, including the difference between literal and idiomatic expressions

6. Compound sentences

Simple connections can be made between ideas by using a compound sentence

7. Noun phrase and structure

Information before and after the noun can be used to provide a fuller description of the person or thing in noun phrases

8. Personal pronouns

Personal pronouns vary according to whether the person or thing is doing or receiving the action

9. Relating verbs

Relating verbs can be used to create definitions and to describe people and things

10. Adjectives

How adjective groups can be expanded in order to provide further descriptive information

11. Text stages

Texts move through relatively predictable stages to achieve their purpose

12. Cohesion

Cohesion is created by the use of devices such as pronouns, determiners and text connectives

13. Sentence structure

How to create clear, well-structured sentences

14. Visual grammar

Visual design involves informed choices in creating coherent and effective images

15. Spelling

Use of word origins, base words, word endings, word families and spelling patterns and generalisations when spelling

16. Punctuation

Recognise that the language choices and techniques of authors can reflect bias and influence readers

5. Engaging with texts

Understand that interpretations of literary texts can be shaped by individual responses to ideas, structures and features of texts

6. Creating

Create imaginative literary texts based on structures, approaches and ideas in texts that have been listened to, read, and viewed. This includes adapting whole texts, aspects or extracts of a literary text for digital or dramatic presentation and explaining major structural, language and design decisions

7. Figurative language

Use of figurative language including similes, metaphors and personification to express ideas and create

perspectives

5. Features of texts

Link text structure and language features to context in a variety of more complex texts including digital technologies

6. Comprehension strategies

Draw conclusions and make inferences based upon literal and implied information by drawing on prior knowledge and experience of different texts

7. Comprehension strategies

Interpret and synthesise ideas and information in texts critiquing ideas and issues including the investigation of stereotypes

8. Research skills

Select texts including locating specific information on the same topic in multiple texts, previewing and reading selectively

9. Organising information

Collect, organise and summarise information in answer to a specific question

10. Comprehension strategies

Apply cross-curricular knowledge to interpret infographics, including maps, timelines and representations of data

11. Multimodal texts

Analyse how multimodal texts, including film, utilise particular conventions in order to shape meaning, including promoting a certain view

12. Oral communication skills

Emphasise meaning, and appeal to audience, through body language and spoken techniques including variations in volume, pace, pausing for effect and voice qualities

13. Organising information

Organise ideas before writing by using a graphic organiser, dot points or planning framework; selecting a text type to suit purpose and audience; and reviewing writing to identify basic spelling and punctuation errors, omissions and repetitions

14. Handwriting/word processing

Purposes of punctuation including apostrophes for possession and bullet points

Develop a handwriting style that is legible and becoming fluid and automatic and use word processing software with fluency and accuracy, integrating various functions for efficiency

15. Creating texts

Create detailed spoken, written and multimodal cohesive texts using grammar and punctuation for specific effects

16. Multimodal texts

Integrate written, oral, viewing and technological skills and conventions in the production of multimodal texts for specific purposes and audiences

Achievement standard (Year 5)

Listening and speaking

By the end of Year 5, students interact confidently with others in a variety of informal and more formal contexts. Students listen attentively and respond constructively to short presentations, and offer relevant challenges or comment on key points. They accurately identify key ideas and details in short presentations, and can summarise these ideas clearly for others. They use open questions to prompt speakers to provide more information. They select and order ideas and information in appropriate sequence for short oral presentations. They present a point of view clearly and justify their arguments. They use appropriate strategies to ask for information or make requests. They consider the needs of known audiences when preparing informative or dramatic presentations. They employ a variety of techniques to engage audiences and emphasise meaning, including variations in volume and pace, and pausing for effect. Students listen attentively and respond constructively to short presentations, offering relevant challenges or comment on key points. They accurately identify key ideas and details in short presentations and summarise these ideas clearly for others.

Reading

By the end of Year 5, students read, view, navigate and respond to a broad range of literary, informative and persuasive texts in print and digital formats that present some complex ideas and themes. They make appropriate links between text structures and language features and the context and purposes of texts. They draw informed conclusions and make inferences based on literal and implied information. They interpret, critique and synthesise ideas and information in texts, consistently supporting their responses with evidence from the text. They recognise and describe how language choices and techniques influence audiences. They identify ways in which their own and others' interpretations of texts are shaped by individual values and experiences, and expand their own understanding by taking account of different opinions and interpretations. They use a range of research strategies and resources effectively, and locate information on a topic from multiple sources, such as by previewing and reading selectively.

Writing

By the end of Year 5, students compose a variety of imaginative, informative and persuasive texts for different purposes and audiences. They select information and ideas from personal, literary and researched resources. They predict the needs of readers when organising ideas and reviewing their writing. They develop coherent texts by varying sentences and paragraphs for specific effect. They recognise how connections can be made between ideas by using coordinating conjunctions and pronouns. They select precise vocabulary to express and develop ideas, to engage and persuade readers and to convey emotions. They write clear, well-structured sentences and sequenced, cohesive texts. They attempt to use punctuation to provide further information and precision, including apostrophes for possession and bullet points. They review their own writing to identify basic spelling and punctuation errors, omissions and repetitions. They use word processing programs fluently and accurately, integrating various functions.

