



Western Australian Curriculum

English

Scope and sequence of the mandated curriculum content

Pre-primary–Year 10 | For implementation in 2025

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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Overview

The Western Australian Curriculum: English has been adopted and adapted from the Australian Curriculum version 9.

Guide to reading this document

The Scope and sequence shows the **mandated** curriculum for teaching, written as **content descriptions** across year levels so that a sequence of content can be viewed across the years of schooling from Pre-primary to Year 10.

The document is organised by three English strands: Language, Literature and Literacy.

The **Language** strand in **Pre–primary to Year 6** includes: Language for interacting with others; Text structure, organisation and features; Language for expressing and developing ideas; and Phonic and word knowledge.

The **Language** strand in **Years 7–10** includes: Language for interacting with others; Text structure, organisation and features; Language for expressing and developing ideas; and Word knowledge.

The **Literature** strand in **Pre–primary to Year 10** includes: Literature and contexts; Engaging with and responding to literature; Examining literature; and Creating literature.

The **Literacy** strand in **Pre–primary to Year 10** includes: Texts in context; Interacting with others; Analysing, interpreting and evaluating; and Creating texts.

The tables below outline the learning area organisation for the Pre-primary to Year 10 English curriculum.

Pre–primary to Year 6

Language			
Language for interacting with others	Text structure, organisation and features	Language for expressing and developing ideas	Phonic and word knowledge

Literature			
Literature and contexts	Engaging with and responding to literature	Examining literature	Creating literature

Literacy			
Texts in context	Interacting with others	Analysing, interpreting and evaluating	Creating texts

Years 7–10

Language			
Language for interacting with others	Text structure, organisation and features	Language for expressing and developing ideas	Word knowledge

Literature			
Literature and contexts	Engaging with and responding to literature	Examining literature	Creating literature

Literacy			
Texts in context	Interacting with others	Analysing, interpreting and evaluating	Creating texts

Pre-primary–Year 6

Strand: Language

Sub-strand: Language for interacting with others

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore how language is used differently at home, in school and in communities depending on the relationships between people	Explore how language, facial expressions and gestures are used to interact with others when asking for and providing information, making offers, exclaiming, requesting and giving commands	Investigate how interpersonal language choices vary depending on the context, including the different roles taken on in interactions	Understand that cooperation with others depends on shared understanding of social conventions, including turn-taking language, which vary according to the degree of formality	Explore language used to develop relationships in formal and informal situations	Understand that language is selected for social contexts and that it helps to signal social roles and relationships	Understand that language varies as levels of formality and social distance increase
Explore different ways of using language to express opinions, likes and dislikes	Explore language to provide reasons for likes, dislikes and preferences	Explore how language can be used for appreciating texts and providing reasons for preferences	Understand how the language of evaluation and emotion, such as modal verbs, can be varied to be more or less forceful	Identify the subjective language of opinion and feeling, and the objective language of factual reporting	Understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources	Understand the uses of objective and subjective language, and identify bias

Sub-strand: Text structure, organisation and features

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand that texts can take many forms, such as signs, books and digital texts	Explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain	Explore how texts across learning areas are organised differently and use language features depending on purposes	Describe how texts across learning areas are organised into stages and use language features relevant to their purpose	Identify how texts across learning areas are typically organised into stages and phases and use language features appropriate to purpose	Compare how texts across learning areas are typically organised into characteristic stages and phases and use language features depending on purposes in texts	Explain how texts across learning areas are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features
Recognise that some language in written texts is unlike everyday spoken language	Explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs	Understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred	Understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together	Identify how text connectives, including temporal and conditional words, and topic word associations, are used to sequence and connect ideas	Understand how texts can be made cohesive by using the starting point of a sentence or paragraph to give prominence to the message and to guide the reader through the text	Understand that cohesion can be created by the intentional use of repetition, and the use of word associations
Explore conventions of print and screen, including how books and simple digital	Explore how print and digital texts are organised using features, such as	Navigate print and digital texts using chapters, table of contents, indexes,	Identify the purpose of layout features in print and digital texts, and the words	Identify text navigation features of print and digital texts that enhance	No content	No content

