Pre-primary Year Syllabus

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.

Read full description ›

**Language**

**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)

- Literacy
- Critical and creative thinking
- Intercultural understanding
- Speaking
- Listening

**Literature**

**LITERATURE AND CONTEXT**

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

- Literacy
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Speaking
- Listening

**Literacy**

**TEXTS IN CONTEXT**

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

- Literacy
- Critical and creative thinking
- Reading
- Listening

**INTERACTING WITH OTHERS**

Listen to and respond orally to texts and to the communication of others
LANGUAGE FOR INTERACTION

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

- Literacy
- Critical and creative thinking
- Intercultural understanding
- Personal and social capability

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

- Literacy
- Critical and creative thinking
- Personal and social capability
- Ethical understanding

TEXT 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 purposes (ACELA1430)

- Literacy

RESPONDING TO LITERATURE

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

- Literacy
- Critical and creative thinking
- Personal and social capability
- Speaking
- Listening

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

- Literacy
- Critical and creative thinking
- Personal and social capability
- Reading
- Speaking
- Writing
- Listening

EXAMINING LITERATURE

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

- Literacy
- Critical and creative thinking
- Personal and social capability
- Reading
- Speaking
- Writing
- Listening

INTERPRETING, ANALYSING, EVALUATING

Identify some differences between imaginative and informative texts (ACELY1648)

- Literacy
- Critical and creative thinking

Recognise some different types of literary texts and identify some in informal and structured classroom situations (ACELY1646)

- Literacy
- Critical and creative thinking
- Personal and social capability
- Reading
- Speaking
- Listening

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

- Literacy
- Critical and creative thinking
- Personal and social capability
- Reading
- Speaking
- Listening

Deliver short oral presentations to peers (ACELY1647)

- Literacy
- Critical and creative thinking
- Personal and social capability
- Speaking
- Listening

Recognise some different types of literary texts and identify some
Understand that some language in written texts is unlike everyday spoken language (ACELA1431)

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

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)

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

Characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785)

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

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

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

Participate in shared editing of
EXPRESSING AND DEVELOPING IDEAS

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

Literacy
Critical and creative thinking
Reading
Speaking
Writing
Listening

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

Literacy
Critical and creative thinking
Reading
Speaking
Writing
Listening

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

Literacy
Critical and creative thinking
Reading

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

Literacy
Critical and creative thinking
Reading

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

Literacy
Critical and creative thinking
Writing

Construct texts using software including word processing programs (ACELY1654)

Literacy
Critical and creative thinking
Information and Communication Technology (ICT) capability
Writing
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
English Achievement Standard

RECEPTIVE MODES (LISTENING, READING AND VIEWING)

By the end of the Pre-primary 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.

Judging Standards

Year 1 Syllabus

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
### Language

#### 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)

- **Literacy**
- **Numeracy**
- **Critical and creative thinking**
- **Intercultural understanding**
- **Personal and social capability**
- **Information and Communication Technology (ICT) capability**
- **Reading**
- **Speaking**
- **Listening**

#### 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)

- **Literacy**
- **Critical and creative thinking**
- **Intercultural understanding**
- **Personal and social capability**
- **Reading**
- **Speaking**
- **Listening**

### Literature

#### Literature and Context

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

- **Literacy**
- **Critical and creative thinking**
- **Personal and social capability**

#### Responding to Literature

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

- **Literacy**
- **Critical and creative thinking**
- **Personal and social capability**

### Literacy

#### Texts in Context

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

- **Literacy**
- **Critical and creative thinking**
- **Intercultural understanding**
- **Personal and social capability**
- **Writing**

#### Interacting with Others

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

- **Literacy**
- **Critical and creative thinking**
- **Personal and social capability**

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

- **Literacy**
- **Critical and creative thinking**

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

- **Literacy**
- **Critical and creative thinking**
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)

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

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

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

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

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

Read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading (ACELY1659)
Understand patterns of repetition and contrast in simple texts (ACELA1448)

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)

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)

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)

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)

CREATING TEXTS

Rereading and discussing student's own texts to improve understanding of punctuation and structure.
EXPRESSING AND DEVELOPING IDEAS

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

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

Compare different kinds of images in narrative and informative texts and discuss how they contribute to
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 consonant digraphs and consonant blends (ACELA1458)

Understand the variability of sound-letter matches (ACELA1459)

English 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.

**Judging Standards**

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**Year 2 Syllabus**

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.