Year 6 Content descriptions

Preface

In Year 6 students comprehend, create evaluate and explicitly discuss a variety of written, spoken, visual and multimodal texts for literary, informative and persuasive purposes, including more challenging texts that involve a number of stages and phases.

Students' interactions with others involve students working in small and large discussion groups offering opinions and extending others' ideas in a constructive manner.

Students should read fiction, non-fiction, poetry, film and multimodal, media and digital texts which deal with less familiar subject matter in terms of historical, geographical or cultural context .

The range of literary texts should include, Australian literature, including traditional and contemporary Indigenous literature and world literature, drawn from classic and contemporary texts, including texts from Asia.

This may include:

Literary and Non-literary

Stories and poems from different cultures, novels, historical recounts, playscripts, ballads, song lyrics, Dreaming Stories, biographies, arguments, debates, procedural recounts, simple reviews of literary works and explanations

Multimodal / digital focus

short films, film or television versions of literary texts, children's magazines, children's television current affairs, traditional forms of story paintings, feature films, television documentaries, tween-mags,interviews and children's drama, maps, web pages, posters, signs, symbols and logos, magazines, display advertisements, online official sites for films and television shows, avatars, online shared writing sites, ebooks.

Language	Literature	Literacy
1. Nature of dialects	**1. Discussing and responding**	**1. Listening and responding**
There are different social and geographical dialects and accents including Standard Australian English and Aboriginal English	Compare personal opinions about literary texts with those of others	Listen for detail and irrelevancies, recording key points, comparing their notes with others and retelling the information in their own words
2. Developing self	**2. Choices and techniques**	
Language can shape different identities in different contexts	Begin to appreciate what it is that defines an author's individual literary style	**2. Discussing and responding**
3. Persuasive language	**3. Engaging with texts**	Use talk to clarify ideas; interrogate and develop arguments; share and evaluate experiences; request and give information; and contribute to discussions, negotiating roles and tasks as necessary
Rhetorical devices can be used to persuade others	Use evidence from literary texts to develop arguments that support or refute opinions on aspects of literary texts	
4. Modality	**4. Creating**	**3. Research skills**
Modality can be used to increase or decrease the degree of certainty or obligation	Create or rewrite narratives with literary similarities, such as main idea, issues or	Use a range of strategies and references to access general and subject specific

5. Vocabulary expansion

Choice of vocabulary is important in expressing very specific meanings

6. Complex sentences

Higher order connections between ideas can be made by using a complex sentence

7. Grammatical patterns

Grammatical patterns vary depending on the text type

8. Direct/indirect speech

Clauses can be combined using direct and indirect speech and thought to indicate what someone is saying or thinking

9. Nouns in apposition

How one noun phrase can be used to elaborate another noun phrase

10. Adverbials

Adverbials can be used to provide more information about an activity

11. Cohesive devices

Cohesive links can be made in texts by omitting or replacing words

12. Cohesive devices

Sets of vocabulary can be used to build cohesive links in texts

13. Sentence openers

Sentence openers help to organise the flow of information

14. Visual grammar

How visual and verbal elements interact

15. Punctuation

Purposes of punctuation including quotation marks for direct speech and titles, brackets to enclose additional information and commas to mark clauses

16. Vocabulary expansion

Use of word origins, word endings, base words and suffixes and prefixes, spelling patterns and generalisations to support spelling

characters, for different audiences, identifying the language choices appropriate to the audience

vocabulary including dictionary codes to find information regarding grammar, word usage and word origin

4. Features of texts

Evaluate text structure, language features and grammatical techniques used to influence an audience including persuasive techniques and the language of argument

5. Comprehension strategies

Make inferences about attitudes, beliefs and values by drawing upon previous learning and experiences and attending to language and selection of detail

6. Purposes of texts

Identify likely purposes and audiences of written, spoken, visual and multimodal texts

7. Features of text

Analyse and compare different perspectives in texts through close analysis of language and design elements

8. Research skills

Determine the nature and extent of information needed and selectively source specific information using evaluative library and online research skills

9. Evaluating texts

Analyse and evaluate how written information and visual images integrate to shape meaning of texts

10. Multimodal texts

Interpret a wide range of non-verbal conventions (visual, auditory, technical and symbolic) and their interaction with each other in multimodal texts

11. Reflecting on texts

Identify and discuss how their choice of language and literary features influences the meanings in their texts

12. Creating texts

Select from a range of media and experiment creatively with the production of multimodal texts

13. Creating texts

Create detailed spoken, written and multimodal texts for imaginative, informative and persuasive purposes using a variety of sentence structures, effective vocabulary and punctuation

14. Oral communication skills

Present to groups and whole class in a clear and interesting manner with appropriate register, tone, volume, pace, gesture and facial expression

15. Organising information

Plan, draft, and edit work, consulting with others as appropriate and proofreading before final presentation

16. Handwriting/word processing

Develop a handwriting style that is automatic, fluid and legible and use a word processing program with speed, fluency and skill, utilising and learning functions in response to need

17. Vocabulary

Develop cohesion in texts through vocabulary, synonyms, antonyms and repetition of key words

Achievement standard (Year 6)

Listening and speaking

By the end of Year 6, students listen attentively to live and recorded spoken and multimodal texts. They identify and record key points and distinguish between relevant and irrelevant supporting detail. They listen to and respond constructively to others' opinions by offering other viewpoints and information. They plan, rehearse and make presentations for different purposes in informal and some formal contexts. They select relevant visual resources to support oral presentations. They talk to clarify ideas and arguments, share and evaluate experiences, and to contribute to discussions. They effectively adopt various roles in group discussions to maintain the flow of ideas. They make informed statements and select specific details to sustain a point of view in an oral presentation. They experiment with structures and features of spoken language to influence audiences to share a point of view. They interact with a range of audiences using appropriate register, tone, volume, pace and gestures.