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
texts are usually organised	page numbers, table of contents, headings and titles, navigation buttons, swipe screens, verbal commands, links and images	sidebar menus, drop-down menus or links	and symbols used for navigation	readability, including headlines, drop-down menus, links, graphics and layout		

Sub-strand: Language for expressing and developing ideas

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recognise that sentences are key units for expressing ideas	Understand that a simple sentence consists of a single independent clause representing a single event or idea	Understand that connections can be made between ideas by using a compound sentence with two or more independent clauses usually linked by a coordinating conjunction	Understand that sentences are usually made up of clauses, and the subject and verb within the clauses need to agree	Understand that complex sentences contain one independent clause and at least one dependent clause typically joined by a subordinating conjunction to create relationships, such as time and causality Investigate how quoted (direct) and reported (indirect) speech are used	Understand that the structure of a complex sentence includes an independent clause and at least one dependent clause, and understand how writers can use this structure for effect	Understand how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recognise that sentences are made up of groups of words that work together in particular ways to make meaning	Understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details, such as when, where and how (adverbs)	Understand that, in sentences, nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups	Understand how verbs represent different processes for doing, feeling, thinking, saying and relating Understand that verbs are anchored in time through tense	Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details Understand past, present and future tenses and their impact on meaning in a sentence	Understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea	Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups
Explore the contribution of images and words to meaning in stories and informative texts	Compare how images in different types of texts contribute to meaning	Understand that images add to or multiply the meanings of a text	Identify the effect on audiences of techniques, such as shot size, vertical camera angle and layout in picture books, advertisements and film segments	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 texts	Explain how the sequence of images in print, digital and film texts has an effect on meaning	Identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning
Recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal	Recognise the vocabulary in everyday contexts as well as learning area topics	Experiment with and begin to make conscious choices of vocabulary to suit the topic, situation or context	Extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts	Expand vocabulary by exploring a range of synonyms and antonyms, using words encountered in a range of sources	Understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and	Identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification,

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
interests and topics taught at school					explore the history of words	idioms, imagery and hyperbole
Identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end	Understand that written language uses punctuation, such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns	Recognise that capital letters are used in titles and commas are used to separate items in lists	Understand that apostrophes signal missing letters in contractions, and apostrophes are used to show singular and plural possession	Understand that punctuation signals dialogue through quotation marks and that dialogue follows conventions for the use of capital letters, commas and boundary punctuation	Use commas to indicate prepositional phrases, and apostrophes where there is multiple possession	Understand how to use a comma for lists, to separate a dependent clause from an independent clause, and in dialogue

Sub-strand: Phonic and word knowledge

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness)	Segment words into separate phonemes (sounds), including consonant blends or clusters at the beginnings and ends of words (phonological awareness)	Manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme	No content	No content	No content	No content

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		substitution to read and write words				
Segment sentences into individual words and orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness)	Orally manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness)	No content	No content	No content	No content	No content
Recognise and name all upper- and lower-case letters (graphs) and know the most common sound that each letter represents	Use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words	Use phoneme–grapheme (sound–letter) relationships and patterns, when blending and segmenting to read and write words of one or more syllables	Understand how to apply knowledge of phoneme–grapheme (sound–letter) relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns	Understand how to use and apply phonological and morphological knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes	Use phonic, morphemic and vocabulary knowledge to read and spell words that share common letter patterns but have different pronunciations	Use phonic knowledge of common and less common grapheme–phoneme relationships to read and write increasingly complex words

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words	Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound	Understand that a sound can be represented by various letter combinations	No content	No content	No content	No content
Use knowledge of letters and sounds to spell words	Spell one- and two-syllable words with common letter patterns	Use phoneme–grapheme (sound–letter) matches, including vowel digraphs, less common long vowel patterns, consonant clusters and silent letters, when reading and writing words of one or more syllables, including compound words	Use phoneme–grapheme (sound–letter) relationships and less common letter patterns to spell words	Understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, common prefixes and suffixes, and word origins, to spell more complex words	Build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations	Use knowledge of known words, word origins, including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words, including technical words

