



Government of **Western Australia**
School Curriculum and Standards Authority



General Capabilities

Literacy



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Acknowledgement of Country

Kaya.

The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community.

We offer our respect to Elders past and present.

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Literacy



Image adapted from: Sür, 2024



What is Literacy?

Literacy is defined as students' ability to interpret and create texts with appropriateness, accuracy, confidence, fluency and efficacy for learning in and out of school. This ability helps them to participate in Australian life and as global citizens. Students' literacy develops through their engagement with texts of gradually increasing specialisation and complexity as the curriculum knowledge and skill requirements increase.

Students adapt language to meet the demands of different purposes, audiences and contexts, including the unique disciplinary literacies used by each learning area. They learn about the different ways in which knowledge and opinion are represented and developed in texts. Texts are composed using language ranging from the everyday language of personal experience to more abstract, specialised and technical language, including the language of schooling and academic study across varied subjects and learning areas. Information about how literacy applies in each learning area is available on the learning area webpages.

Students develop literacy by listening to, reading, viewing, speaking, writing and creating different texts, and using language for different purposes in a range of contexts.

Students adapt language to meet the demands of different purposes, audiences and contexts, including the unique disciplinary literacies used by each learning area.

How can you use the Literacy learning continuum?

Literacy enables students to access, understand, analyse and evaluate information and ideas; express thoughts and emotions; present ideas and opinions; and interact with others.

The Literacy learning continuum includes literacy development that occurs through the teaching of the Language and Literacy strands of the English curriculum, which should also be applied in all other learning areas. The continuum outlines a progression of what students can typically demonstrate at key stages in their schooling.

While much of the explicit teaching of literacy occurs in the English learning area, it is strengthened, made specific and extended in other learning areas as students engage in a range of learning activities with significant, and often subject-specific, literacy demands. These literacy-rich situations are a part of learning in all curriculum areas. Success in any learning area depends on being able to use the significant, identifiable and distinctive literacy skills important for communication and learning within each learning area.

Paying attention to the literacy demands of each learning area ensures that students' literacy development is strengthened. This in turn supports subject-based learning. Using the Literacy learning continuum, in conjunction with learning area content, assists teachers to:

- understand the literacy demands and opportunities of their learning area
- embed literacy appropriate to each learning area in the teaching of the content, processes and skills of that learning area
- identify the general level of expected language and literacy skills for each year level they are teaching
- consider the complexity of texts appropriate for the teaching of learning area content for the literacy standard of the students they are teaching
- plan how to teach specific language and literacy knowledge and skills essential to students' understanding of learning area content and scaffold accordingly.

For students who speak a language or dialect other than Standard Australian English (SAE) at home, access to language and literacy development is especially important. English as an additional language or dialect (EAL/D) students learn SAE at the same time as they are learning the content of each learning area through SAE. For many Aboriginal and Torres Strait Islander students, their home language is a dialect of English such as Aboriginal English. This means that they learn the English of the school context and of the curriculum as a second dialect. It is important to acknowledge the home language, prior knowledge and experiences of these students, and to build on these in developing students' literacy capabilities in the curriculum.

Some students move slowly between levels or may remain at one level of the learning continuum throughout their schooling. The Literacy learning continuum enables teachers to plan for the targeted teaching of literacy skills by using age-appropriate texts, and materials suitable to address year level learning area content at the developmental stage of the student.

The Literacy learning continuum should be used with consideration for the range and complexity of texts that students are required to interpret and create. The progression of literacy skills assumes that text complexity and associated literacy demands will also increase as the levels progress. The volume of reading or writing required; the density and level of difficulty of the information; the amount of required topic knowledge; student motivation; and access to materials are all factors that can influence and add pressure on students in relation to their literacy.

The elements of Interpreting and Creating represent the overarching processes of receptive and expressive language and apply to students at every point in their schooling. The beginning of the learning sequence for these two elements includes an additional two levels (Levels 1a and 1b) to describe the development of early communication skills. These levels have been included for students needing additional communication support. Student achievement may move up or down the continuum, particularly where the skills they demonstrate may differ in different contexts. While the levels are not intended to be achievement markers for year levels, as a guide, levels 1–4 typically represent learning in the primary years of schooling, and levels 5–6 describe literacy standards typically met by students in Years 7–10 who are meeting the achievement standard for the year level curriculum.

The progression of literacy skills assumes that text complexity and associated literacy demands will also increase as the levels progress.

Texts in the Literacy continuum

A text is a means for communication. Texts can be written, spoken, visual or multimodal, and in print, audio or digital/online forms. Multimodal texts are texts that use more than one mode (Writing and Creating, Reading and Viewing, Speaking and Listening). Multimodal texts combine more than one system for communicating, such as written language with visual images, sound and/or spoken word, as in film or multimedia presentation. Texts include all forms of Augmentative and Alternative Communication (AAC); for example, gestures, signing, real objects, photographs, pictographs and Braille. The forms and conventions of texts have been developed to help us communicate effectively with a variety of audiences for a range of purposes, and so texts in different learning areas can and do use language and other features in different ways.