Reading

By the end of Year 6, students read, view, navigate and respond to a wide variety of literary, informative and persuasive texts that explore themes from different historical, geographical and cultural contexts. They use evidence from literary and informative texts to develop reasoned arguments on key ideas. They use appropriate strategies to synthesise and summarise information on a particular topic from several texts, and make accurate generalisations about the topic. Through close analysis of language and design elements, they critically evaluate and compare different perspectives presented in print and digital texts. They identify and explain how written information and visual images are integrated in texts to shape meaning. They evaluate the structures and language features of texts selected to influence audiences to share a point of view. They selectively source specific information using evaluative library and online research skills.

Writing

By the end of Year 6, students create written and multimodal texts for a variety of purposes, including informing, persuading, explaining and entertaining. They justify opinions with relevant supporting ideas and information. They draw on literary elements and devices to compose imaginative, written and digital literary texts for specific audiences. They select from a range of media and experiment creatively with the production of multimodal texts. They select text structures, language and grammatical features such as modality to influence audience and attempt to use complex sentences to achieve coherence in their writing. They choose general and subject-specific vocabulary to express specific

meanings and to add detail and emphasis to their writing. They correctly use brackets to enclose additional information, quotation marks for direct speech and titles and commas to mark clauses. Their handwriting style is automatic, fluent and legible, and they utilise and learn functions of word processing programs according to need. They plan, draft, seek and respond to feedback about, edit and proofread their writing for improvement.

Year 7 Content descriptions

Preface

In Year 7, students comprehend, create evaluate and explicitly discuss a range of literary, informative and persuasive texts.

Students' interactions with others involve modifying their opinions and recognising perspectives of readers, viewers and listeners.

Students should read fiction, non-fiction, poetry, film and multimodal, media and digital texts with increasingly abstract ideas.

The range of literary texts should include, Australian literature, including traditional and contemporary Indigenous literature and world literature, drawn from classic and contemporary texts, including texts from Asia.

This may include:

Literary and Non-literary

Literary texts from various cultures (past and present), prose fiction (novels and short stories), a series author or text type study, extracts from literary life writing (memoirs, autobiographies, biographies), traditional and modern poetry, verse novels, narrative poems, performance poetry), drama and performing arts (comedy play scripts, novel dramatizations, excerpts from plays), Dreaming Stories, editorials, discussions of social issues, explanations of social phenomena, interviews, formal speeches, reviews evaluating the aesthetic features of a variety of print and multimodal literary works

Multimodal/ digital focus

advertisements, current affairs programs, newspapers and magazines, literary websites, graphic novels, manga, animation, feature films, television drama series, television documentaries, bio-pics and mockumentaries, blogs, wikis, mash ups, online social networking sites, ebooks.

Language	Literature	Literacy
1. English in Asia	**1. Choices and techniques**	**1. Purpose of texts**
Impact of English as a language in Asia	Appreciate how authors use a range of devices including puns, idiomatic expressions, innuendo and parody to express ideas and develop humour in literary texts	Identify likely purposes and audiences of written, spoken and multimodal texts
2. Evaluative vocabulary		**2. Comprehension strategies**
Strength of feelings, opinions and judgments can be adjusted through choice of vocabulary (including adjectives and adverbs) and images	**2. Cultural contexts**	Retrieve information explicitly stated in texts by locating and connecting relevant information across sentences, across paragraphs and between the text and images
3. Alternative perspectives	Recognise the richness of other cultures, making connections and looking for commonality between the cultural contexts in their world and the cultural contexts represented in literary texts	**3. Comprehension strategies**
Various grammatical, visual, and non-verbal linguistic resources can be used to introduce an opposing argument or point of view		Make inferences including inferring meanings and messages using evidence from interrelated parts of the text
4. Modality	**3. Discussing and responding**	**4. Refecting on texts**
Use of modality changes the degree of possibility or obligation	Discuss aspects of texts, such as their aesthetic and social value, using relevant and appropriate metalanguage	Interpret and analyse texts critically for different perspectives including identifying
5. Vocabulary expansion	**4. Features of texts**	

How vocabulary choices enable greater precision, technicality and interest

6. Verb groups

Verb groups and clauses represent a variety of processes: action, saying, sensing (thinking, feeling, perceiving), relating and existing

7. Connecting ideas

Different kinds of connections between ideas and information can be made by using conjunctions to combine clauses

8. Noun phrases

People and things (both concrete and abstract) can be represented with precision through the use of noun phrases of increasing length and complexity

9. Text stages

Texts move through particular stages to achieve their purpose

10. Features of texts

Features of texts that guide readers such as text openers, paragraph openers and sentence openers