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Read and write some high-frequency words and other familiar words	Read and write an increasing number of high-frequency words	Use knowledge of spelling patterns and morphemes to read and write words whose spelling is not completely predictable from their sounds, including high-frequency words	Recognise and know how to write most high-frequency words, including some homophones	Read and write high-frequency words, including homophones, and know how to use context to identify correct spelling	Explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word	No content
Explore how words are units of meaning and can be made of more than one meaningful part	Recognise and know how to use grammatical morphemes to create word families	Build morphemic word families using knowledge of prefixes and suffixes	Understand how to apply knowledge of common base words, prefixes, suffixes and generalisations for adding a suffix to a base word to read and comprehend new multimorphemic words			

Strand: Literature

Sub-strand: Literature and contexts

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators	Discuss how language and images are used to create characters, settings and events in literature by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators	Discuss how characters, events and settings are connected in literature created by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators	Discuss characters, events and settings in different contexts in literature by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators	Recognise similar storylines, ideas and relationships in different contexts in literary texts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors	Identify aspects of literary texts that represent details or information about historical, social and cultural contexts in literature by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors	Identify responses to characters and events drawn from historical, social or cultural contexts in literary texts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors

Sub-strand: Engaging with and responding to literature

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Respond to stories and share feelings and thoughts about their settings, events and characters	Discuss literary texts and share responses by making connections with children's own experiences	Identify features of literary texts, such as characters, events and settings, and give reasons for personal preferences	Discuss connections between personal experiences and character experiences in literary texts and	Describe the effects of text structures and language features in literary texts when responding to and sharing opinions	Present an opinion on a literary text using specific terms about literary devices, text structures and language features,	Identify similarities and differences in literary texts on similar topics, themes or plots

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			share personal preferences		and reflect on the viewpoints of others	

Sub-strand: Examining literature

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recognise different types of literary texts and identify features, including setting, events, characters, and beginnings and endings	Discuss plot, character and setting in stories	Discuss the characters, settings and events of a range of texts and identify how language is used to present these features in different ways	Discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative	Discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions	Recognise that the point of view in a literary text influences how readers interpret and respond to events and characters	Identify and explain characteristics that define an author's individual style
Explore and replicate the rhythms and sound patterns of literary texts, such as stories, poems, chants, rhymes and songs	Listen to, discuss and perform literary texts, including stories, poems, chants, rhymes and songs, and imitate and invent sound patterns, including alliteration and rhyme	Identify, reproduce and experiment with rhythmic sound and word patterns in literary texts, including stories, poems, chants, rhymes and songs	Discuss the effects of some literary devices used to enhance meaning and shape the reader's reaction, such as rhythm and onomatopoeia in literary texts, including poetry and prose	Examine the use of literary devices and deliberate word play in literary texts, including poetry to shape meaning	Examine the effects of imagery, including simile, metaphor and personification, and sound devices in literary texts, such as narratives, poetry and songs	Explain the way authors use sound and imagery to create meaning and effect in literary texts, including poetry

Sub-strand: Creating literature

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Retell and adapt literary texts through play and performance	Retell or adapt a story using plot and characters, language features, including vocabulary, and structure of a familiar text through spoken texts, role-play, writing, drawing or digital tools	Create and edit literary texts by adapting structures and language features of literary texts through drawing, writing, performance and digital tools	Create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts	Create and edit literary texts by developing storylines, characters and settings	Create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced	Create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices

Strand: Literacy

Sub-strand: Texts in context

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identify some familiar texts, such as stories and informative texts, and their purposes	Discuss different texts and identify some features that indicate their purposes	Identify how similar topics and information are presented in different types of texts	Recognise how texts can be created for similar purposes but different audiences	Compare texts from different times with similar purposes and audiences to identify similarities and differences in their depictions of events	Describe the ways in which a text reflects the time and place in which it was created	Examine texts, including media texts, that represent ideas and events, and identify how they reflect the context in which they were created

