St Bede’s English Curriculum is organised in Year levels consistent with the Australian Curriculum Framework.

**Rationale**

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light it is clear that the Australian Curriculum: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia’s future.

Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The Australian Curriculum: English contributes both to nation-building and to internationalisation.

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

**Aims**

The Australian Curriculum: English aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.
Foundation Year Level Description

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the three strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and develop these as needed.

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

Students engage with a variety of texts for enjoyment. They listen to, read and view spoken, written and multimodal texts in which the primary purpose is to entertain, as well as some texts designed to inform. These include traditional oral texts, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, multimodal texts and dramatic performances. They participate in shared reading, viewing and storytelling using a range of literary texts, and recognise the entertaining nature of literature.

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

Literary texts that support and extend Foundation students as beginner readers include predictable texts that range from caption books to books with one or more sentences per page. These texts involve straightforward sequences of events and everyday happenings with recognisable, realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest; a small range of language features, including simple and compound sentences; mostly familiar vocabulary, known high- frequency words and single-syllable words that can be decoded phonically, and illustrations that strongly support the printed text.

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

<table>
<thead>
<tr>
<th>Language</th>
<th>Literature</th>
<th>Literacy</th>
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</thead>
</table>
| **Language variation and change** –  
  - Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426) | **Literature and context** –  
  - Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students’ own experiences (ACELT1575) | **Texts in context** –  
  - Identify some familiar texts and the contexts in which they are used (ACELY1645) |
| **Language for Interaction** -  
  - Explore how language is used differently at home and school depending on the relationships between people (ACELA1428)  
  - Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429) | **Responding to literature** –  
  - Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577)  
  - Share feelings and thoughts about the events and characters in texts (ACELT1783) | **Interacting with others** -  
  - Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)  
  - Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)  
  - Deliver short oral presentations to peers (ACELY1647) |
| **Structure and organisation** –  
  - Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different | **Analysing literature** –  
  - Identify some features of texts including events and characters and retell events from a text (ACELT1578)  
  - Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785) | **Interpreting, analysing, evaluating** –  
  - Identify some differences between imaginative and informative texts (ACELY1648)  
  - Read predictable texts, practising phrasing and fluency, and monitor |
<table>
<thead>
<tr>
<th>Purposes (ACELA1430)</th>
<th>Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579)</th>
<th>Meaning using concepts about print and emerging contextual, semantic, grammatical and phonics knowledge (ACELY1649)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Understand that some language in written texts is unlike everyday spoken language (ACELA1431)</td>
<td>• Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (ACELA1432)</td>
<td>• Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)</td>
</tr>
<tr>
<td>• Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (ACELA1432)</td>
<td>Creating literature –</td>
<td>Creating texts –</td>
</tr>
<tr>
<td>Expressing and developing ideas –</td>
<td>• Recognise that sentences are key units for expressing ideas (ACELA1435)</td>
<td>• Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)</td>
</tr>
<tr>
<td>• Recognise that sentences are key units for expressing ideas (ACELA1435)</td>
<td>• Recognise that texts are made up of words and groups of words that make meaning (ACELA1434)</td>
<td>• Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (ACELY1652)</td>
</tr>
<tr>
<td>• Recognise that texts are made up of words and groups of words that make meaning (ACELA1434)</td>
<td>• Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786)</td>
<td>• Produce some lower case and upper case letters using learned letter formations (ACELY1653)</td>
</tr>
<tr>
<td>• Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786)</td>
<td>• Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)</td>
<td>• Construct texts using software including word processing programs (ACELY1654)</td>
</tr>
</tbody>
</table>
- Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words (ACELA1758)
- Know how to use onset and rime to spell words (ACELA1438)

**Sound and Letter Knowledge**
- Recognise rhymes, syllables and sounds (phonemes) in spoken words (ACELA1439)
- Recognise the letters of the alphabet and know there are lower and upper case letters (ACELA1440)

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**Foundation Year Achievement Standard**

**Receptive modes (listening, reading and viewing)**

By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.
They read short, predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters. They identify the letters of the English alphabet and use the sounds represented by most letters. They listen to and use appropriate language features to respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.