**Read full description ›**

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**Language**

**LANGUAGE VARIATION AND CHANGE**

Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460)

**Literature**

**LITERATURE AND CONTEXT**

Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)

- Literacy
- Critical and creative thinking
- Personal and social capability

**Literacy**

**TEXTS IN CONTEXT**

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

- Literacy
- Critical and creative thinking
- Personal and social capability
Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (ACELA1461).

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

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

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

Understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms (ACELA1464)

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

Know some features of text

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

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

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)

Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670)

Identify the audience of imaginative, informative and persuasive texts (ACELY1668)
organisation including page and
screen layouts, alphabetical order,
and different types of diagrams, for
timelines (ACELA1466)

EXPRESSING AND DEVELOPING
IDEAS

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

UNDERSTAND THAT NOUNS REPRESENT,
PEOPLE, PLACES, CONCRETE OBJECTS AND
ABSTRACT CONCEPTS; THAT THERE ARE
THREE TYPES OF NOUNS: COMMON,
PROPER AND PRONOUNS; AND THAT NOUN
GROUPS/PHRASES CAN BE EXPANDED
USING ARTICLES AND ADJECTIVES
(ACELA1468)

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)

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

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

Understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words (ACELA1471).
Recognise common prefixes and suffixes and how they change a word’s meaning (ACELA1472)

SOUND AND LETTER KNOWLEDGE

Recognise most sound–letter matches including silent letters, vowel/consonant digraphs and many less common sound–letter combinations (ACELA1474)

English 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.

**Judging Standards**

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**Year 3 Syllabus**

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.

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<td><strong>TEXTS IN CONTEXT</strong></td>
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<tr>
<td>Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475)</td>
<td>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors’ reasons (ACELT1594)</td>
<td>Identify the point of view in a text and suggest alternative points of view (ACELY1675)</td>
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**Intercultural understanding**

**RESPONDING TO LITERATURE**

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

**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)

**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)

**TEXT STRUCTURE AND ORGANISATION**

Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and
Understand that paragraphs are a key organisational feature of written texts (ACELA1479)

Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480)

Identify the features of online texts that enhance navigation (ACELA1790)

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

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)

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

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

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

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)

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

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

CREATING TEXTS

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)

Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683)

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

Use software including word processing programs with growing
Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484)

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)

Recognise high-frequency sight words (ACELA1486)

English 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.

Judging Standards

Year 4 Syllabus

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.

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<tr>
<td>Understand that Standard Australian English is one of many social</td>
<td>Make connections between the ways different authors may represent</td>
<td>Identify and explain language features of texts from earlier times</td>
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dialects used in Australia, and that while it originated in England it has been influenced by many other languages (ACELA1487)

**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)

- **Literacy**
- **Critical and creative thinking**
- **Intercultural understanding**
- **Personal and social capability**
- **Reading**
- **Speaking**
- **Writing**
- **Listening**

**RESPONDING TO LITERATURE**

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

- **Literacy**
- **Critical and creative thinking**
- **Personal and social capability**
- **Ethical understanding**
- **Reading**
- **Speaking**
- **Writing**
- **Listening**

**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)

- **Literacy**
- **Critical and creative thinking**
- **Speaking**
- **Writing**
- **Listening**

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

- **Literacy**
- **Critical and creative thinking**
- **Personal and social capability**
- **Reading**
- **Speaking**
- **Writing**
- **Listening**

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

- **Literacy**

and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686)
**EXAMINING LITERATURE**

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 \(\text{(ACELT1605)}\).

**CREATE LITERATURE**

Create literary texts that explore students’ own experiences and imagining \(\text{(ACELT1607)}\).

**INTERPRETING, ANALYSING, EVALUATING**

Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text \(\text{(ACELY1690)}\).
Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793)

EXPRESSING AND DEVELOPING IDEAS

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

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

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

CREATING TEXTS

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

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

Write using clearly-formed joined
Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495)

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)

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

Recognise homophones and know how to use context to identify correct spelling (ACELA1780)

English 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.

Judging Standards

Year 5 Syllabus

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.