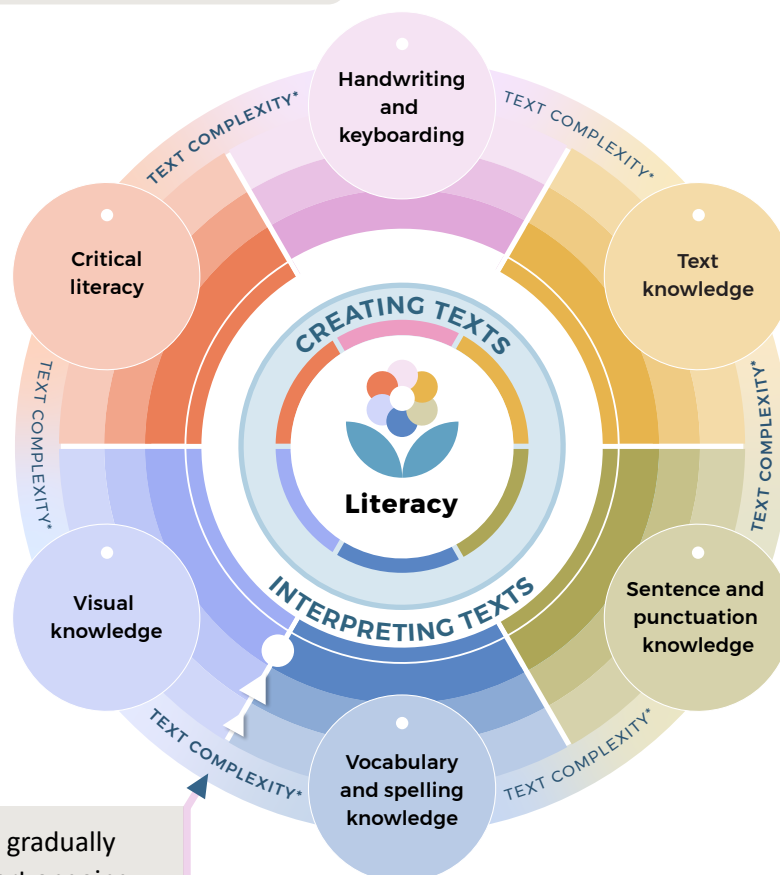
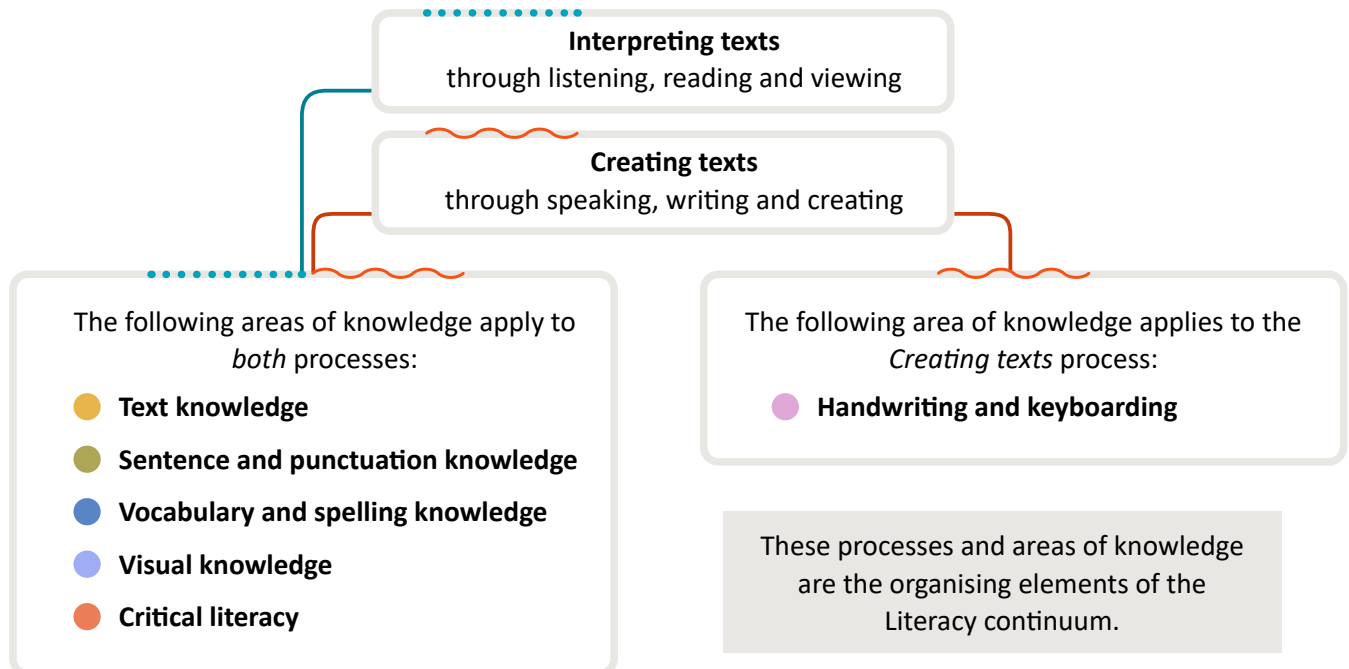
The term 'texts' is used in the Literacy continuum to mean the type of text particular to or characteristic of a learning area; for example, reports, data displays and procedures in Mathematics, or models, diagrams, explanations and reports in Science. Where speaking and/or listening are referred to in relation to texts, consideration should be given to how speaking and listening occur together as interaction. In some instances, speaking or listening occur in isolation; however, there is often some degree of interaction when speaking or listening. Speaking is generally considered as a productive medium and a mode of expressing language; listening can be considered as a receptive medium and a mode of receiving and interpreting language.

As the curriculum increases in complexity, the complexity of texts used in the delivery of the curriculum should increase to reflect this, to assist in students' development of more advanced literacy skills. Student ability to demonstrate increasing literacy skills according to the descriptions in the continuum is dependent on them being able to access, use and create texts of increasing length, depth, and with an increasingly expanded vocabulary, text structures and concepts.

Figure 1 sets out these elements.

Organising elements

The Literacy continuum incorporates two overarching processes:



*Text complexity gradually increases to support ongoing development of literacy skills.

Figure 1:
Organising elements of
Literacy diagram

Interpreting texts through listening, reading and viewing



This element is about receptive language and involves students using skills and strategies to access and interpret spoken, written, visual and multimodal texts. It includes students navigating, reading and viewing texts using applied topic knowledge as well as vocabulary, word and visual knowledge. It involves students listening and responding to spoken audio and multimodal texts, including listening for information, listening to carry out tasks and listening as part of participating in classroom activities and discussions. It also includes students using a range of strategies to comprehend, interpret and analyse these texts, including identifying their purpose, retrieving and organising information, making and supporting inferences and evaluating perspectives.

To develop literacy, students:

- interact with texts (Levels 1a–1b)
- navigate, read and view texts
- listen and respond to texts
- interpret and analyse texts.

The texts that students interpret by necessity increase in complexity to accommodate their expanding skills and knowledge. Students need to be able to process increasingly complex texts through listening, reading and viewing by understanding the language being used, as well as by comprehending and interpreting the meaning.

The element of Interpreting texts applies to students at every point in their schooling. The beginning of the learning sequence for this element includes an additional two levels (Levels 1a and 1b) to describe the early

development of communication skills. These levels have been included for students who need additional communication support. The descriptions for Interpreting texts at these levels apply across the elements of text knowledge, sentence and punctuation knowledge, vocabulary and spelling knowledge, visual knowledge and critical literacy.

When students are interpreting texts through listening, there will often also be speaking involved to support this. For this element, the focus is on developing interpretation through listening; however, interaction occurs through engaging with speaking and listening together.



Figure 2:
Interpreting texts diagram

Creating texts through speaking, writing and creating

This element is about expressive language and involves students creating different types of texts for a range of purposes as an integral part of learning in all curriculum areas. These texts include spoken (or audio), written, visual and multimodal texts. They can be texts that explore, communicate and analyse information, ideas and issues in the learning areas. The element involves students creating formal and informal texts as part of classroom learning experiences including group and class discussions, talk that explores and investigates learning area topics, and formal and informal presentations and debates. To develop literacy, students:

- create texts (Level 1a–1b)
- create spoken, written, visual and multimodal texts
- use language to interact with others
- deliver presentations.

The element of Creating texts applies to students at every point in their schooling. The beginning of the learning sequence for this element includes an additional two levels (Levels 1a and 1b) to describe the development of early communication skills. These levels have been included for students who need additional communication support. The descriptions for Creating texts at these levels apply across the elements of text knowledge, sentence and punctuation knowledge, vocabulary and spelling knowledge, visual knowledge, critical literacy, and handwriting and keyboarding.

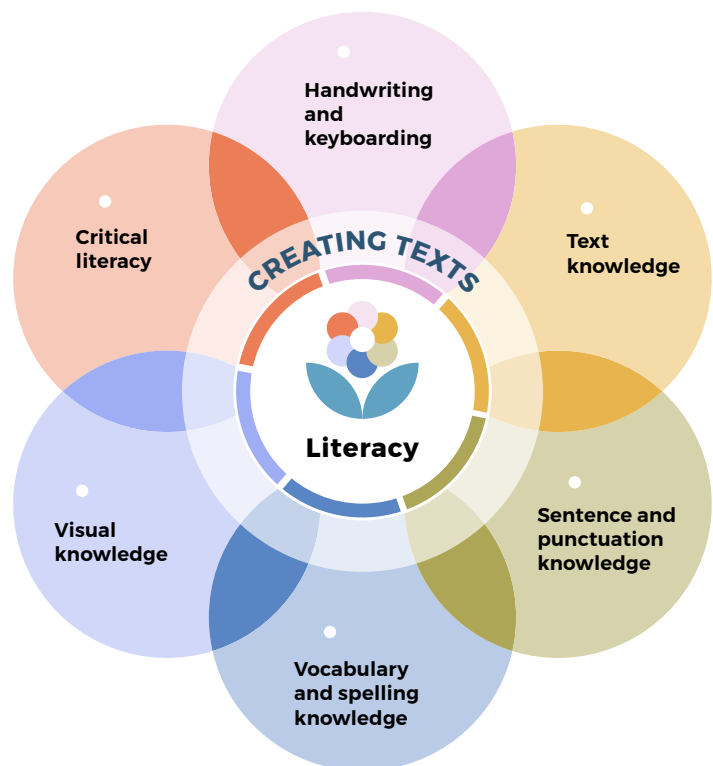


Figure 3:
Creating texts diagram

Literacy

learning continuum

Interpreting texts through listening, reading and viewing

Levels 1a and 1b describe early communication skills. These levels are for use where students need additional support to work towards the descriptions in level 1/1c in other areas of the continuum.