Sub-strand: Interacting with others

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Interact in informal and structured situations by listening while others speak, including turn-taking and using features of voice, including volume levels	Use interaction skills, including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions	Use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making	Use interaction skills to contribute to conversations and discussions to share information and ideas, recognising the value of others' contributions and responding through comments, recounts and summaries of information	Listen for key points and information to carry out tasks and use interaction skills to contribute to discussions, acknowledging another opinion, linking a response to the topic, and sharing and extending ideas and information	Use appropriate interaction skills, including paraphrasing and critical literacy questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea	Use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		statements, and giving instructions				information, experiences and opinions

Sub-strand: Analysing, interpreting and evaluating

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identify some differences between imaginative and informative texts	Describe some similarities and differences between imaginative, informative and persuasive texts	Identify the purpose and audience of imaginative, informative and persuasive texts	Identify the purpose and audience of some language features and/or images in imaginative, informative and persuasive texts	Identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text	Explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text	Analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences
Read decodable and authentic texts using developing phonic and word knowledge, and monitor meaning using context and emerging grammatical knowledge	Read decodable and authentic texts using developing phonic and word knowledge, phrasing and fluency, and monitor meaning using context and grammatical knowledge	Read texts with phrasing and fluency combining phonic, word and grammatical knowledge, and monitor meaning using text processing strategies	Read a range of texts combining phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required	Read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when needed	Navigate and read texts for specific purposes, monitoring meaning using strategies, such as skimming, scanning and confirming	Select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features, such as a table of contents, glossary, chapters, headings and subheadings
Explore comprehension strategies, such as visualising, predicting, connecting, summarising,	Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and	Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and	Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and	Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and	Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and	Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
monitoring and questioning to understand and discuss texts listened to, viewed or read	questioning when listening, reading and viewing to build literal and inferred meaning in texts by drawing on vocabulary and growing knowledge of context and text structures	questioning when listening, reading and viewing to build literal and inferred meaning in a range of texts for different purposes	questioning when listening, reading and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features	questioning when listening, reading and viewing to build literal and inferred meaning to expand topic knowledge and ideas, and evaluate texts	questioning when listening, reading and viewing to build literal and inferred meaning to evaluate information and ideas	questioning when listening, reading and viewing to build literal and inferred meaning, and to connect and compare content from a variety of sources

Sub-strand: Creating texts

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Create written and multimodal texts for a range of purposes, including: <ul style="list-style-type: none"> giving a message expressing an opinion sending a greeting recounting an experience 	Create, re-read and co-edit short written and/or multimodal texts to report on a topic, express an opinion, or recount a real or imagined event or experience, and use imagination to tell, retell or adapt a story, using grammatically correct simple sentences,	Plan, create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific	Plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and	Plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant ideas linked in paragraphs, complex sentences, appropriate tense, synonyms and antonyms, correct	Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives,	Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary,

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	some topic specific vocabulary, sentence boundary punctuation and correct spelling of one- and two-syllable words	vocabulary, simple punctuation and correct spelling of some common two-syllable words	correct spelling of most high-frequency and phonetically regular words	spelling of multisyllabic words and simple punctuation	expanded noun groups, specialist and technical vocabulary, and punctuation, including dialogue punctuation	punctuation, spelling and visual features
Create and deliver short spoken texts to report ideas and events (real or imagined) to peers, using features, such as appropriate voice modulation	Create and deliver short oral and/or multimodal presentations on personal and learnt topics, which include an opening, middle and concluding statement, some topic-specific vocabulary and appropriate gesture, volume and pace	Create, rehearse and deliver short oral and/or multimodal presentations to inform or tell stories for familiar audiences and purposes, using text structure appropriate to purpose and topic-specific vocabulary, and varying tone, volume and pace	Plan, create, rehearse and deliver short oral and/or multimodal presentations to inform, express opinions or tell stories, using a clear structure, details to elaborate ideas, topic-specific and precise vocabulary, visual features, and appropriate tone, pace, pitch and volume	Plan, create, rehearse and deliver structured oral and/or multimodal presentations to report on a topic, tell a story, recount events or present an argument using subjective and objective language, complex sentences, visual features, tone, pace, pitch and volume	Plan, create, rehearse and deliver spoken and multimodal presentations that include relevant, elaborated ideas, sequencing ideas and using complex sentences, specialist and technical vocabulary, pitch, tone, pace, volume, and visual and digital features	Plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features
Form most lower- and upper-case letters using learnt letter formations and correct starting	Write words using unjoined lower- and upper-case letters	Write words legibly and with growing fluency using unjoined lower- and upper-case letters	Write words using joined letters that are clearly formed and consistent in size	Write words using clearly formed joined letters, with developing fluency and automaticity	Develop a handwriting style that is becoming legible, fluent and automatic	Develop a handwriting style that is legible, fluent and automatic and varies according to