11. Cohesion

Resources for creating cohesive texts including identifying reference items, the use of substitution and ellipsis, relationships between vocabulary items, and the role of text connectives

12. Spelling

Understanding spelling rules including origins, word endings, Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations

13. Punctuation

Purpose of punctuation including using speech marks for direct speech, brackets to enclose extra information and commas to mark clauses

Associate particular structures and language patterns with particular literary text types

5. Choices and techniques

Experiment with particular literary elements and devices drawn from literary texts they have listened to, read, and viewed when creating fiction and non-literary texts

6. Creating

Use personal knowledge, life experience and literary texts as a starting point for creating imaginative texts in a range of literary forms

how aspects of subject matter and particular language choices contribute to the representation of characters, places and events

5. Evaluating texts

Evaluate how well the purpose of the text is met and the accuracy of content, citing information from the text to support point of view

6. Comprehension strategies

Draw conclusions about main ideas, concepts and arguments

7. Vocabulary

Build vocabulary of increasing precision and technicality, including metalinguistic vocabulary, and checking for understanding by using online and print dictionaries and thesauruses and digital databases

8. Research skills

Collect evidence from a variety of sources including libraries, websites, databases and search engines

9. Creating texts

Create written, spoken and multimodal texts for imaginative, informative and persuasive purposes that contain vocabulary to show feelings and opinions, a variety of clause structures supported by appropriate punctuation to sustain meaning, reasoning and structure

10. Responding to texts

Select and organise subject matter and express a point of view drawing on personal knowledge, experiences, thoughts and feelings and the subject matter of texts they have listened to, read and viewed

11. Features of texts

Select aspects of subject matter and particular language to represent people, places events and things in ways that appeal to certain groups or audiences

12. Oral communication skills

Use strategies such as planning and rehearsing when preparing to make a spoken presentation

13. Listening and responding

Listen carefully, ask relevant questions and present an accurate summary of what has been heard

14. Organising information

Plan, draft, edit and proofread for accuracy using organising strategies such as focus questions and research notes

15. Handwriting/word processing

Consolidate a handwriting style that is automatic and legible under conditions when sustained writing is required and use word processing software and select functions for communicating and creating

16. Multimodal

Build a repertoire of ICT resources including use of design and editing software and equipment for creating specific texts for a range of purposes and intended effects

Achievement standard (Year 7)

Listening and speaking

By the end of Year 7, students listen attentively to spoken and multimodal texts in order to identify key information and ideas and discuss the language choices used to influence listeners. They ask relevant questions and present accurate summaries of what has been heard. They examine verbal and non-verbal communication in digital texts and consider how these elements convey meaning and influence audience response. They use appropriate protocols when participating in discussions, challenging opposing views, clarifying information and collaborating with others in developing group presentations. They create coherent spoken texts for specific purposes and audiences, and for informal and formal contexts. They create imaginative, informative and persuasive texts with awareness of the language and structural choices they made to convey meaning and content effectively. They explain how language can function to create imaginative worlds, describe personal experiences and explain social issues. They interact with others with increasing confidence to report information, discuss ideas and issues and interpret differing perspectives. They plan, revise and rehearse oral presentations for accuracy and clarity.

Reading

By the end of Year 7, students read, view, navigate and respond to imaginative, informative and persuasive texts drawn from a range of contexts, and that cover topics of personal, social and cultural significance. They identify the main ideas of texts, make inferences about characters, settings, events and issues, drawing on textual evidence to support their judgments. They interpret and integrate information and ideas in texts, including various viewpoints about human experience and diverse cultures. They draw conclusions about main ideas, concepts and arguments. They compare structural and language features of texts and explain how authors influence readers and viewers by making strategic language choices including vocabulary. They identify combinations of written, visual and auditory elements in digital texts, and explain how these elements contribute to meaning and influence their personal responses. They collect evidence from a range of sources including books, websites, search engines and databases to inform research.

Writing

By the end of Year 7, students create well-structured and sequenced written and multimodal texts for imaginative, informative and persuasive purposes. They create imaginative texts and present points of view that sustain meaning, reasoning and structure. They select relevant content to support points of view and interpretations. They guide readers through their texts using introductions, topic sentences in paragraphs, modality, verb groups and clauses. They choose vocabulary precisely to express and develop ideas and create interest. They use design and editing software and equipment to create particular effects in texts for a range of purposes. They use a range of sentence level and clause level punctuation. They experiment with the use of points of ellipsis for effect and use basic referencing conventions when presenting research. They

plan, draft, edit and proofread for appropriateness and accuracy.

Year 8 Content descriptions

Preface

In Year 8, students comprehend, create, evaluate and explicitly discuss a range of literary, informative and persuasive text.

Students' interactions with others involve recognising the ways in which readers, viewers and listeners can be positioned in relation to particular views and opinions.

Students should read fiction, non-fiction, poetry, film and multimodal, media and digital texts which involve ideas involving a greater level of abstraction with layering of meaning such as satire and humour.

The range of literary texts should include, Australian literature, including traditional and contemporary Indigenous literature and world literature, drawn from classic and contemporary texts, including texts from Asia.