Table 1

Interact with texts		
Student levels	Descriptions	Examples
L1a	Respond to or show interest in known people, texts, events and activities	- Showing a positive response to doing favourite activities, such as outdoor play or listening to a story - Scribbling or drawing as formation of early writing behaviour to represent known people, events or activities
	Show anticipation of events in regular routines	- Being ready to listen at story time or during daily weather time - Responding to interactions with peers and teacher - Demonstrating anticipation of predictable events - Responding to questions - Responding to requests
L1b	Engage in a range of environments and with a variety of known people to access texts	- Responding to gestures, objects, photographs and/or pictographs; for example, following a visual schedule to complete a task - Experimenting with books to discover how to hold them and which way to turn the pages - Viewing short audiovisual materials and responding to simple questions

Table 2

Navigate, read and view texts

Student levels	Descriptions	Examples
L1c	Navigate, read and view simple texts with familiar vocabulary and supportive illustrations	• Using beginning knowledge of layout, context, vocabulary, grammar, phonics and visuals • Reading decodable texts and making meaning from images in picture books
L2	Navigate, read and view texts with images and simple graphics	• Using and combining developing knowledge of vocabulary, grammar, phonics, context, visuals, layout and navigational tools • Reading and viewing picture books, short chapter books, short non-fiction texts, short films and simple online texts
L3	Navigate, read and view different types of texts, including those with images and detailed graphics	• Using and integrating increasing knowledge of text conventions • Reading short novels and non-fiction texts, and viewing a range of media and online texts
L4	Navigate, read and view subject-specific texts with some challenging features, including those with a range of graphic representations	• Applying knowledge of text conventions to aid navigation • Reading children's novels and non-fiction, and viewing media and online texts (both written and visual)
L5	Navigate, read and view a variety of challenging subject-specific texts, including those with a wide range of graphic representations	• Reading and viewing novels, non-fiction texts, films, textbooks and websites while efficiently navigating different conventions and using graphic representations to help build understanding
L6	Navigate, read and view a wide range of more demanding subject-specific texts, including those with an extensive range of graphic representations	• Reading young adult fiction, non-fiction related to course materials, films integrating a wide range of techniques or effects or integrating data and graphics, and texts requiring analysis and summarising to retain details

Table 3

Listen and respond to texts

Student levels	Descriptions	Examples
L1c	Listen and respond to questions and one- and two-step instructions, listen for information in simple spoken texts, and respond to audio texts and texts read aloud	Recalling some key events in an oral or multimodal text
L2	Listen to instructions with two or more steps to undertake learning tasks, listen for information about topics being learned in spoken and audio texts, and respond to texts read aloud	Sharing information or asking questions about oral or multimodal texts
L3	Listen to spoken instructions with some detail to undertake learning area tasks, listen to and identify key information in spoken and multimodal texts, and respond to texts read aloud	Summarising information by identifying key ideas in oral or multimodal texts
L4	Listen to detailed spoken instructions to undertake learning tasks, listen to spoken and audio texts, and respond to and interpret information and opinions presented	- Asking questions to clarify information in more-detailed spoken texts - Writing a summary in response to an audio text - Responding to instructions by performing the task appropriately
L5	Listen to extended spoken and audio texts, respond to and interpret their meaning, and evaluate information and ideas presented	- Evaluating and questioning information in a spoken text - Debating and countering an opinion presented, using information from an audio or spoken text
L6	Listen to a range of extended spoken and audio texts and respond to, interpret and evaluate ideas, information and implied meanings	- Identifying and challenging unstated assumptions, biases and perspectives in a spoken text - Evaluating implied meaning in a speech - Responding to a peer's prepared speech, evaluating and providing constructive feedback, including strengths and areas for improvement, particularly in relation to the ideas and information presented

Table 4

Interpret and analyse texts

Student levels	Descriptions	Examples
L1c	Interpret simple texts using comprehension strategies	Connecting information to own experiences
L2	Interpret and use texts to explore topics, gather information and make some obvious inferences using comprehension strategies	Making predictions based upon prior knowledge
L3	Interpret literal information and make inferences to expand topic knowledge using comprehension strategies	Making connections between texts or to topic-specific information
L4	Interpret and analyse information and ideas, comparing texts on similar topics or themes using comprehension strategies	Linking and summarising information from different sources on similar topics
L5	Interpret and evaluate information, identify main ideas and supporting evidence, and analyse different perspectives using comprehension strategies	- Checking the credibility of sources - Evaluating the effect of persuasive devices used within a documentary or article - Listening to a debate and analysing the perspectives presented
L6	Interpret and evaluate information within and between texts, comparing and contrasting information using comprehension strategies	- Comparing and contrasting perspectives between texts and evaluating supporting evidence - Using comparative strategies to evaluate two articles with different perspectives on the same issue



Image adapted from: FamVeld, 2021

Creating texts through speaking, writing and creating

Levels 1a and 1b describe early communication skills. These levels are for use where students need additional support to work towards the descriptions in level 1/1c in other areas of the continuum.

Table 5
(L1a–1b)

Create spoken, written, visual and multimodal texts		
Student levels	Descriptions	Examples
L1a	Create texts to communicate a single message, in ways that may be intentional or unintentional, in known environments with known people	• Using gestures to refuse or reject • Indicating a preference or desire • Requesting the continuation of an activity with single words or body language • Requesting or seeking something new or more • Requesting attention with actions • Reflecting a state of wellbeing; for example, contentment, joy, worry, pain • Reflecting a physical state; for example, hot, cold, nauseous
L1b	Create texts to communicate with well-known and some less-known people	• Creating drawings, 'text-like' letters or pictographs to convey a message • Commenting on people, events and objects from the past, present or future with simple utterances • Asking simple questions • Refusing or rejecting with a simple phrase or utterance • Requesting items with gestures and some words • Offering a simple comment in response to a recent event, story or shared experience

Table 6
(L1c–4)

Create spoken, written, visual and multimodal texts

Student levels	Descriptions	Examples
L1c	Express and make visible their ideas and theories to others	• Using expressive language such as speech or sign to present ideas to peers during play • Using drawing and other visual elements to express thoughts and ideas • Drawing a picture in response to listening to a story, and explaining the picture to the teacher, parent or others in the class
L2	Create texts for a familiar audience and purpose	• Using familiar language structures when retelling a story to a peer or teacher • Using images or graphics to represent a sequence of events • Recounting an event or retelling a story • Using images to illustrate a written text
L3	Create and edit texts for familiar audiences and a small range of purposes	• Using language features relevant to purpose in imaginative, persuasive and informative texts • Including images and graphics in texts for effect • Writing short narrative and persuasive texts, which may or may not be using a small number of paragraphs
L4	Create and edit texts for less familiar audiences to meet a range of purposes	• Adopting more-formal language when interacting with people in authority or welcoming guests • Using subject-specific language appropriate to reporting information and expressing opinions • Using a range of images and/or graphics to support the purpose of the text • Writing informative, narrative and persuasive texts, reviews, procedures and research tasks, with multiple paragraphs and text that is developing increasing clarity and length