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
points and directionality						purpose and audience
Explore the use of digital tools to create or add to a visual or spoken text	Explore features of familiar digital tools to create or add to texts	Use features of digital tools to create or add to texts	Use features of digital tools to create or add to texts for a purpose	Use features of digital tools to create or add to texts for a variety of purposes	Use features of digital tools to create or add to texts for a purpose and audience	Select and use features of digital tools to create or add to texts for a purpose and audience

Years 7–10

Strand: Language

Sub-strand: Language for interacting with others

Year 7	Year 8	Year 9	Year 10
Understand how language expresses and creates personal and social identities	Recognise how language shapes relationships and roles	Recognise how language empowers relationships and roles	Understand how language can have inclusive and exclusive social effects, and can empower or disempower people
Recognise language used to evaluate texts, including visual and multimodal texts, and how evaluations of a text can be substantiated by reference to the text and other sources	Understand how layers of meaning can be created within a text by using literary devices, such as simile and metaphor to evaluate	Understand how evaluation can be expressed directly and indirectly using devices, such as allusion, evocative vocabulary and metaphor	Understand that language used to evaluate, implicitly or explicitly, reveals an individual's values

Sub-strand: Text structure, organisation and features

Year 7	Year 8	Year 9	Year 10
Identify and describe how text structures and language features vary in texts according to purpose	Explain how text structures and language features vary depending on their purpose, recognising that some texts are hybrids that combine different genres or elements of different genres	Examine how authors and creators adapt text structures and language features by experimenting with spoken, written, visual and multimodal elements and their combination	Analyse text structures and language features and evaluate their effectiveness in achieving their purpose
Understand that the cohesion of texts relies on devices that signal structure	Understand how cohesion in texts is improved by strengthening the internal	Investigate a range of cohesive devices that condense information in texts, including nominalisation, and devices	Understand how paragraph structure can be varied to create cohesion, and

Year 7	Year 8	Year 9	Year 10
and guide readers, such as overviews and initial and concluding paragraphs	structure of paragraphs with examples, quotations and substantiation of claims	that link, expand and develop ideas, including text connectives	paragraphs and visual features can be integrated for different purposes

Sub-strand: Language for expressing and developing ideas

Year 7	Year 8	Year 9	Year 10
Understand how complex and compound-complex sentences can be used to elaborate, extend and explain ideas	Examine a variety of clause structures, including embedded clauses, that add information and expand ideas in sentences	Identify how authors vary sentence structures creatively for effects, such as intentionally using a dependent clause on its own or a sentence fragment	Analyse and evaluate the effectiveness of particular sentence structures to express and craft ideas
Understand how consistency of tense through verbs and verb groups achieves clarity in sentences	Understand the effect of nominalisation in texts	Understand how abstract nouns and nominalisation can be used to summarise ideas in texts	Analyse how meaning and style are achieved through syntax