This may include:

Literary and Non-literary

Literary texts from various cultures (past and present), prose fiction (novels and short stories), a series author or text type study, extracts from memoirs, autobiographies, biographies, traditional and modern poetry, verse novels, narrative poems, performance poetry), drama and performing arts (comedy playscripts, novel dramatizations, excerpts from plays), editorials, Dreaming Stories, discussions of social issues, explanations of social phenomena, interviews, formal speeches, reviews

Multimodal/ digital focus

Advertisements, current affairs programs, newspapers and magazines, literary websites, graphic novels, manga, animation, feature films, television drama series, television documentaries, bio-pics and mockumentaries, blogs, wikis, mash ups, online social networking sites, ebooks.

Language	Literature	Literacy
1. Language change	**1. Appreciating**	**1. Comprehension strategies**
Languages are constantly evolving due to social, cultural and geographic factors, movements of people and technological innovation	Appreciate how writers use a range of devices to add layers of meaning in literary texts including symbolism, analogy and allusion	Locate, select and retrieve information explicitly stated but separated by competing information
2. Creating identities	**2. Choices and techniques**	**2. Comprehension strategies**
Language can function to create identities and to position oneself and others	Use knowledge of language patterns and structures of particular literary text types to discuss, compare and contrast features of different multimodal literary text types	Make inferences including to clarify and define concepts or ideas
3. Alternative perspectives		**3. Drawing conclusions**
Language can move from bare assertions to statements that take account of other perspectives and possibilities	**3. Cultural contexts**	Draw conclusions about the author's intent and identify the evidence used to draw the conclusion
4. Comment adverbials	Recognise, explain and value differing viewpoints about the world's cultures, individual people and concerns represented in texts	**4. Reflecting on texts**
Attitude towards a topic can be expressed through the use of adverbials	**4. Discussing and responding**	Interpret and analyse texts critically for different perspectives including identifying and explaining how audiences are positioned by particular representations of an event or
5. Vocabulary expansion		

Texts are enhanced by creative vocabulary choices

6. Connecting ideas

Sentences can consist of a number of independent and dependent clauses combined in a variety of ways

7. Clauses

Some clauses are finite and some are non-finite

8. Tense

The verb group can indicate different perspectives on time, including present, future and past time

9. Adverbs

Details surrounding an activity can be specified by the use of adverbials

10. Text structure

How texts are structured to achieve their purposes

11. Writing clear sentences

Sentences, clauses and word groups need to be carefully crafted for clarity and coherence

12. Punctuation

Purposes of punctuation to communicate ideas in complex sentences such as commas, semicolons, dashes and brackets

13. Figurative language

Purpose of devices used by authors including symbolism, analogy and allusion

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Understand and explain how and why a particular literary text has the power to influence the audience

5. Creating

Create a range of multimodal literary texts that make connections with or draw upon aspects of other literary texts for particular purposes and effects

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issue

5. Evaluation

Evaluate texts by critically reflecting on the author's point of view, validity of content and credibility of sources, including evidence to support point of view

6. Vocabulary

Build vocabulary of increasing precision and technicality, including metalinguistic vocabulary, and check for understanding by using language reference resources

7. Research skills

Locate and use relevant research resources including contemporary media and online resources

8. Creating texts

Create texts for imaginative, informative and persuasive purposes that raise social issues, report events, reflect on human relationships and advance opinions

9. Creating texts

Create representations (of people, places, events and things that are shaped by context, purpose and intended audience) to explore challenging ideas and ethical dilemmas

10. Organising ideas

Plan, draft, edit and proofread with particular attention to selecting text structures and features that best suit the context

11. Writing texts

Create texts using complex punctuation for emphasis and to add to the meaning of the text

12. ICT

Select from a range of ICT software to assist in processing and presentation

13. Oral communication skills

Use humour, anecdotes and emotive language to engage audiences in a spoken presentation

14. Listening and responding

Listen carefully to spoken texts identifying techniques used to influence the audience

and explain their effects

Achievement standard (Year 8)

Listening and speaking

By the end of Year 8, students listen attentively to a range of spoken texts, identify relevant information, ideas and issues, and evaluate the effectiveness of language choices used to influence listeners. They interpret verbal and non-verbal communication in multimodal and digital texts and consider how these elements combine to convey meaning and influence audience response. Students create a range of spoken texts for specific purposes and audiences, and for formal and informal contexts. They create coherent imaginative, informative and persuasive texts and they explain language and structural choices made that convey meaning and content effectively. They use language effectively to express and develop ideas, to create identities and to position themselves and others as speakers and listeners and to engage audiences. They interact with others confidently to report information, discuss ideas and opinions, debate issues and evaluate differing perspectives. They use appropriate strategies and protocols for participating in discussions and negotiations, and for collaborating with others in group presentations. They plan, revise and rehearse oral presentations for accuracy and impact.

Reading

By the end of Year 8, students read, view, navigate and respond to imaginative, informative and persuasive texts drawn from a range of contexts, covering topics and issues of personal, social and cultural significance and that include differing viewpoints about human experience. They identify the main ideas of texts with challenging but accessible subject matter and the evidence that supports those ideas. They make inferences to clarify ideas. They explore and explain different viewpoints about human experience, drawing on textual evidence to support their opinions. They compare and contrast structural and language features including vocabulary of literary texts explaining how they influence readers and viewers. They interpret literal and non-literal language in digital texts, and how combinations of written, visual, auditory and symbolic elements are used to make meaning, achieve particular purposes and establish certain relationships with audiences. They locate and use relevant research from a range of sources.