Table 6
(L5–6)**Create spoken, written, visual and multimodal texts**

Student levels	Descriptions	Examples
L5	Create and edit texts for a range of contexts, audiences and purposes	• Using subject-specific terminology to explore topics and express and support opinions • Using a wide range of images and/or graphics to support purpose and influence the audience • Creating and editing texts required for different learning areas and subjects, such as an essay, narrative, report, short answer response, drawing, procedure, script, design process and product, audio, spoken or performed text, or investigation response, with appropriate use of text structures and language features, communicating understanding of the topic and meeting the requirements of the task
L6	Create and edit a variety of texts for a range of contexts and intended audiences and purposes, including complex texts	• Using subject-specific terminology to interpret and analyse challenging and complex issues • Using selected images and/or graphics for effect and to suit context, purpose and audience • Using props and other supporting materials to enhance spoken texts • Integrating audio or visuals into a digital written text • Enhancing the text by using multiple modes instead of a single mode or style of presentation, such as effectively utilising graphics in a written text, or using a digital presentation, music and props to enhance a spoken text • Creating and editing various text forms within and across contexts, such as meeting the requirements of a variety of text type expectations in multiple learning areas and/or extracurricular activities • Creating written, spoken and multimodal text types to meet various purposes, adapting language for the context and audience, such as essays, reports, written and oral short answer responses, adaptations of texts, speeches, debates, satire, improvisation, performances, presentations, job applications, resumes and other text types, using varied language conventions and developing ideas in some detail to communicate clearly to a range of audiences

Table 7

Use language to interact with others

Student levels	Descriptions	Examples
L1c	Use short pair, group and class conversations and discussions as learning tools to explore learning area topics	• Sharing likes and dislikes with a peer • Talking with a friend during outdoor play • Discussing turn-taking and waiting during play activities
L2	Use pair, group and class discussions as learning tools to explore learning area topics, represent ideas and relationships	• Sharing ideas for conducting an investigation • Talking with a partner to sort, count and share coloured discs for a Mathematics activity
L3	Use pair, group and class discussions about learning area topics as learning tools to explore and represent ideas and relationships, test possibilities and prepare for creating texts	• Discussing data gathered in an investigation • Making predictions based on a book cover, topic or title during group or whole-class discussions
L4	Use pair, group and class discussions and informal debates as learning tools to explore ideas and relationships, test possibilities, compare solutions and prepare for creating texts	• Comparing solutions to a problem during a class discussion or informal debate • Using a think-pair-share to explore an idea, such as 'How could we improve sustainability at the school?', in preparation for writing about that topic
L5	Use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, test possibilities, compare solutions, and rehearse ideas and arguments in preparation for creating texts	• Considering data and sharing and supporting possible solutions to problems • Preparing a group panel discussion to debate different perspectives on a studied topic
L6	Use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, compare solutions, evaluate information and ideas, and refine opinions and arguments in preparation for creating texts	• Participating in a formal debate on an aspect of a topic being studied • Presenting and defending an opinion on a topic studied, justifying that opinion with evidence from research and learning materials

Table 8

Deliver presentations

Student levels	Descriptions	Examples
L1c	Create and deliver short spoken texts	• Recounting an experience • Retelling a short story • Reciting a short poem or nursery rhyme
L2	Plan, rehearse and deliver short presentations on learning area topics, incorporating some visual and multimodal elements	• Including sound effects or pictures to enhance effect when describing something to the class
L3	Plan, rehearse and deliver presentations on learning area topics, incorporating some learned content and appropriate visual and multimodal elements	• Presenting researched information about a topic being studied • Using a graphic organiser to plan, gather and organise information and selecting information to make the presentation more interesting or appealing
L4	Plan, research, rehearse and deliver presentations on learning area topics, selecting appropriate content and visual and multimodal elements to suit different audiences	• Delivering learning area knowledge in a formal situation, such as an assembly report on a class Science task • Preparing and performing a short drama scene to the class in a small group to show understanding of a learning area topic
L5	Plan, research, rehearse and deliver presentations on learning area topics, sequencing selected content and multimodal elements for accuracy and impact on the audience	• Creating and delivering a presentation that shares organised topic information and uses items, such as graphics, effects, audio, quotes or other relevant materials, to engage the audience
L6	Plan, research, rehearse and deliver presentations on more complex issues and learning area topics, combining visual and multimodal elements creatively to present ideas and information, support opinions and engage and persuade an audience	• Providing evidence-based arguments to justify a position • Presenting a complex issue or topic in a way that helps others understand or appreciate a perspective, incorporating information from reliable and ethical sources to enhance argument and presentation

Areas of knowledge

Text knowledge

This element involves students understanding how the spoken, written, visual and multimodal texts they create and interpret are structured to meet the range of purposes needed in the curriculum areas. It involves understanding the different types of text structures that are used within curriculum disciplines to present information, explain processes and relationships, argue and support points of view and investigate issues. The element also involves understanding how whole texts are made cohesive through various grammatical features that link and strengthen the text's internal structure.

To develop literacy, students use:

- text structures and features
- text cohesion.

Sentence and punctuation knowledge

This element involves students understanding the role of language features in the construction of meaning in the texts they create and interpret. It involves understanding how different types of sentence structures present, link and elaborate ideas, and how different types of words and word groups convey information and represent ideas in the learning areas. The element also includes understanding the grammatical features through which opinion, evaluation, point of view, perspective and bias are constructed in texts.

To develop literacy, students use knowledge of:

- sentence structure
- words and word groups
- punctuation.

Vocabulary and spelling knowledge

This element involves students understanding the increasingly specialised vocabulary and spelling knowledge needed to create and interpret learning area texts. It includes the development of strategies and skills for acquiring a wide topic vocabulary in the learning areas and the capacity to spell the relevant words accurately.

To develop literacy, students:

- understand learning area vocabulary
- use spelling knowledge.

Visual knowledge

This element involves students understanding how visual information contributes to the meanings created in learning area texts. It includes interpreting still and moving images, graphs, tables, maps and other graphic representations. Students understand and evaluate how images and language work together in distinctive ways in different curriculum areas to present ideas and information in the texts they create and interpret.

To develop literacy, students:

- understand how visual features create meaning.

Critical literacy

This element involves students understanding how the spoken, written, visual and multimodal texts they interpret and create can be actively analysed, questioned and evaluated.

Students critically analyse and question the information, viewpoints and unstated assumptions and/or bias within texts. They are increasingly aware of how sociocultural groups, genders, power structures or ideological stances are represented in the texts they engage with. Students develop personal responses and opinions about texts and their content, and justify their viewpoints based on evidence and reliability of sources.

Students create texts critically, recognising that texts are created for specific purposes, audiences and contexts. They make conscious choices about their selection of text structures, language and content, and understand how these will influence the audience and meet an intended purpose. Students develop an understanding of the need to consider a range of ethical issues, such as using reliable evidence and sources, avoiding stereotypes and oversimplified arguments, and considering cultural sensitivity and privacy.

To develop literacy, students:

- evaluate and critique language
- critically use language.