**Productive modes (speaking, writing and creating)**

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

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

**Year 1 Level Description**

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 1, students communicate with peers, teachers, known adults and students from other classes.
Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts designed to entertain and inform. These encompass traditional oral texts including Aboriginal stories, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, dramatic performances, and texts used by students as models for constructing their own texts.

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

Literary texts that support and extend Year 1 students as independent readers involve straightforward sequences of events and everyday happenings with recognisably realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest and topics being studied in other areas of the curriculum. These texts also present a small range of language features, including simple and compound sentences, some unfamiliar vocabulary, a small number of high-frequency words and words that need to be decoded phonically, and sentence boundary punctuation, as well as illustrations and diagrams that support the printed text.

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

**Year 1 Content Descriptions**

<table>
<thead>
<tr>
<th>Language Variation and Change –</th>
<th>Literature and Context –</th>
<th>Texts in Context –</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>• Understand that people use different systems of communication to cater to different needs and purposes and that many people</strong></td>
<td><strong>• Discuss how authors create characters using language and images (ACELT1581)</strong></td>
<td><strong>• Respond to texts drawn from a range of cultures and experiences</strong></td>
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</table>
may use sign systems to communicate with others (ACELA1443)

**Language for Interaction** –
- Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1444)
- Understand that there are different ways of asking for information, making offers and giving commands (ACELA1446)
- Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787)

**Text Structure and Organization** –
- Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447)
- Understand patterns of repetition and contrast in simple texts (ACELA1448)
- Recognise that different types of

<table>
<thead>
<tr>
<th>Responding to Literature –</th>
<th>(ACELY1655)</th>
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<tbody>
<tr>
<td>Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)</td>
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<tr>
<td>Express preferences for specific texts and authors and listen to the opinions of others (ACELT1583)</td>
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<tr>
<th>Examining Literature –</th>
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<tbody>
<tr>
<td>Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584)</td>
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<tr>
<td>Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585)</td>
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<tr>
<th>Creating Literature –</th>
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<tbody>
<tr>
<td>Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)</td>
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<tr>
<th>Interacting with Others –</th>
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<tr>
<td>Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)</td>
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<td>Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788)</td>
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<tr>
<td>Make short presentations using some introduced text structures and language, for example opening statements (ACELY1657)</td>
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<tr>
<th>Interpreting, Analysing, Evaluating –</th>
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<tr>
<td>Describe some differences between imaginative informative and persuasive texts (ACELY1658)</td>
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<tr>
<td>Read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction,</td>
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</table>
- Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links (ACELA1449)

### Expressing and Developing ideas –
- Identify the parts of a simple sentence that represent ‘What’s happening?’, ‘Who or what is doing or receiving the action?’ and the circumstances surrounding the action (ACELA1451)
- Explore differences in words that represent people, places and things (nouns and pronouns), actions (verbs), qualities (adjectives) and details like when, where and how (adverbs) (ACELA1452)
- Compare different kinds of images in narrative and informative texts

### Creating Texts –
- Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661)
- Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation (ACELY1662)
- Write using unjoined lower case and upper case letters (ACELY1663)
- Construct texts that incorporate supporting images using software

- Monitoring meaning and rereading (ACELY1659)
- Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660)
and discuss how they contribute to meaning (ACELA1453)

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

- Know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words (ACELA1778)

- Recognise and know how to use morphemes in word families for example ‘play’ in ‘played’ and ‘playing’ (ACELA1455)

Sound and Letter knowledge –

- Manipulate sounds in spoken words including phoneme deletion and substitution (ACELA1457)

- Recognise sound --- letter matches including common vowel and

including word processing programs (ACELY1664)
| consonant digraphs and consonant blends (ACELA1458) |
| Understand the variability of sound --- letter matches (ACELA1459) |
Year 1 Achievement Standard

Receptive modes (listening, reading and viewing)

By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify the language features, images and vocabulary used to describe characters and events.

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

Productive modes (speaking, writing and creating)

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

They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations of a few connected sentences on familiar and learned topics. When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper- and lower-case letters.
Year 2 Level Description

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

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

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

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

Literary texts that support and extend Year 2 students as independent readers involve sequences of events that span several pages and present unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts include language features such as varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a range of punctuation conventions, as well as illustrations and diagrams that both support and extend the printed text.