Writing

By the end of Year 8, students create coherent written and multimodal texts for imaginative, informative and persuasive purposes. They explore challenging ideas, report events, reflect on human relationships, express opinions, and respond to others' views. They take account of other perspectives and possibilities, using personal knowledge and experience as the basis for further research that informs the development of written and multimodal texts. They create literary texts that select digital elements designed to develop intended meanings and effects for specific audiences and contexts. They select language structures and features to create coherent texts, showing connections between ideas and information. They use a variety of clause combinations, supported through the use of correct punctuation to create clear and coherent texts. They consistently use a range of spelling conventions to enhance meaning and clarity. They plan, draft, edit and proofread for accuracy, selecting text structures and features that best suit the context.

Year 9 Content descriptions

Preface

In Year 9 students comprehend, create , evaluate and discuss a range of literary, informative and persuasive texts.

Students' interactions with others involve recognising the ways in which language works to construct particular representations of individuals, groups and ideas.

Students should read fiction, non-fiction, poetry, film and multimodal, media and digital texts which involve a greater level of abstraction with layering of meaning such as satire and humour.

The range of literary texts should include, Australian literature, including traditional and contemporary Indigenous literature and world literature, drawn from classic and contemporary texts, including texts from Asia.

This may include:

Literary and Non-literary

Prose fiction (eg contemporary and classic novels, novellas, epistolary and diary novels, short story anthologies), poetry (eg thematic study of poems drawn from a range of historical, cultural and social contexts; sonnets, lyrics, odes), non-fiction texts (eg contemporary journalism, travel writing, social commentary, anthologies of aphorisms and life wisdom, literary essays from contemporary and other times and places), drama and performing arts (eg short speeches, multi-act plays, dramatic monologues, classic and contemporary plays drawn from varying historical, social or cultural contexts), author/poet study, thematic study; translated works; Dreaming Stories, formal debates, character analyses, thematic interpretations of literary texts, films, plays and poems, historical accounts

Multimodal/ digital focus

interactive narrative texts, digital stories, radio plays, comparative film studies, theatre sets, biographical television, ebooks.

Language	Literature	Literacy
1. Intertextuality	**1. Appreciating**	**1. Reflecting on text**
Texts are created and interpreted within the context of other texts and are influenced by cultural perspectives	Explore and reflect on personal understanding about the world and significant human experience gained from interpreting literary texts	Identify and explain choices made in texts to achieve particular purposes and to appeal to a wide range of audiences
2. Social inclusion	**2. Appreciating**	**2. Comprehension strategies**
Expanding social roles and relationships require a greater repertoire of interpersonal resources	Appreciate how a range of language devices, including connotations, contrasting sounds, rhythm and metre in verse, are used to enhance meaning and intended effects	Retrieve information by searching for synonymous pieces of information across a whole text
3. Layering of meaning	**3. Recognising and responding**	**3. Drawing conclusions**
Language can be multi-layered, resulting in varying interpretations	Identify and explain how the language of literary texts influences personal response using appropriate metalanguage	Drawing conclusions about major ideas by identifying use of references to other texts and how these contribute to meaning
4. Evaluative vocabulary	**4. Evaluating**	**4. Reflecting on text**
Evaluative vocabulary can be used to express judgments of characters' behaviour and		Interpret and analyse texts critically for

motivations and to assess the quality of artistic works

5. Vocabulary expansion

Vocabulary choices that contribute to the abstraction, technical precision and discipline-specific nature of texts

6. Clause types

Use of a variety of clause types can enhance written expression

7. Nominalisation

Information can be condensed by collapsing a clause into a noun phrase (nominalisation)

8. Extended verb groups

More subtle ideas can be expressed through verb groups of extended length and complexity

9. Abstract nouns

Certain abstract nouns can be used to compact preceding or subsequent stretches of text

10. Parallelism

Parallel structures contribute to coherence and rhythm of texts

11. Punctuation

Purposes of punctuation to support meaning in complex sentences with embedded clauses and phrases

Evaluate others' interpretations of and responses to literary texts based on textual evidence

5. Creating

Create a range of multimodal literary texts that develop sustained, logical arguments using evidence drawn from literary texts for a range of purposes and contexts

6. Choices and techniques

Experiment with different literary text structures, modes, media, and language patterns to create imaginative and playful literary texts for particular purposes and effects

different perspectives including comparing representations of an issue, event, situation or character in different texts

5. Evaluating information

Evaluate texts by comparing ideas and information between texts to evaluate the quality of content and the author's craft, and providing alternative pieces of information, evidence or arguments from outside the texts to support a point of view

6. Vocabulary

Build vocabulary of increasing abstraction, subtlety and nuance, including metalinguistic vocabulary, and checking for understanding by using dictionaries and thesauruses

7. Research skills

Evaluate online research tools such as websites and databases for objectivity, reliability and completeness

8. Creating texts

Create texts for imaginative, informative and persuasive purposes that make sense of human relationships, advance and justify arguments to persuade others, make judgments and justify interpretations of texts