Handwriting and keyboarding

This element involves students developing skills to enable them to produce written, digital and multimodal texts with increasing speed, accuracy and fluency, with control over handwriting and keyboarding. It describes how a student develops a fluent, legible handwriting style, beginning with unjoined letters and transitioning to joined handwriting. The beginning of the sequence involves forming letters and words, and using the keys on a keyboard or touch screen, and progresses through to developing fluency in handwriting with a personal handwriting style, and keyboarding to sustain writing and text creation for extended periods of time. Text creation includes the insertion of graphics and tables and the creation of multimodal texts on digital devices.

To develop literacy, students use:

- handwriting
- keyboarding.

● Text knowledge

Table 9

Text structures and features		
Student levels	Descriptions	Examples
L1	Use knowledge of some basic differences between imaginative and informative texts to select and use texts and create simple texts with teacher support	Selecting an informative text to find information
L2	Use knowledge of the structure and features of learning area texts to comprehend and create a small range of texts with some teacher support	Using the headings in a simple procedure to navigate a task
L3	Use growing knowledge of the structure and features of learning area texts to comprehend and create a range of texts	Using an appropriate structure when creating an information report
L4	Use developing knowledge of the structure and features of learning area texts to interpret and create a range of more complex texts for identified purposes and audiences	Creating an infographic to present researched information
L5	Use wide knowledge of the structure and features of learning area texts to interpret and create texts, using adaptations of text structures and applying conventions for citing others	Adapting elements of an existing text to create an alternative multimodal text
L6	Use comprehensive knowledge of the structure and features of learning area texts to interpret and create complex texts in innovative ways, using appropriate conventions for citing others	Creating a multimodal text to present, argue and justify a course of action, including reference/s to research

Table 10

Text cohesion		
Student levels	Descriptions	Examples
L1	Use beginning knowledge of how language is used to comprehend and create written texts with support	Understanding and using some language in written texts that function to make a text cohesive, such as 'he said', 'suddenly', 'in the end'
L2	Use knowledge of how texts are made cohesive through the use of pronouns, and omitting words that can be inferred, to comprehend and create texts	Using pronouns such as 'it' and 'they' to refer to an animal or person to avoid repetition
L3	Use knowledge of how texts are made cohesive through linking words and phrases (for example, 'so', 'therefore', 'then' and 'in addition'), and the correct use of pronouns, to comprehend and create texts	- Retelling a sequence of events with time order linking words, such as 'first', 'secondly', 'after that' - Using connectives to signal reasons, results or consequences, such as 'because', 'as a result', 'consequently'
L4	Use knowledge of word functions to make connections in texts; for example, use of repetition and word associations for effect	- Using word associations to build imagery: 'The forest was dark and gloomy with mysterious shadows' - Repeating a word or phrase to emphasise a point
L5	Use knowledge of text cohesion to structure texts into different parts, using multiple sentences in paragraphs and organising paragraphs	- Developing a text with multiple paragraphs, including introduction, body and conclusion - Structuring paragraphs to introduce, explain and support an idea
L6	Use knowledge of how the cohesion in texts is improved by strengthening their internal structure	- Writing an essay or other form of text comprising a series of paragraphs which include examples, quotations and/or substantiation of claims to support the points being made, as well as some organisation and linking of the paragraphs in the text - Effectively utilising and incorporating graphics to enhance and support written language in a text

● Sentence and punctuation knowledge

Table 11

Sentence structure		
Student levels	Descriptions	Examples
L1	Use simple sentences to report ideas	Using a subject and a verb when reporting ideas
L2	Use simple and compound sentences to record observations and make connections between ideas	Linking simple sentences with coordinating conjunctions, such as for, and, nor, but, or, yet, so (FANBOYS acronym)
L3	Use simple, compound and complex sentence structures to describe, explain, report and make connections between ideas and events	Using subordinating conjunctions to give a reason, such as 'therefore', 'because'
L4	Use simple, compound and complex sentence structures to record, explain, question, describe and elaborate ideas and events	Using conjunctions to elaborate on ideas, such as to indicate manner ('as'), cause ('because') or concession ('although', 'while')
L5	Control a range of simple, compound and complex sentence structures to record, explain, question, argue, describe and link ideas, evidence and conclusions	- Varying sentence structures for particular purposes, such as using short sentences to hurry the pace - Using complex sentences with embedded clauses to add detail, such as 'The Great Barrier Reef, which is located off the coast of Queensland, is the largest coral reef in the world'
L6	Control a range of simple, compound and complex sentence structures to convey complex ideas, build and support arguments, and change emphasis	Manipulating sentence structures to effectively meet the demands of various text types



Image adapted from: FamVeld, 2023

Table 12

Words and word groups		
Student levels	Descriptions	Examples
L1	Use words and groups of words to express ideas	Providing information or answering simple questions about who, what, where, when, why, how
L2	Recognise and use learning area nouns that represent people, places, things and ideas, and expand nouns to achieve greater precision	Using nouns and noun groups across learning areas, such as our local community, the natural environment, the water cycle
L3	Recognise and use adjectives, adverbs and prepositional phrases that provide detailed descriptions in the learning areas	- Describing an action, such as 'The block slid slowly down the slope' - Using adjectives and prepositional phrases to add detail, such as 'The old bank in the centre of town was built over a hundred years ago'
L4	Expand and sharpen ideas through careful choice of verbs, phrases and verb tenses	- Choosing verbs for precision, such as 'The First Fleet brought/transported a group of convicts to Australia', 'The Earth goes/revolves around the Sun' - Using elaborated tenses, such as 'The ANZACs will be remembered forever more'
L5	Recognise and use aspects of language to suggest possibility, probability, obligation and conditionality	Using structures such as 'It might have been possible to ...', 'If the result is x, then ...', 'If this happens, then this means ...'
L6	Interpret and convey higher order concepts in academic texts through language features that compact and generalise ideas	Taking complex scientific information and using succinct language to classify findings

Table 13

Punctuation		
Student levels	Descriptions	Examples
L1	Recognise capital letters and full stops	- Identifying an upper-case letter in an illustrated story - Identifying a full stop when the teacher points to it in a story
L2	Use capital letters and full stops to mark the beginning and end of sentences, and capitalise some proper nouns	- Writing own name beginning with a capital letter - Writing the town they live in with a capital letter - Ending simple sentences with a full stop
L3	Use a small range of punctuation conventions for the end of sentences, such as question marks and exclamation marks, to make meaning; use commas in lists, and apostrophes for singular possession	- How are you? - What a fantastic night! - Joni's rock collection is extensive.
L4	Use quotation marks for simple dialogue, apostrophes for plural possession and capitalisation for titles and headings	'I have a dream,' said Martin Luther King Jr. - The student's hat (individual student) - The students' hats (multiple students)
L5	Use commas to separate clauses when required, and punctuate dialogue correctly	Using dialogue within a narrative, such as 'You need some sunlight,' says Mum. 'We're going to the Wildlife Park tomorrow. The trip'll do you wonders.'
L6	Use a wide range of punctuation conventions to communicate meaning	- Using colons before a list of items - Underlining or using italics for the title of a full-length text, such as a novel or album, while using quotation marks for the titles of short stories and songs - Using semicolons appropriately