Read full description »

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<td>LANGUAGE VARIATION AND CHANGE</td>
<td>LITERATURE AND CONTEXT</td>
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<tr>
<td>Understand that the pronunciation, spelling and meanings of words have histories and change over time</td>
<td>Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts</td>
<td>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</td>
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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

RESPONDING TO LITERATURE

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

INTERACTING WITH OTHERS

Clarify understanding of content as it unfolds in formal and informal
and relationships (ACELA1501)

- Literacy
- Critical and creative thinking
- Personal and social capability
- Reading
- Speaking
- Writing
- Listening

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

- Literacy
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Reading
- Speaking
- Writing
- Listening

**TEXT STRUCTURE AND ORGANISATION**

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

- Literacy
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Reading
- Speaking
- Writing
- Listening

**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)

- Literacy
- Critical and creative thinking
- Personal and social capability
- Reading
- Speaking
- Writing
- Listening

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

- Literacy
- Critical and creative thinking
- Reading
- Speaking
- Writing
- Listening

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)

- Literacy
- Critical and creative thinking
- Personal and social capability
- Speaking
- Listening

**INTERPRETING, ANALYSING,**

situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699)

- Literacy
- Critical and creative thinking
- Personal and social capability
- Speaking
- Listening

Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)

- Literacy
- Critical and creative thinking
- Personal and social capability
- Information and Communication Technology (ICT) capability
- Speaking
- Writing
- Listening
a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (ACELA1505)

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

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

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)

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

Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)

Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)

Evaluate:
Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)

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Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)

Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)
EXPRESSING AND DEVELOPING IDEAS

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

- Literacy
- Critical and creative thinking
- Reading
- Speaking
- Writing
- Listening

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)

- Literacy
- Critical and creative thinking
- Reading
- Speaking
- Writing
- Listening

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

- Literacy
- Numeracy

CREATING TEXTS

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

- Literacy
- Critical and creative thinking
- Information and Communication Technology (ICT) capability
- Reading

Reread and edit student’s own and others’ work using agreed criteria for text structures and language features (ACELY1705)

- Literacy
- Critical and creative thinking
- Writing

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

- Literacy
- Writing

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)

- Literacy
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)
**Language**

**LANGUAGE VARIATION AND CHANGE**

Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (ACELA1515)

**Literature**

**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)

**Literacy**

**TEXTS IN CONTEXT**

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

Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615).

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).
particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)

Understand that cohesive links can 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)

author or illustrator, and evaluate characteristics that define an 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)

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)

INTERPRETING, ANALYSING, EVALUATING

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

Creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800).

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

Analyze strategies authors use to influence readers (ACELY1801).

Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714).
Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages (ACELA1526).

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).

English 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.

Judging Standards

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**Year 7 Syllabus**

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.

Read full description »

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**Language**

**LANGUAGE VARIATION AND CHANGE**

Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating (ACELA1528)

- Literacy
- Critical and creative thinking
- Information and Communication

**Literature**

**LITERATURE AND CONTEXT**

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

- Literacy
- Critical and creative thinking
- Intercultural understanding
- Personal and social capability

**Literacy**

**TEXTS IN CONTEXT**

Analyse and explain the effect of technological innovations on texts, particularly media texts (ACELY1765)

- Literacy
- Critical and creative thinking
- Information and Communication
- Technology (ICT) capability
- Reading
Technology (ICT) capability

| R | Reading |
| S | Speaking |
| W | Writing |
| L | Listening |

LANGUANGE FOR INTERACTION

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

| R | Reading |
| S | Speaking |
| W | Writing |
| L | Listening |

RESPONDING TO LITERATURE

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

| R | Reading |
| S | Speaking |
| W | Writing |
| L | Listening |

TEXT STRUCTURE AND ORGANISATION

Understand and explain how the text structures and language features of texts become more complex in

| R | Reading |
| S | Speaking |
| W | Writing |
| L | Listening |

INTERACTING WITH OTHERS

Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition (ACELY1719)

| L | Listening |

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

| L | Listening |

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

| L | Listening |

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

| L | Listening |

Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing (ACELY1720)
informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors (ACELA1531)

Literacy
Critical and creative thinking
Reading
Writing

Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts (ACELA1763)

Literacy
Critical and creative thinking
Information and Communication Technology (ICT) capability
Reading
Writing

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

Literacy
Critical and creative thinking
Reading
Writing

EXAMINING LITERATURE

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

Literacy
Critical and creative thinking
Speaking
Listening

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

Literacy
Critical and creative thinking
Speaking
Listening

CREATING LITERATURE

Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625)

Literacy
Critical and creative thinking
Reading
Writing

INTERPRETING, ANALYSING, EVALUATING

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

Literacy
Critical and creative thinking
Speaking
Listening

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

Literacy
Critical and creative thinking
Reading

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

Literacy
Critical and creative thinking
Reading
Writing

Compare the text structures and language features of multimodal
Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information (ACELA1534)

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

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

Investigate vocabulary typical of extended and more academic texts

Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour (ACELT1805)

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

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

Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (ACELY1727)
and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language (ACELA1537)

Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them (ACELA1539)

English Achievement Standard

RECEPTIVE MODES (LISTENING, READING AND VIEWING)

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

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

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

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

Judging Standards

Year 8 Syllabus

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.