9. Organising information

Make appropriate selections of subject matter from various sources, synthesising and organising these in a logical sequence, to speculate about their place in the world and the future

10. Creating texts

Create representations of people, places, events, things and concepts, selectively making choices to position and appeal to different audiences and to explore cultural assumptions about groups

11. Listening and responding

Listen to a range of spoken texts, identifying and explaining stated and implied meaning

12. Organising information

Plan, draft, edit and proofread for clarity and coherence

13. ICT

Use ICT and digital sources such as databases and search engines for researching information and refining ideas

14. Multimodal texts

Use spoken, non-verbal, auditory, visual, technical and multimodal resources in a presentation and evaluate audience response

15. Comprehension strategies

Make inferences including inferring relationships between ambiguous information

16. Creating texts

Use grammatical features and punctuation to control the expression of complex ideas

Achievement standard (Year 9)

Listening and speaking

By the end of Year 9, students listen attentively to a wide range of oral presentations, and are able to identify main ideas and issues, and how events, situations and people are represented from different perspectives. They identify stated and implied meaning in spoken texts. They interpret and evaluate the use of language, visual and non-verbal communication in establishing relationships with different audiences. They produce coherent and sequenced spoken texts for imaginative, informative and persuasive purposes. They use a variety of strategies to participate in conversations and discussions, to ask questions to clarify meaning, and to express their own ideas and viewpoints. They collaborate with others to solve problems, and to create and produce dramatic and multimodal presentations. They use spoken, non-verbal language, auditory, visual and multimodal resources in presentations to influence audiences, to enhance meaning, and to achieve particular effects. They plan, rehearse and revise oral presentations for effect and clarity.

Reading

By the end of Year 9, students read, view, navigate and respond to imaginative, informative and persuasive texts drawn from a variety of contexts with challenging themes and issues relating to personal and wider social and cultural experiences. They make reasoned inferences explaining how choices made by authors influence readers. They interpret and integrate ideas and information in texts and draw conclusions about characters, events and key ideas. They analyse and discuss texts, evaluating the quality of evidence used to support main opinions. They compare and contrast their own responses to literary texts and different interpretations presented by others. They are able to identify and explain how the structures and features of texts are designed to appeal to audiences. They analyse how written, visual and auditory elements are integrated in digital texts, and the impact on readers of the different elements. They evaluate online research tools for objectivity, reliability and completeness.

Writing

By the end of Year 9, students create a range of coherent written and multimodal texts for imaginative, informative and persuasive purposes. They select relevant subject matter to logically advance and justify arguments to persuade others. They create representations of people, places, events and concepts, selectively and imaginatively making choices to position and appeal to audiences. They synthesise and organise ideas, linking information in logically sequenced texts. They experiment with different text structures and language patterns to compose literary texts for particular purposes and effects. They understand how vocabulary choices contribute to the abstraction, technical precision and discipline-specific nature of texts. They use correct punctuation to support meaning in complex sentences with embedded clauses and phrases. They create digital texts that strategically integrate written, spoken and visual modes. They make appropriate vocabulary choices to contribute to the clarity, precision, and persuasiveness of texts. They plan, draft, edit and proofread for clarity and coherence.

Year 10 Content descriptions

Preface

In year 10, students comprehend, create, evaluate and discuss a wide range of literary, information and persuasive texts.

Students interact with others in a wide range of contexts, recognising that language can include, distance or marginalise others.

Students should read fiction, non-fiction, poetry, film and multimodal, media and digital texts with themes and issues involving high levels of abstraction, higher order reasoning and intertextual references.

The range of literary texts should include Australian literature, including traditional and contemporary Indigenous literature and world literature, drawn from classic and contemporary texts, including texts from Asia.

This may include:

Literary

Prose fiction (eg contemporary and classic novels, novellas, epistolary and diary novels, short story anthologies), poetry (eg thematic study of poems drawn from a range of historical, cultural and social contexts; sonnets, lyrics, odes), non-fiction texts (eg contemporary journalism, travel writing, social commentary, anthologies of aphorisms and life wisdom, literary essays from contemporary and other times and places), drama and performing arts (eg short speeches, multi-act plays, dramatic monologues, classic and contemporary plays drawn from varying historical, social or cultural contexts), author/poet study, thematic study; translated works; and independently chosen literary texts

Non-literary

Formal debates, character analyses, thematic interpretations of literary texts, films, plays and poems, historical accounts

Multimodal/ digital focus

interactive narrative texts, digital stories, radio plays, comparative film studies, theatre sets, biographical television, ebooks.