Students create a range of imaginative, informative and persuasive texts including imaginative retellings, reports, performances, poetry and expositions.
## Year 2 Content Descriptions

<table>
<thead>
<tr>
<th>Language</th>
<th>Literature</th>
<th>Literacy</th>
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</thead>
</table>
| **Language Variation and Change** –
  • Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others *(ACELA1443)*
| **Literature and context** –
  • Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created *(ACELT 1587)*
  
  **Responding to Literature** –
  • Compare opinions about characters, events and settings in and between texts *(ACELT1589)*
  • Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences *(ACELT1590)*
| **Texts in Context** –
  • Discuss different texts on a similar topic, identifying similarities and differences between the texts *(ACELY1665)*

| **Language for Interaction** –
  • Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others *(ACELA1444)*
  • Understand that there are different ways of asking for information, making offers and giving commands *(ACELA1446)*
  • Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions *(ACELA1787)*
| **Examining Literature** –
  • Discuss the characters and settings of different texts and explore how language is used to present these features in different ways *(ACELT1591)*
  • Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs *(ACELT1592)*
| **Interacting with Others** –
  • Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions *(ACELY1666)*
  • Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately *(ACELY1789)*
  • Rehearse and deliver short presentations on familiar and new topics *(ACELY1667)*

| **Text Structure and Organization** –
  • Understand that the purposes texts serve shape their structure in
| **Interpreting, Analysing, Evaluating** –
  • Identify the audience of imaginative, informative and persuasive texts *(ACELY1668)*

| **Literacy** | **Interacting with Others** –
  • Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions *(ACELY1666)*
  • Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately *(ACELY1789)*
  • Rehearse and deliver short presentations on familiar and new topics *(ACELY1667)*

| **Literacy** | **Interpreting, Analysing, Evaluating** –
  • Identify the audience of imaginative, informative and persuasive texts *(ACELY1668)*
<p>|</p>
<table>
<thead>
<tr>
<th>Predictable ways (ACELA1447)</th>
<th>Expressing and Developing ideas –</th>
<th>Creating Literature –</th>
<th>Creating Texts –</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Understand patterns of repetition and contrast in simple texts (ACELA1448)</td>
<td>• Identify the parts of a simple sentence that represent ‘What’s happening?’, ‘Who or what is doing or receiving the action?’ and the circumstances surrounding the action (ACELA1451)</td>
<td>• Create events and characters using different media that develop key events and characters from literary texts (ACELT1593)</td>
<td>• Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)</td>
</tr>
<tr>
<td>• Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449)</td>
<td>• Explore differences in words that represent people, places and things (nouns and pronouns), actions</td>
<td>• Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting (ACELY1669)</td>
<td>• Reread and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1672)</td>
</tr>
<tr>
<td>• Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links (ACELA1450)</td>
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Creating Texts –

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

• Reread and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1672)
| (verbs), qualities (adjectives) and details like when, where and how (adverbs) (ACELA1452) | • Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)  
• Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454) | • Write legibly and with growing fluency using unjoined upper case and lower case letters (ACELY1673)  
• Construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1674) |
Year 2 Achievement Standard

Receptive modes (listening, reading and viewing)

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

They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.

Productive modes (speaking, writing and creating)

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

Students create texts, drawing on their own experiences, their imagination and information they have learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters.
Year 3 Level Description

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 3 and 4, students communicate with peers and teachers from other classes and schools in a range of face-to-face and online/virtual environments.

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

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

Literary texts that support and extend students in Years 3 and 4 as independent readers describe complex sequences of events that extend over several pages and involve unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts use complex language features, including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a range of punctuation conventions, as well as illustrations and diagrams that both support and extend the printed text.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions.
## Year 3 Content Descriptions