● Vocabulary and spelling knowledge

Table 14

Understand learning area vocabulary		
Student levels	Descriptions	Examples
L1	Use familiar vocabulary related to everyday experiences, personal interests and topics taught at school and used in other contexts	Using familiar words in a class discussion
L2	Use mostly familiar vocabulary, with a steady introduction of new vocabulary in learning area contexts	Attempting to incorporate new terms into a spoken report
L3	Use growing subject-specific vocabulary to understand, read, discuss and write about learning area topics	Using new topic vocabulary accurately in a written or spoken report
L4	Use and understand vocabulary, including subject-specific vocabulary from a range of learning areas and vocabulary that expresses meaning	Using technical vocabulary to explain a process or describe a natural phenomenon
L5	Use and understand a wide range of subject-specific vocabulary to contribute to the specificity, authority and abstraction of texts	Using specialist terminology to create a detailed description
L6	Use subject-specific metalanguage to express abstract concepts and refine vocabulary choices	Using selective vocabulary relevant to the learning area topic to express, argue and justify a perspective

Table 15

Use spelling knowledge		
Student levels	Descriptions	Examples
L1	Spell words using growing phonological, phonemic and letter knowledge	Showing attempts at sound–letter matching to spell words
L2	Spell topic words, words with common letter patterns and some less-common letter patterns, and recognise meaning relationships between words such as ‘play’, ‘playing’ and ‘playground’	Adding common suffixes to familiar words to spell words such as ‘playing’, ‘played’
L3	Spell topic words, and words with more-complex letter patterns, and use strategies for attempting unknown words	- Writing new topic words with growing accuracy - Using a small range of strategies, such as syllabification, when attempting new words
L4	Spell topic words and use word origins, base words, prefixes and suffixes when spelling new words	Demonstrating knowledge of affixes and common spelling rules when attempting to spell new words, such as ‘disrespectful’
L5	Spell specialist topic words and use knowledge of word origins, base words, prefixes and suffixes, and unusual letter combinations to spell correctly	Integrating a range of strategies to maintain accurate spelling
L6	Use knowledge of English spelling conventions to spell unusual and technical words correctly and to deduce the meaning of unfamiliar words	- Confidently applying assumptions of meaning by looking at recognisable parts of a word and reading the word in context - Making reasonable assumptions about spelling of complex technical terms based on prior experience

● Visual knowledge

Table 16

Understand how visual features create meaning		
Student levels	Descriptions	Examples
L1	Recognise the different meanings of words and images in imaginative and informative texts	Identifying an object in a text using words and illustrations
L2	Describe how images add to, contradict or multiply the meanings of words in a text, and compare images with the accompanying print text	Identifying added information provided by an image
L3	Identify the effects of choices in the construction of images, including framing and composition	Identifying and following a reading path in a diagram or infographic
L4	Explain how analytical images, such as figures, diagrams, tables, maps and graphs, contribute to understanding of factual information in texts	Selecting a graph to present information
L5	Analyse the effects of different visual features on the audience, and how visual texts draw on and allude to other texts to enhance meaning	- Using subject-specific knowledge to understand the significance of an iconic image - Using visual knowledge to construct a persuasive poster
L6	Evaluate the impact of visual choices in the composition of images, including symbolism, lighting, and camera angles and shot types, to achieve different effects	- Evaluating the impact of a close-up shot - Evaluating the effectiveness of a symbol in an image



Image adapted from: Zigic, 2022

● Critical literacy

Table 17

Evaluate and critique language		
Student levels	Descriptions	Examples
L1	Recognise that texts are created for different purposes and may have different features	Recognising the purpose of posters and labels
L2	Identify the purpose of imaginative, informative and persuasive texts	Choosing a text for a particular purpose, such as to find factual information about a topic of interest or read for pleasure
L3	Understand that authors, illustrators and other creators make choices to shape audience reactions	- Identifying how an image in a picture book positions the viewer to feel - Recognising that music creators may aim to make their audience feel a particular way, such as happy, sad, startled, calm or hurried
L4	Understand that language used in texts reflects different contexts, such as the time and place in which they were created	Understanding that historical texts may include language that is no longer considered acceptable or appropriate
L5	Understand how language, text structures and features are used to position audiences to form perspectives	Discussing how information in a report or source influences the audience
L6	Understand how ideas and people are represented and how values, beliefs and attitudes are shaped through language choices	Recognising how language used to stereotype particular groups can lead to discrimination

Table 18

Critically use language		
Student levels	Descriptions	Examples
L1	Use speaking, early writing behaviours and visual elements, such as drawing, to express likes and dislikes	Using simple word choices, such as like, love, enjoy
L2	Identify and use language to compare, and express feelings and opinions	Using adjectives to compare two elements (faster, older) and more than two (fastest, oldest)
L3	Differentiate between the language of opinion and feeling and the language of factual reporting or recording	Using verbs to express opinion (think, believe) and report findings (found, observed)
L4	Use subjective, objective and evaluative language, and identify bias	Using language to express a point of view, persuade an audience or report an event
L5	Use language to evaluate an object, action or text, and use language that is designed to influence an audience	- Identifying evaluations achieved through language choice - Selecting language to express a judgement on a significant figure or event
L6	Use language that indirectly expresses opinions and constructs representations of people and events, and consider expressed and implied judgements	Using exaggeration, irony and understatement to evaluate

● Handwriting and keyboarding

Table 19

Handwriting		
Student levels	Descriptions	Examples
L1	Form most lower- and upper-case letters using learnt letter formations	• Writing most letters with correct formation
L2	Write words legibly and with growing fluency using unjoined lower- and upper-case letters	• Printing words clearly and legibly
L3	Write words and sentences using clearly formed joined letters, with developing fluency and automaticity	• Using cursive writing
L4	Develop a handwriting style that is legible, fluent and becoming automatic	• Using cursive handwriting that is legible to others • Writing quickly when note-making
L5	Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods	• Maintaining a handwriting style over an extended period that is appropriate for the student and can be read by others
L6	Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods in relevant required contexts	• Hand-writing a legible and clear in-class essay under test conditions • Writing regularly in class by hand and maintaining their handwriting style and legibility so that it can be read by themselves and others

Table 20

Keyboarding	
Student levels	Descriptions
L1	Locate some letters and numbers on a keyboard to type a few words and/or numbers
L2	Locate letters and numbers on a keyboard to type a short sentence including some capitals, full stops and the use of the space bar to separate words; edit with the delete/backspace key
L3	Use two hands to type and edit short texts using a range of punctuation marks, appropriate use of the space bar, capslock, shift and tab keys, and checking the screen for accuracy of letter selection and punctuation
L4	Create and edit content with increasing speed and accuracy, using a range of appropriate keyboard and screen functions
L5	Create a range of texts of varying type and length using a range of keyboard functions, with competent keyboarding skills and developing fluency, speed and automaticity to sustain writing
L6	Show proficient keyboarding skills which are fluent, accurate and automatic, enabling the creation of a diverse range of documents, using a wide range of keyboard and screen functions and shortcuts to support sustained writing and text creation for extended periods of time

Glossary

A

adjective

A word class that describes, identifies or quantifies a noun or a pronoun, e.g. two (number or quantity), my (possessive), ancient (descriptive), shorter (comparative), wooden (classifying).

adverb

A word class that may modify a verb (e.g. 'softly' in 'the boy sings softly'), an adjective (e.g. 'really' in 'he is really strong') or another adverb (e.g. 'very' in 'the toddler walks very slowly').

antonym

A word opposite in meaning to another (e.g. 'empty' is an antonym for 'full'; 'cold' is an antonym for 'hot').

attitude

An outlook or a specific feeling about something. Our values and beliefs underlie our attitudes. Attitudes can be expressed by what we say, do or think.

audience

An intended or assumed group of readers, listeners or viewers that is being addressed.

B

base word

A form of a word that conveys the essential meaning. A base word is not derived from or made up of other words and has no prefixes or suffixes (e.g. 'action', 'activity', 'activate' and 'react' are all words built from the base word 'act').