Year 7	Year 8	Year 9	Year 10
Analyse how techniques, such as vectors, angle and/or framing in visual and multimodal texts can be used to create a perspective	Investigate how visual and multimodal texts use intertextual references to enhance and layer meaning	Analyse how symbols in visual and multimodal texts augment meaning	Evaluate the features of visual and multimodal texts, and the effects of those choices on representations
Investigate the role of vocabulary in building specialist and technical knowledge, including terms that have both everyday and technical meanings	Identify and use vocabulary typical of academic texts	Analyse how vocabulary choices contribute to style, mood and tone	Use an expanded technical and academic vocabulary for precision when writing academic texts
Understand and use punctuation, including colons and brackets to support meaning	Understand and use punctuation conventions, including semicolons and dashes, to extend ideas and support meaning	Understand and use punctuation conventions for referencing and citing others for formal and informal purposes	Understand how authors use and experiment with punctuation

Sub-strand: Word knowledge

Year 7	Year 8	Year 9	Year 10
Understand how to use spelling rules and word origins; for example, Greek and Latin roots, base words, suffixes, prefixes and spelling patterns to learn new words and how to spell them	Apply learnt word knowledge to spell new words and apply strategies to maintain accuracy	Use word knowledge to maintain conventional spelling, and recognise that spelling can be varied for particular effects	Use word knowledge to maintain conventional spelling and to manipulate standard spelling for particular effects

Strand: Literature

Sub-strand: Literature and contexts

Year 7	Year 8	Year 9	Year 10
Identify and explore ideas, perspectives, characters, events and/or issues in literary texts drawn from historical, social and/or cultural contexts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and creators	Explain the ways that ideas and perspectives may represent the values of individuals and groups in literary texts drawn from historical, social and cultural contexts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and creators	Analyse the representations of people and places in literary texts drawn from historical, social and cultural contexts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and creators	Analyse representations of individuals, groups and places and evaluate how they relate to contexts in literary texts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and creators

Sub-strand: Engaging with and responding to literature

Year 7	Year 8	Year 9	Year 10
Form an opinion about characters, settings and events in texts, identifying areas of agreement and difference with others' opinions and justifying a response	Share opinions about the language features, literary devices and text structures that contribute to the styles of literary texts	Present a personal response to a literary text comparing initial impressions and subsequent analysis of the whole text	Reflect on and extend others' interpretations of and responses to literary texts
Explain the ways that literary devices and language features, such as dialogue, and visual and audio features are used to create character, and to influence emotions and opinions in different types of texts	Explain how language and/or visual and audio features in texts position listeners, readers and viewers to respond and form perspectives	Analyse how features of literary texts influence readers' preference for texts	Analyse how the aesthetic qualities associated with text structures, language features, literary devices and visual features, and the context in which these texts are experienced, influence audience response
Discuss the aesthetic and social value of literary texts using relevant and appropriate metalanguage	No content	No content	Evaluate the social, moral or ethical perspectives represented in literary texts

Sub-strand: Examining literature

Year 7	Year 8	Year 9	Year 10
Identify and explain the ways that characters, settings and events combine to create meaning in narratives	Identify intertextual references in literary texts and explain how the references enable new understanding of the aesthetic quality of the text	Analyse texts and evaluate the aesthetic qualities and appeal of an author's and creator's literary style	Analyse how text structure, language features, literary devices and intertextual connections shape interpretations of texts

Year 7	Year 8	Year 9	Year 10
Identify and explain how literary devices create layers of meaning in texts, including poetry	Analyse how language features, such as sentence patterns create tone, and literary devices, such as imagery create meaning and effect	Analyse the effect of text structures, language features and literary devices, such as extended metaphor, metonymy, allegory, symbolism and intertextual references	Compare and evaluate how 'voice' as a literary device is used in different types of texts, such as poetry, novels and film, to evoke emotional responses
No content	No content	No content	Analyse and evaluate the aesthetic qualities of texts

Sub-strand: Creating literature

Year 7	Year 8	Year 9	Year 10
Create and edit literary texts that experiment with language features and literary devices encountered in texts	Create and edit literary texts that experiment with language features and literary devices for particular purposes and effects	Create and edit literary texts, which may be hybrid, that experiment with text structures, language features and literary devices for purposes and audiences	Create and edit literary texts with a sustained 'voice', selecting and adapting text structures, literary devices, and language, auditory and visual features for purposes and audiences