<table>
<thead>
<tr>
<th>Language</th>
<th>Literature</th>
<th>Literacy</th>
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</thead>
</table>
| **Language Variation and Change** –  
  • Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475)  
  • Examine how evaluative language can be varied to be more or less forceful (ACELA1477) | **Literature and context** –  
  • Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors’ reasons (ACELT1594)  
  • Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (ACELT1599) | **Texts in Context** –  
  • Identify the point of view in a text and suggest alternative points of view (ACELY1675) |
| **Language for Interaction** –  
  • Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476)  
  • Examine how evaluative language can be varied to be more or less forceful (ACELA1477) | **Responding to Literature** –  
  • Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)  
  • Develop criteria for establishing personal preferences for literature (ACELT1598)  
  • Discuss the nature and effects of some language devices used to enhance meaning and shape the reader’s reaction, including rhythm (ACELY1677) | **Interacting with Others** –  
  • Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)  
  • Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792)  
  • Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677) |
| **Text Structure and Organization** –  
  • Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, | **Examining Literature** –  
  • Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (ACELT1599) | **Interpreting, Analysing, Evaluating** –  
  • Identify the audience and purpose of imaginative, informative and |

| **Interacting with Others** –  
  • Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)  
  • Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792)  
  • Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677) | **Literacy** | |
| **Texts in Context** –  
  • Identify the point of view in a text and suggest alternative points of view (ACELY1675) | | |
| **Interacting with Others** –  
  • Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)  
  • Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792)  
  • Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677) | | |
<table>
<thead>
<tr>
<th>Expressing and Developing ideas –</th>
<th>Creating Literature –</th>
<th>Creating Texts –</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (ACELA1481)</td>
<td>• Create imaginative texts based on characters, settings and events from students’ own and other cultures using visual features, for example perspective, distance and angle (ACELT1601)</td>
<td>• Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682)</td>
</tr>
<tr>
<td>• Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense (ACELA1482)</td>
<td>• Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)</td>
<td>• Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation</td>
</tr>
<tr>
<td>• Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in and onomatopoeia in poetry and prose (ACELT1600)</td>
<td>• Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonetic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting (ACELY1679)</td>
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<tr>
<td>picture books, advertisements and film segments (ACELA1483)</td>
<td>(ACELY1683)</td>
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<tr>
<td>• Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484)</td>
<td>• Write using joined letters that are clearly formed and consistent in size (ACELY1684)</td>
<td></td>
</tr>
<tr>
<td>• Understand how to use sound–letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example ‘tion’ (ACELA1485)</td>
<td>• Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685)</td>
<td></td>
</tr>
<tr>
<td>• Recognise high–frequency sight words (ACELA1486)</td>
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</tbody>
</table>
Year 3 Achievement Standard

Receptive modes (listening, reading and viewing)

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

They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others’ views and respond appropriately.

Productive modes (speaking, writing and creating)

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

Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They write using joined letters that are accurately formed and consistent in size.
**Year 4 Level Description**

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 3 and 4, students experience learning in familiar contexts and a range of contexts that relate to study in other areas of the curriculum. They interact with peers and teachers from other classes and schools in a range of face-to-face and online/virtual environments.

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

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

Literary texts that support and extend students in Years 3 and 4 as independent readers describe complex sequences of events that extend over several pages and involve unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts use complex language features, including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a variety of punctuation conventions, as well as illustrations and diagrams that both support and extend the printed text.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions.
### Year 4 Content Descriptions

<table>
<thead>
<tr>
<th>Language</th>
<th>Literature</th>
<th>Literacy</th>
</tr>
</thead>
</table>
| **Language Variation and Change** –  
  - Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (ACELA1487)  
  - Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489) | **Literature and context** –  
  - Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)  
  - Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)  
  - Use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604)  
  - Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers’ interest by using various techniques, for example character development and plot tension (ACELT1605)  
  - Understand, interpret and experiment with a range of devices | **Texts in Context** –  
  - Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686)  
  - Use interaction skills such as acknowledging another’s point of view and linking students’ response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1687)  
  - Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences |
| **Language for Interaction** –  
  - Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488)  
  - Understand how texts vary in complexity and technicality | **Responding to Literature** –  
  - Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)  
  - Use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604)  
  - Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers’ interest by using various techniques, for example character development and plot tension (ACELT1605)  
  - Understand, interpret and experiment with a range of devices | **Interacting with Others** –  
  - Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)  
  - Use interaction skills such as acknowledging another’s point of view and linking students’ response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1687)  
  - Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences |
<table>
<thead>
<tr>
<th>depending on the approach to the topic, the purpose and the intended audience <em>(ACELA1490)</em></th>
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</thead>
<tbody>
<tr>
<td>• Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives <em>(ACELA1491)</em></td>
</tr>
<tr>
<td>• Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech <em>(ACELA1492)</em></td>
</tr>
<tr>
<td>• Identify features of online texts that enhance readability including text, navigation, links, graphics and layout <em>(ACELA1793)</em></td>
</tr>
</tbody>
</table>