A base that cannot stand alone as a word is called a bound base (e.g. <velop> is the bound base in words such as 'develop' and 'envelope').

beliefs

Principles that a person holds to be true.

bias

Presentation of one point of view, favouring one side in an argument or discussion, often accompanied by a refusal to consider possible merits of alternative points of view.

blend (verb)

Running the individual sounds in a word together to make a word (e.g. sounding out /b/-/i/-/g/ to make 'big').

C

clause

A grammatical unit referring to a happening or state; for example, 'the team won' (happening), 'the dog is red' (state), usually containing a subject and a verb group/phrase.

An independent clause can stand alone as a simple sentence (e.g. 'The dog is red').

A dependent clause cannot stand alone as a sentence and is linked to other clauses to form a sentence with a subordinating conjunction (e.g. 'because it was cold').

cohesion

Grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through devices such as reference, substitution, repetition and text connectives.

colon

Punctuation mark (:) that separates a general statement from one or more statements that give extra information, explanation or illustration. Statements after a colon do not have to be full sentences.

complex sentence

A sentence with one or more subordinate clauses.

In the following example, the subordinate clause is shown in brackets: 'I took my umbrella [because it was raining]'.

compound sentence

A sentence with two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction; for example, '[Ira came home this morning] [but he didn't stay long]'.

comprehension strategies

The metacognitive processes used to construct meaning with oral, written, visual and multimodal texts. They include:

- **predicting** – previewing texts, activating and using prior knowledge of topic, vocabulary and text structures, and/or anticipating likely events, ideas or content in a text
- **visualising** – creating moving and static mental images of elements or parts of a text
- **summarising** – synthesising and paraphrasing the main ideas and/or key information to focus on the important messages in a text
- **connecting** – linking prior knowledge to the information in a text, including text-to-text, text-to-self and text-to-world connections, and linking ideas within a text

- **monitoring** – actively thinking about and checking the meaning of the text in an ongoing manner, evaluating whether the text is meeting the participant's goals or purposes, and adjusting engagement with the text, such as re-reading a written text or asking clarifying questions about an oral text
- **questioning (self-questioning)** – provides the basis for active reading, listening or viewing, as the participant constructs questions before, during and after engaging with the text to make, maintain and clarify meaning
- **inferring** – combining information stated in the text with the participant's own ideas to move beyond a literal interpretation of the text to make assumptions or form hypotheses.

concept

An abstract idea.

conjunction

In a sentence, a word that joins other words, groups/phrases or clauses together in a logical relationship, such as addition, time, cause or comparison. There are two types: coordinating and subordinating. Coordinating conjunctions are used in compound sentences to join two clauses of equal value, whereas subordinating clauses are used in complex sentences.

connective

Words linking and logically relating ideas to one another in paragraphs and sentences, indicating relationships of time, cause and effect, comparison, addition, condition and concession, or clarification.

consonant

All letters of the alphabet that are not vowels. The 21 consonants are b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y and z.

context

An environment or situation (personal, social, cultural or historical) in which a text is responded to or created. The term 'context' also refers to wording surrounding an unfamiliar word that a reader, viewer or listener uses to understand its meaning.

contraction

An abbreviated version of a word or words, often formed by shortening a word or merging two words into one (e.g. doctor: Dr; do not: don't).

convention

An accepted practice that has developed over time and is generally used and understood (e.g. use of punctuation).

create

To imagine or conceive, develop or produce (in print or digital form) spoken, written or multimodal texts, and edit and publish work for an audience.

CVC, CVCC and CCVC words

Words that are spelt with the pattern consonant-vowel-consonant (e.g. hat, bed, hit).

CVCC words are spelt with the pattern consonant-vowel-consonant-consonant (e.g. bent, help).

CCVC words are spelt with the pattern consonant-consonant-vowel-consonant (e.g. from, stop).

D

decode

A process in which readers use knowledge of the relationship between letters and sounds to work out how to read written words.

decoding strategies

The strategies readers use to decode words, including blending, segmenting and syllabification.

develop

To build on, change or advance to be more complete.

dialect

Form of a language distinguished by features of vocabulary, grammar and pronunciation particular to a region.

disciplinary literacy

The specialised use of writing, reading, viewing, speaking and listening for particular subjects or disciplines, such as using mathematical symbols for Mathematics or musical notation for Music, evaluating and actioning feedback from coaches for Physical Education, or looking for evidence in Science.

E

edit

To prepare, alter, adapt or refine with attention to meaning, effect, grammar, spelling, punctuation and vocabulary.

effects

The consequences of choices made concerning structure, style and language features.

evaluative language

Positive, negative or neutral language that judges the worth of something. It includes language to express feelings and opinions, make judgements and assess the quality of objects, ideas and features of texts.

F

FANBOYS

An acronym which stands for all the coordinating conjunctions: for, and, nor, but, or, yet, so.

figurative language

Word groups/phrases used in a way that differs from the expected or everyday usage. They are used in a non-literal way for particular effect (e.g. simile, metaphor, personification).

fluency

The ability to read orally at a reasonable pace with accuracy, intonation and expression.

In silent reading, fluency refers to the ability to read with automaticity at an adequate rate, with concentration and understanding.

In writing, it refers to the automaticity of using handwriting or keyboarding skills, and drawing on spelling, grammar, punctuation and vocabulary to express ideas for an audience.

G

grammar

A description of a language as a system. In describing a language, attention is paid to both structure (form) and meaning (function) at the level of a word, a sentence and a text.

graphic

A graphic may be an image, diagram, graph, map or other visual text, designed to help enhance understanding or demonstrate information visually.

H**handwriting**

The production of legible, accurately formed letters by hand with a functional pencil grip or grasp, or with the help of writing tools (e.g. assistive technology).

high-frequency words

The most common words used in written English text.

I**image**

A picture or visual representation which may be moving or still, and which may depict a real, symbolic or imagined subject. Examples of images include photographs, paintings and drawings.

interaction skills

Social, speaking and listening skills selected for purpose and audience to interact and communicate with others in ways which may be linguistic, vocal and non-verbal.

interpersonal language

Language used for interacting with others, such as language used to express feelings, opinions and judgements and for social purposes.

interpretation

A particular understanding and/or a reading made from a text.

K**keyboarding**

The act of entering data (such as words or numbers) into a system via an input device with keys, such as typing on a keyboard or touch screen.

L**language features**

Features of language that support meaning (e.g. the use of word-, phrase- and clause-level grammar, vocabulary, figurative language, punctuation and visual elements). Choices vary with the purpose, subject matter, audience and mode or medium of the text.

layout

A spatial arrangement of print and graphics on a page or screen including text size, font, positioning of illustrations, captions, labels, headings, dot points, borders and text boxes.

listen

To use the sense of hearing as well as a range of active behaviours to comprehend information received through noise, gesture, body language and other sensory systems. Listening can be considered as a receptive medium and a mode of receiving and interpreting language.

literary device

A structural or language technique used to shape meaning, and for aesthetic or stylistic purposes (e.g. narrative structure, characterisation and setting, rhetorical devices and figurative language).

M**metalanguage**

Vocabulary, including technical terms, concepts and ideas, used to describe or discuss language. The language of grammar and the language of literary analysis are examples.

N**noun**

A word class that includes all words denoting a person, place, object or thing, idea or emotion. Nouns may be common, proper, collective, abstract and compound.

noun group/phrase

A group of words relating to or building on a main noun or pronoun. It usually consists of a noun as a major element accompanied by one or more modifiers (e.g. determiners, adjectives); for example, 'those three noisy cats who fought all night'.