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<td>Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return (ACELA1540)</td>
<td>Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT1626)</td>
<td>Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication (ACELY1729)</td>
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LISTENING

Understand how conventions of speech adopted by communities influence the identities of people in those communities (ACELA1541)

Literacy
Critical and creative thinking
Intercultural understanding
Reading
Speaking
Writing
Listening

EXPLORE THE INTERCONNECTEDNESS OF COUNTRY AND PLACE, PEOPLE, IDENTITY AND CULTURE IN TEXTS INCLUDING THOSE BY ABORIGINAL AND TORRES STRAIT ISLANDER AUTHORS (ACELT1806)

Literacy
Critical and creative thinking
Intercultural understanding
Reading
Writing
Listening

RESPONDING TO LITERATURE

Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (ACELT1627)

Literacy
Critical and creative thinking
Personal and social capability
Speaking
Writing
Listening

INTERACTING WITH OTHERS

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

Literacy
Critical and creative thinking
Personal and social capability
Speaking
Listening

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

Literacy
Critical and creative thinking
Personal and social capability
Reading
Speaking
Listening
Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims (ACELA1766).

Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives (ACELA1809).

Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts (ACELA1544).

Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELA1807).

EXAMINING LITERATURE

Recognise, explain and analyse the ways literary texts draw on readers’ knowledge of other texts and enable new understanding and appreciation of aesthetic qualities (ACELT1629).

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EXAMINING LITERATURE

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EXPRESSING AND DEVELOPING IDEAS

Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause (ACELA1545)

- Literacy
- Critical and creative thinking
- Reading
- Writing

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

- Literacy
- Critical and creative thinking
- Reading
- Writing

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

- Literacy
- Critical and creative thinking
- Reading
- Writing

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

- Literacy
- Critical and creative thinking
- Reading
- Writing
- Speaking
- Listening

- Writing
- Listening

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

- Literacy
- Critical and creative thinking
- Speaking
- Listening

CREATE LITERATURE

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

- Literacy
- Critical and creative thinking
- Speaking
- Listening

CREATE TEXTS

Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736)

- Literacy
- Critical and creative thinking
- Speaking
- Listening

- Writing

for the author’s point of view (ACELY1734)

- Literacy
- Critical and creative thinking
- Personal and social capability
- Speaking

- Reading
- Writing

Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener (ACELY1735)

- Literacy
- Critical and creative thinking
- Personal and social capability
- Speaking

- Listening

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

- Literacy
- Critical and creative thinking
- Speaking
- Writing
- Listening

- Reading
- Speaking

Experiment with text structures and language features to refine and
Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations (ACELA1549)

Use a range of software, including word processing programs, to create, edit and publish texts imaginatively (ACELY1738)

**English Achievement Standard**

**RECEPTIVE MODES (LISTENING, READING AND VIEWING)**

By the end of Year 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts.

Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. They listen for and identify different emphases in texts, using that understanding to elaborate upon discussions.

**PRODUCTIVE MODES (SPEAKING, WRITING AND CREATING)**

Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways.

Students create texts for different purposes, selecting language to influence audience response. They make presentations...
and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

Judging Standards

Year 9 Syllabus

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.

Read full description »

Language

LANGUAGE VARIATION AND CHANGE

Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing (ACELA1550)

- Literacy
- Critical and creative thinking
- Reading
- Speaking
- Writing
- Listening

LANGUAGE FOR INTERACTION

Understand that roles and relationships are developed and challenged through language and

Literature

LITERATURE AND CONTEXT

Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633)

- Literacy
- Critical and creative thinking
- Intercultural understanding
- Reading
- Speaking
- Writing
- Listening

Literacy

TEXTS IN CONTEXT

Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739)

- Literacy
- Critical and creative thinking
- Intercultural understanding
- Information and Communication Technology (ICT) capability
- Speaking
- Listening