Strand: Literacy

Sub-strand: Texts in context

Year 7	Year 8	Year 9	Year 10
Explain the effect of current technology on reading, creating and responding to texts, including media texts	Identify how texts relate to contexts	Analyse how representations of people, places, events and concepts relate to contexts	Analyse and evaluate how people, places, events and concepts are represented in texts and relate to contexts

Sub-strand: Interacting with others

Year 7	Year 8	Year 9	Year 10
Use interaction skills when discussing and presenting ideas and information, including evaluations of the features of spoken texts	Use interaction skills for identified purposes and situations, including when supporting or challenging the stated or implied meanings of spoken texts in presentations or discussions	Listen to spoken texts that have different purposes and audiences, analysing how language features position listeners to respond in particular ways, and use interaction skills to present and discuss opinions regarding these texts	Listen to spoken texts and explain the purposes and effects of text structures and language features, and use interaction skills to discuss and present an opinion about these texts

Sub-strand: Analysing, interpreting and evaluating

Year 7	Year 8	Year 9	Year 10
Analyse the ways in which language features shape meaning and vary according to purpose and audience	Analyse and evaluate the ways that language features vary according to the purpose and audience of the text, and the ways that sources and quotations	Analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group	Analyse and evaluate how language features are used to implicitly or explicitly represent values, beliefs and attitudes

Year 7	Year 8	Year 9	Year 10
	are used in a text		
Explain how ideas are organised through the use of text structures, such as taxonomies, cause and effect, extended metaphors and chronology	Analyse how authors and creators use text structures to organise ideas and develop and shape meaning	Analyse the use of text structures within paragraphs and extended texts, and evaluate their impact on ideas and meaning	Analyse and evaluate how authors and creators use text structures to organise ideas and achieve a purpose
Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to analyse and summarise information and ideas when listening, reading and viewing	Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to interpret and evaluate ideas when listening, reading and viewing	Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to compare and contrast ideas and opinions in and between texts when listening, reading and viewing	Integrate comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to analyse and interpret complex and abstract ideas when listening, reading and viewing

Sub-strand: Creating texts

Year 7	Year 8	Year 9	Year 10
Plan, create, edit and publish written and multimodal texts, selecting subject matter, and using text structures, language features, literary devices and visual features as appropriate to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive and/or analytical	Plan, create, edit and publish written and multimodal texts, organising and expanding ideas, and selecting text structures, language features, literary devices and visual features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical	Plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas, and selecting text structures, language features, literary devices and multimodal features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical	Plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas through experimenting with text structures, language features, literary devices and multimodal features for specific purposes and audiences in ways that may be imaginative, reflective,

Year 7	Year 8	Year 9	Year 10
			informative, persuasive, analytical and/or critical
Plan, create, rehearse and deliver spoken and multimodal presentations for purpose and audience in ways that may be imaginative, reflective, informative, persuasive and/or analytical, by selecting text structures, language features, literary devices and visual features, and using features of voice, including volume, tone, pitch and pace	Plan, create, rehearse and deliver spoken and multimodal presentations for purpose and audience, selecting language features, literary devices, visual features and features of voice to suit formal or informal situations, and organising and developing ideas in texts in ways that may be imaginative, reflective, informative, persuasive and/or analytical	Plan, create, rehearse and deliver spoken and multimodal presentations for purpose and audience, using language features, literary devices and features of voice, such as volume, tone, pitch and pace, and organising, expanding and developing ideas in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical	Plan, create, rehearse and deliver spoken and multimodal presentations by experimenting with rhetorical devices, and the organisation and development of ideas, to engage audiences for different purposes in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical
Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods	Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods in relevant required contexts	Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods in relevant required contexts	Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods in relevant required contexts
Select and use features of digital tools to create texts for different purposes and audiences	Select and vary features of digital tools to create texts for different purposes and audiences	Select and experiment with features of digital tools to create texts for a range of purposes and audiences	Select, adapt and experiment with features of digital tools to create texts for a range of purposes and audiences