**Expressing and Developing ideas –**

<table>
<thead>
<tr>
<th>and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns <em>(ACELT1606)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Investigate how quoted (direct) and reported (indirect) speech work in different types of text <em>(ACELT1607)</em></td>
</tr>
<tr>
<td>• Create literary texts by developing storylines, characters and settings <em>(ACELT1794)</em></td>
</tr>
</tbody>
</table>

**Interpreting, Analysing, Evaluating –**

<table>
<thead>
<tr>
<th>Create literary texts that explore students' own experiences and imagining <em>(ACELT1607)</em></th>
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</thead>
<tbody>
<tr>
<td>• Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing <em>(ACELY1691)</em></td>
</tr>
<tr>
<td>• Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts <em>(ACELY1692)</em></td>
</tr>
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</table>

**Creating Literature –**

<table>
<thead>
<tr>
<th>and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns <em>(ACELT1606)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Create literary texts by developing storylines, characters and settings <em>(ACELT1794)</em></td>
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**Creating Texts –**

<table>
<thead>
<tr>
<th>and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns <em>(ACELT1606)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features <em>(ACELY1694)</em></td>
</tr>
<tr>
<td>Phrases work in different ways to provide circumstantial details about an activity (ACELA1495)</td>
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<tr>
<td>Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1496)</td>
</tr>
<tr>
<td>Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)</td>
</tr>
<tr>
<td>Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters (ACELA1779)</td>
</tr>
<tr>
<td>Recognise homophones and know how to use context to identify correct spelling (ACELA1780)</td>
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<tr>
<th>Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695)</th>
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</thead>
<tbody>
<tr>
<td>Write using clearly-formed joined letters, and develop increased fluency and automaticity (ACELY1696)</td>
</tr>
<tr>
<td>Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697)</td>
</tr>
</tbody>
</table>
Year 4 Achievement Standard

Receptive modes (listening, reading and viewing)

By the end of Year 4, students understand that texts have different text structures depending on purpose and audience. They explain how language features, images and vocabulary are used to engage the interest of audiences.

They describe literal and implied meaning connecting ideas in different texts. They express preferences for particular texts, and respond to others’ viewpoints. They listen for key points in discussions.

Productive modes (speaking, writing and creating)

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

Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work to improve meaning.
Year 5 Level Description

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments.

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

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

Literary texts that support and extend students in Years 5 and 6 as independent readers describe complex sequences, a range of non-stereotypical characters and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, explanations and discussions.
# Year 5 Content Descriptions