O

objective language

Language used to convey evidence-based ideas and conclusions, minimising the emotions, personal opinions and judgements of the speaker or writer.

P

pace

The rate or speed used or varied for purpose and audience, as in speech, drama, music or dance.

perspective

The viewpoint from which the author/creator has chosen to perceive the world, or the viewpoint from which the reader or viewer perceives the world and understands a text. People and characters may have different perspectives on events or issues due to, for example, their age, gender, social position, and beliefs and values.

phonic knowledge

Understanding of the relationships between letters and sounds in a language; that is, the correspondence between the sounds (phonemes) and the letter patterns which represent these sounds (graphemes).

phonological awareness

A broad concept that relates to the ability to recognise and manipulate the sounds of spoken language. It includes the ability to segment sentences into words, and to identify alliteration, rhyming words, syllables and sounds in spoken language.

pronoun

A word that takes the place of a noun (e.g. I, me, he, she, herself, you, it, that, they, few, many, who, whoever, someone, everybody).

pronoun referencing

Using a pronoun to refer to a specific noun or noun group; for example, 'Guang [noun referred to] lost his [pronoun] phone'. Coherent texts use referencing that is consistent and unambiguous.

proper noun

A noun which serves as the name of a particular place, person or thing, such as a day or month or festival (e.g. 'Australia', 'October'). It usually occurs without a determiner, such as 'the'.

R

read

To decode and process words, symbols or actions to derive or construct meaning. It includes interpreting, critically analysing and reflecting on the meaning of written and visual, print and non-print texts.

representation

Representation refers to the way people, events, issues or subjects are presented in a text. The term implies that texts are not mirrors of the real world; texts are constructions of reality in the sense that they re-present aspects of the world. These constructions are partially shaped through the writer's use of conventions and techniques.

response

The way a reader, viewer or listener feels or thinks about a text or elements of a text.

S

semicolon

Punctuation mark (;) used to join closely related clauses that could stand alone as sentences and can be used to separate long items in a list.

sentence

The largest grammatical construction; a complete expression of a statement, question, command or exclamation.

simple sentence

A sentence formed with one independent clause; for example, 'He walked to the shops'.

skim

Reading quickly to get an overview of the text and determine where information can be found. For example, when skimming, the reader previews chapter headings, titles, subheadings, digital tabs or links, diagrams and images to decide where key or relevant information is likely to be found.

speak

Orally convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems, digital tools, and augmentative and alternative communication devices.

spelling generalisations

Principles that can be applied when trying to spell an unfamiliar word (e.g. words ending in '-f' or '-fe' form a plural using 'ves': calf – calves, knife – knives. There are exceptions, e.g. chief – chiefs).

style

The combination of distinctive language features, text structures and/or generic conventions in a text which might shape meaning, be enjoyed for aesthetic qualities or distinguish the work of an author, period etc. The style of a text could be described, for example, as realistic, elegant, serious, humorous or satirical.

stylistic features

The elements and ways in which aspects of texts (such as words, sentences or images) are arranged to create a particular style. Stylistic features can define or distinguish the work of individual authors (for example, Jennings's stories, Lawson's poems), as well as the work of a particular period (for example, Elizabethan drama, 19th century novels). Examples of stylistic features are narrative point of view, structure of stanzas and juxtaposition.

subject

A word or group of words (usually a noun group/phrase) in a sentence or clause representing the person, thing or idea doing the action that follows (e.g. 'The dog [subject] was barking').

subject matter

The topic or theme under consideration.

subjective language

Use of language which reflects the opinions, interpretations, emotions and judgement of the writer or speaker.

T**tense**

The form a verb takes to signal the location of a clause in time (e.g. the present tense of 'has' in 'Jo has a cat' locates the situation in the present; the past tense of 'had' in 'Jo had a cat' locates it in the past).

text

Expression of meaning in written, spoken, visual or multimodal forms, including sound, print, film, electronic and multimodal representations.

text processing strategies

Strategies used to read and comprehend a text. These involve drawing on contextual, semantic, grammatical and phonic knowledge in systematic ways to work out what a text says. They include recognising and working out unknown words, monitoring the reading, identifying and correcting errors, reading on and re-reading.

text structure

The internal organisation of ideas within and/or the overarching framework of a text, made cohesive and coherent by connecting parts of a text or parts and the whole text. Choices vary according to genre, purpose and mode. Examples include chapter headings, subheadings, tables of contents, indexes, glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect, graphs, tables and charts.

types of text

Classifications which reflect the particular purposes the texts are designed to achieve. These purposes influence the characteristic features the texts typically employ.

- **Analytical texts** – texts whose primary purpose is to identify, examine and draw conclusions about the elements or components that make up other texts. Analytical texts develop an argument or consider or advance an interpretation. Examples of these texts include commentaries, essays in criticism, discursive responses and reviews.
- **Imaginative texts** – texts whose primary purpose is to entertain or provoke thought through their imaginative use of literary elements. They are recognised for their form, style and artistic or aesthetic value. These texts include novels, traditional tales, poetry, stories, plays, fiction for young adults and children, including picture books, and multimodal texts such as films.
- **Persuasive texts** – texts whose primary purpose is to put forward a viewpoint and persuade a reader, viewer or listener. They form a significant part of modern communication in both print and digital environments. They include advertisements, debates, arguments, discussions, polemics, essays and articles.
- **Informative texts** – texts whose primary purpose is to provide information. They include texts that are culturally important in society and are valued for their informative content, as a store of knowledge and for their value as part of everyday life. These texts include explanations and descriptions of natural phenomena, accounts of events, instructions and directions, rules and laws and news bulletins.
- **Reflective texts** – texts whose primary purpose is to reflect on and put forward a personal response to texts, issues and ideas. They are generally less formal than analytical texts. These texts could include journal entries, self-critiques, peer feedback, monologues, reflective essays and memoirs.
- **Critical texts** – texts whose primary purpose is to critically and closely analyse the opinions, perspectives and unstated assumptions embedded in texts and to discuss the aesthetic or social value of texts. Critical texts express personal responses and preferences, state and justify viewpoints, and respond to the views of others. Examples of these texts include commentaries, essays, discursive responses and reviews.

V

values

Ideas that individuals and groups regard as being worthwhile and important. Our beliefs influence our values.

verb

A word class that expresses processes that include doing, feeling, thinking, saying and relating.

view

Observe multimodal and visual texts with purpose, understanding and critical awareness. Some students view by listening to a description of the visual features of text, diagrams, pictures and multimedia.

visual features

Visual components of a text which may include placement, salience, framing representation of action or reaction, shot size and camera angle.

voice

Voice is the distinct personality of the speaker or speakers in a text, such as the voice of a narrator, the voices of various characters, a voice over in a documentary, the persona in a poem and the voice of an author. Texts often contain multiple voices. Voice is created through the way the speaker/s use and mix language features, text structures and literary devices.

vowel

A letter of the alphabet (a, e, i, o, u and sometimes y) that represents a speech sound created by the relatively free passage of breath through the larynx and oral cavity.

vowel patterns

Letters or groups of letters that represent short vowel sounds, long vowel sounds, r-controlled vowels and diphthongs. These vowel patterns can include single letters (o as in go), digraphs (ai as in rain), trigraphs (ear as in hear or early) and quadgraphs (augh as in taught).

W

write

Producing text using pencils, pens, digital tools and/or technologies, and/or using a scribe. Writers plan, compose, edit and publish in print or digital forms.

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