RESPONDING TO LITERATURE

Present an argument about a literary text based on initial impressions and subsequent analysis of the whole

INTERACTING WITH OTHERS

Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and
interpersonal skills (ACELA1551)

Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor (ACELA1552)

TEXT STRUCTURE AND ORGANISATION

Understand that authors innovate with text structures and language for specific purposes and effects (ACELT1635)

Compare and contrast the use of cohesive devices in texts, focusing on text (ACELT1771)

EXAMINING LITERATURE

Analyze how language features of these texts position listeners to respond in particular ways (ACELY1740)

Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects (ACELY1811)

Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (ACELY1741)
on how they serve to signpost ideas, to make connections and to build semantic associations between ideas (ACELA1770)

Literacy
Critical and creative thinking
Reading
Speaking
Writing
Listening

Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (ACELA1556)

Literacy
Critical and creative thinking
Reading
Speaking
Writing
Listening

EXPRESSING AND DEVELOPING IDEAS

Explain how authors creatively use the structures of sentences and clauses for particular effects (ACELA1557)

Literacy
Critical and creative thinking
Reading
Speaking
Writing
Listening

Analyze texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style (ACELT1636)

Literacy
Critical and creative thinking
Personal and social capability
Reading
Writing

Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes (ACELT1637)

Literacy
Critical and creative thinking
Reading
Writing

INTERPRETING, ANALYSING, EVALUATING

Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742)

Literacy
Critical and creative thinking
Personal and social capability
Reading
Speaking
Writing
Listening

Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension (ACELY1743)

Literacy
Critical and creative thinking
Reading
Speaking
Writing

Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744)

Literacy
Critical and creative thinking
Reading
Writing

CREATING LITERATURE

Analyse text structures and language features of literary texts, and make relevant comparisons with other texts (ACELT1772)

Literacy
Critical and creative thinking
Reading
Writing

Understand how certain abstract
nouns can be used to summarise preceding or subsequent stretches of text (ACELA1559)

Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560)

Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (ACELA1561)

Understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech (ACELA1562)

Create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation (ACELT1773)

Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and pun and the use of hyperlink (ACELT1638)

Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746)

Review and edit students’ own and others’ texts to improve clarity and control over content, organisation,
English Achievement Standard

RECEPTIVE MODES (LISTENING, READING AND VIEWING)

By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.

They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.

PRODUCTIVE MODES (SPEAKING, WRITING AND CREATING)

Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts.

Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate paragraphing, sentence structure, vocabulary and audio/visual features.
## Year 10 Syllabus

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.

### Language

**LANGUAGE VARIATION AND CHANGE**

Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve (*ACELA1563*).

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**LANGUAGE FOR INTERACTION**

Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (*ACELA1564*).

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### Literature

**LITERATURE AND CONTEXT**

Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (*ACELT1639*).

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**RESPONDING TO LITERATURE**

Reflect on, extend, endorse or refute others’ interpretations of and responses to literature (*ACELT1640*).

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### Literacy

**TEXTS IN CONTEXT**

Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (*ACELY1749*).

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**INTERACTING WITH OTHERS**

Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to...
Understand that people’s evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (ACELA1565)

Evaluate the social, moral and ethical positions represented in texts (ACELT1812)

Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action (ACELY1751)

Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices create purposeful texts that inform, persuade and engage (ACELY1750)

Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences (ACELY1813)

Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and
Understand conventions for citing others, and how to reference these in different ways (ACELA1568)

EXPRESSING AND DEVELOPING IDEAS

Analyze and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts (ACELA1569)

Analyze how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction (ACELA1570)

Compare and evaluate how ‘voice’ as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses (ACELT1642)

Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts (ACELY1753)

Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY1754)

Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of likely audiences (ACELY1752)

Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts (ACELY1753)

Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY1754)
Evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572).

Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences (ACELA1571).

Understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those based on uncommon Greek and Latin roots (ACELA1573).

Create literary texts with a sustained ‘voice’, selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience (ACELT1815).

Create imaginative texts that make relevant thematic and intertextual connections with other texts (ACELT1644).

Review, edit and refine students’ own and others’ texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (ACELY1757).

Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user (ACELY1776).
English Achievement Standard

RECEPTIVE MODES (LISTENING, READING AND VIEWING)

By the end of Year 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style.

They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.

PRODUCTIVE MODES (SPEAKING, WRITING AND CREATING)

Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images.

Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others’ ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

Judging Standards