<table>
<thead>
<tr>
<th>Language</th>
<th>Literature</th>
<th>Literacy</th>
</tr>
</thead>
</table>
| **Language Variation and Change** –  
  - Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500) | **Literature and context** –  
  - Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608) | **Texts in Context** –  
  - Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698) |
| **Language for Interaction** –  
  - Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501)  
  - Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502) | **Responding to Literature** –  
  - Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)  
  - Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795) | **Interacting with Others** –  
  - Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students’ own experiences and present and justify a point of view (ACELY1699)  
  - Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)  
  - Plan, rehearse and deliver presentations for defined audiences and purposes incorporating |
| **Text Structure and Organization** –  
  - Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)  
  - Understand that the starting point of a sentence gives prominence to the message in the text and allows for | **Examining Literature** –  
  - Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)  
  - Understand, interpret and experiment with sound devices and imagery, including simile, metaphor | |
<table>
<thead>
<tr>
<th>Prediction of how the text will unfold (ACELA1505)</th>
<th>and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)</th>
<th>Accurate and sequenced content and multimodal elements (ACELY1700)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (ACELA1506)</td>
<td>Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612)</td>
<td>Interpreting, Analysing, Evaluating –</td>
</tr>
<tr>
<td>Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation (ACELA1797)</td>
<td>Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)</td>
<td>Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)</td>
</tr>
<tr>
<td><strong>Expressing and Developing ideas –</strong></td>
<td><strong>Creating Literature –</strong></td>
<td><strong>Creating Texts –</strong></td>
</tr>
<tr>
<td>Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507)</td>
<td>Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612)</td>
<td>Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience</td>
</tr>
<tr>
<td>Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508)</td>
<td>Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)</td>
<td><strong>Interpret, Analysing, Evaluating –</strong></td>
</tr>
<tr>
<td>Explain sequences of images in print texts and compare these to</td>
<td><strong>Creating Literature –</strong></td>
<td>Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)</td>
</tr>
<tr>
<td><strong>Creating Texts –</strong></td>
<td><strong>Creating Literature –</strong></td>
<td>Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)</td>
</tr>
<tr>
<td><strong>Interpreting, Analysing, Evaluating –</strong></td>
<td><strong>Creating Literature –</strong></td>
<td>Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)</td>
</tr>
<tr>
<td><strong>Creating Texts –</strong></td>
<td><strong>Interpreting, Analysing, Evaluating –</strong></td>
<td><strong>Creating Texts –</strong></td>
</tr>
<tr>
<td><strong>Interpreting, Analysing, Evaluating –</strong></td>
<td><strong>Creating Literature –</strong></td>
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<td><strong>Creating Literature –</strong></td>
<td><strong>Creating Literature –</strong></td>
<td><strong>Creating Texts –</strong></td>
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</table>
- the ways hyperlinked digital texts are organised, explaining their effect on viewers’ interpretations (ACELA1511)
- Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)
- Understand how to use banks of known words, as well as word origins, prefixes and suffixes, to learn and spell new words (ACELA1513)
- Recognise uncommon plurals, for example ‘foci’ (ACELA1514)

(ACELY1704)
- Reread and edit student’s own and others’ work using agreed criteria for text structures and language features (ACELY1705)
- Develop a handwriting style that is becoming legible, fluent and automatic (ACELY1706)
- Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707)
Year 5 Achievement Standard

Receptive modes (listening, reading and viewing)

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

They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.

Productive modes (speaking, writing and creating)

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

Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.
Year 6 Level Description

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments.

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

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

Literary texts that support and extend students in Years 5 and 6 as independent readers describe complex sequences, a range of non-stereotypical characters and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics.

Students create a range of imaginative, informative and persuasive types of texts such as narratives, procedures, performances, reports, reviews, explanations and discussions.
## Year 6 Content Descriptions

<table>
<thead>
<tr>
<th>Language</th>
<th>Literature</th>
<th>Literacy</th>
</tr>
</thead>
</table>
| **Language Variation and Change** –  
  • Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (ACELA1515)  

**Language for Interaction** –  
  • Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516)  
  • Understand the uses of objective and subjective language and bias (ACELA1517)  

**Text Structure and Organization** –  
  • Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)  
  • Understand that cohesive links can  

**Literature and context** –  
  • Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)  

**Responding to Literature** –  
  • Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)  
  • Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)  

**Examining Literature** –  
  • Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an  

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

**Interacting with Others** –  
  • Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)  
  • Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)  
  • Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for
be made in texts by omitting or replacing words (ACELA1520)
- Understand the uses of commas to separate clauses (ACELA1521)

Expressing and Developing ideas –
- Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522)
- Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523)
- Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)
- Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)
- Understand how to use banks of known words, word origins, base words, suffixes and prefixes, author's individual style (ACELT1616)
- Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617)

Creating Literature –
- Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)
- Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)

Creating Texts –
- Plan, draft and publish imaginative, defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710)

Interpreting, Analysing, Evaluating –
- Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)
- Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712)
- Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)
- Analyse strategies authors use to influence readers (ACELY1801)
| morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages (ACELA1526) | informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714) |
| • Reread and edit students’ own and others’ work using agreed criteria and explaining editing choices (ACELY1715) |
| • Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose (ACELY1716) |
| • Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717) |
Year 6 Achievement Standard

Receptive modes (listening, reading and viewing)

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

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

Productive modes (speaking, writing and creating)

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

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