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Language	Literature	Literacy
1. History of English	1. Appreciating	1. Evaluating texts
A brief history of how aspects of spoken and written English have evolved	Reflect on and discuss with informed appreciation and discernment, an increasing personal repertoire of preferred authors and literary texts	Analyse and evaluate how the selection of subject matter and language has been influenced by purposes and likely audiences
2. Engaging others		2. Comprehension strategies
Selection and patterning of language can involve or distance the audience by creating a sense of affinity, empathy, inclusion, exclusion or threat	2. Appreciating	Use all elements in a text to locate and discriminate between synonymous pieces of information
	Explore and discuss concepts of cultural and literary tradition in response to literary texts drawn from different historical, social and cultural contexts	
3. Citing others		3. Comprehension strategies

Different perspectives can be introduced by citing the words and views of others

4. Inferring attitudes

Opinions and attitudes are often expressed indirectly and need to be interpreted in the context of the surrounding text

5. Vocabulary

Vocabulary for use in more academic contexts

6. Connecting ideas

A rich repertoire of grammatical resources allows for the expansion of higher order thinking

7. Expressing ideas

Subtlety of meaning is enhanced through the careful choice of verbs

8. Complex sentences

How to manage the expression of complex ideas in sentences

9. Organising longer texts

How to manage the flow of information in longer texts

10. Visual grammar

Construction of multimodal and digital texts involves knowledge of visual grammar

11. Punctuation

Conventions of quoting others and referencing sources when writing complex texts for formal purposes

3. Appreciating

Appreciate how a range of language devices, including rhetorical questions, oxymorons, metonymy and satire, are used to express ideas and to engage an audience

4. Engaging with texts

Analyse and explain, using appropriate metalanguage, how the language of literary texts influences audience response in different ways and in different contexts

5. Evaluating

Compare the language features and structures of literary texts which were created in different contexts or modes

6. Discussing and responding

Analyse how texts evoke audience empathy or antipathy with the characters, situations and viewpoints and also how audiences are positioned to respond

7. Evaluating

Examine why certain literary texts are valued by certain audiences and develop ideas about how to appraise the aesthetic features, personal significance and value of literary texts

8. Creating

Create logical arguments that explore and analyse the attitudes and values revealed in literary texts

9. Creating

Create sustained literary texts selecting and adapting appropriate language structures and features to meet the purpose, context and intended audience

Make inferences including inferring an intended relationship or category

4. Drawing conclusions

Compare and contrast information within and between texts, identifying and evaluating supporting evidence and drawing conclusions

5. Reflecting on texts

Analyse embedded perspectives in a text to identify the author's beliefs, assumptions and motives

6. Vocabulary

Use vocabulary selectively that is most appropriate to engage and inform the audience

7. Creating texts

Create texts that create relationships between ideas using appropriate grammar and punctuation that develop abstract concepts, generalise about and question human experience, and persuade others to action

8. Creating texts

Select subject matter from multiple sources and perspectives to create original texts using appropriate grammar and punctuation

9. Creating texts

Represent people, places, events, things and concepts by selectively making choices about the inclusion, exclusion or emphasis of certain aspects of subject matter and language

10. Features of texts

Use increased familiarity with text types, structures, styles and editing techniques to plan, rehearse, draft, edit and proofread for accuracy, clarity and consistency of style

11. Research skills

Undertake independent research using libraries, media sources and online resources

12. Oral communication skills

Use protocols in formal presentations and discussions to enhance meaning

13. Listening and responding

Listen to spoken texts dealing with

challenging ideas and issues and identify
values, attitudes and assumptions conveyed

Achievement standard (Year 10)

Listening and speaking

By the end of Year 10, students listen attentively to spoken texts dealing with challenging ideas and issues, identifying values, attitudes and assumptions conveyed in these texts. They selectively use strategies to comprehend and interpret oral presentations in different contexts, and understand strategies speakers use to respond to and influence audience expectations. They interact appropriately with audiences in a range of formal and informal contexts. They make effective use of agreed protocols to engage in discussions to build on others' ideas, solve problems, justify opinions and develop arguments. They clearly communicate complex ideas and arguments in sustained, coherent and well-structured presentations to different audiences, in familiar and public situations. They make effective use of a variety of features of spoken language, including tone, pace, pitch, pause and volume to enhance meaning. They understand and use well-designed and nuanced structures and features of language in responding to and presenting spoken and multimodal texts. They effectively select language to establish relationships with different audiences.

Reading

By the end of Year 10, students read, view, navigate and respond to a wide range of informative, persuasive and imaginative texts and recognise the multiple purposes for which texts are created. They explore and evaluate the personal, social, cultural and political issues presented in these texts. They engage in informed discussions of these texts with others in varied contexts. They offer reasoned explanations of how the language choices in different texts influence the responses of audiences in different ways. Students make valid inferences, interpreting and integrating ideas and information in a wide range of texts. They compare and contrast typical features and key ideas in particular texts, and synthesise information from various sources to reach considered conclusions. They reflect on issues and ideas from texts and explore these in their own compositions. They undertake independent research using well-developed research skills and resources, including libraries, websites, search engines and databases.

Writing

By the end of Year 10, students create a wide range of sustained written and multimodal texts for imaginative, informative and persuasive purposes. They develop complex ideas and explore social issues of global and local concern. They construct logical arguments which explore and analyse a range of attitudes, values and perspectives. They selectively choose details and subject matter to support a point of view, imaginative idea or to persuade others to action. They use literary and persuasive texts as starting points for writing, transforming and adapting texts for different contexts and audiences. They logically sequence and organise content to manage the flow of information and ideas in longer texts. Students write sustained texts, using a variety of sentence structures for effect and using active or passive voice as appropriate. They use appropriate punctuation when writing complex sentences and complex texts for formal purposes, including conventions of referencing. They plan, draft edit, proofread and revise for accuracy, clarity and consistency of style.