



Western Australian Curriculum

English

Scope and sequence | Years 3–6

Revised curriculum | For familiarisation in 2024

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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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

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Overview

The current Western Australian Curriculum: English was adopted from the Australian Curriculum Version 8.1.

Western Australia provided feedback to the Australian Curriculum, Assessment and Reporting Authority (ACARA) during the review of the Australian Curriculum for English in 2021–22 and this is reflected in the endorsed Australian Curriculum version 9.

The revised Western Australian Curriculum: English is adopted and adapted from the Australian Curriculum version 9.

Guide to reading this document

A separate Scope and sequence document has been developed to show the revised content across year levels so that a sequence of content can be viewed across the years of schooling from Pre-primary to Year 10.

This Scope and sequence shows the revised content for the phase of learning: Years 3–6.

Strand: Language

Sub-strand: Language for interacting with others

Year 3	Year 4	Year 5	Year 6
<p>Understand that cooperation with others depends on shared understanding of social conventions, including turn-taking language, which vary according to the degree of formality</p> <p>For example:</p> <ul style="list-style-type: none"> contributing ideas on how to achieve cooperation when participating in group work exploring the social conventions of other cultures through literature or in other learning areas, such as Humanities and Social Sciences or Languages 	<p>Explore language used to develop relationships in formal and informal situations</p> <p>For example:</p> <ul style="list-style-type: none"> using conventions required to maintain a formal tone when participating in formal speaking events, such as an assembly developing, maintaining and repairing interactions with peers in informal situations, such as small group work 	<p>Understand that language is selected for social contexts and that it helps to signal social roles and relationships</p> <p>For example:</p> <ul style="list-style-type: none"> maintaining and experimenting with formal speaking conventions during oral presentations or role-play, such as taking on the role of a politician in parliament 	<p>Understand that language varies as levels of formality and social distance increase</p> <p>For example:</p> <ul style="list-style-type: none"> analysing the use of speech in communities and groups that students belong to, and discussing how the formality of speech changes between them
<p>Understand how the language of evaluation and emotion, such as modal verbs, can be varied to be more or less forceful</p> <p>For example:</p> <ul style="list-style-type: none"> ordering modal verbs on a continuum, such as <i>could, should, will, must</i> 	<p>Identify the subjective language of opinion and feeling, and the objective language of factual reporting</p> <p>For example:</p> <ul style="list-style-type: none"> using examples of language that signal opinion, such as <i>I believe ... Many people may disagree but ...</i> experimenting with turning an objective statement into a 	<p>Understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources</p> <p>For example:</p> <ul style="list-style-type: none"> making statements that take account of other opinions, such as <i>Many people may disagree; however, ...</i> 	<p>Understand the uses of objective and subjective language, and identify bias</p> <p>For example:</p> <ul style="list-style-type: none"> identifying subjective and objective statements, and bias found in texts such as feature articles, newspaper reports, advertisements and debates

Year 3	Year 4	Year 5	Year 6
	<p>subjective one, such as <i>'he has five cats'</i> becomes <i>'he has too many cats'</i></p> <ul style="list-style-type: none"> labelling statements as either fact or opinion 	<ul style="list-style-type: none"> identifying bare assertions, such as <i>it is the best film ever</i>, or <i>he is the greatest footy player in history</i> and suggest phrases that temper them using phrases that temper bare assertions, such as <i>Many people may enjoy swimming; however, ...</i> or <i>Many people believe ...</i> 	

Sub-strand: Text structure, organisation and features

Year 3	Year 4	Year 5	Year 6
<p>Describe how texts across learning areas are organised into stages and use language features relevant to their purpose</p> <p>For example:</p> <ul style="list-style-type: none"> identifying typical stages in reports across different learning areas identifying the language features of a typical persuasive text such as modal verbs, conjunctions signalling cause and effect, and text connectives identifying visual features used in procedures such as diagrams or close-up photographs that help the viewer carry out instructions 	<p>Identify how texts across learning areas are typically organised into stages and phases and use language features appropriate to purpose</p> <p>For example:</p> <ul style="list-style-type: none"> discussing the purpose of the opening stage of narratives, and exploring the different phases that each uses, such as description, dialogue and action labelling phases included in the analysis stage of a review, such as the phase of theme, characterisation or language features identifying examples of different language features in informative 	<p>Compare how texts across learning areas are typically organised into characteristic stages and phases and use language features depending on purposes in texts</p> <p>For example:</p> <ul style="list-style-type: none"> comparing the phases contained in the opening stage (the thesis or position) of a number of expositions, such as an appeal, problem and/or a proposal comparing the phases in the descriptive stages of different types of information reports, such as flora and fauna in a report about a place, and diet and habitat in a report about an animal 	<p>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</p> <p>For example:</p> <ul style="list-style-type: none"> identifying the adaptations authors make to stages and phases when creating texts, such as including links to shopping hints and health advice or describing the history of the food in online recipes explaining how an author could adapt the language features of a persuasive text to appeal to

Year 3	Year 4	Year 5	Year 6
	<p>reports, such as action verbs, linking verbs, tense, descriptive language, language for defining and technical vocabulary</p> <ul style="list-style-type: none"> identifying visual features such as maps that may be included in a description of a place to help the reader visualise important information 	<ul style="list-style-type: none"> identifying why cause and effect conjunctions are used across a number of informative texts, such as explanations, reports and expositions 	<p>different audiences</p>
<p>Understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together</p> <p>For example:</p> <ul style="list-style-type: none"> classifying facts about a topic, such as when planning an informative report identifying and discussing the use of paragraphs in a narrative 	<p>Identify how text connectives, including temporal and conditional words, and topic word associations, are used to sequence and connect ideas</p> <p>For example:</p> <ul style="list-style-type: none"> using temporal text connectives, such as <i>first, later, finally, next morning</i> to connect ideas using conditional words/phrases, such as <i>however, though, on the other hand, even so</i> when creating complex sentences identify topic word associations, such as <i>desert, sand, heat, nocturnal, water</i> 	<p>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</p> <p>For example:</p> <ul style="list-style-type: none"> describing how the start of a sentence can change its emphasis, such as in <i>Snakes are reptiles. Reptiles include snakes and lizards.</i> identifying the topic sentence of paragraphs in informative texts and using these to summarise the text 	<p>Understand that cohesion can be created by the intentional use of repetition, and the use of word associations</p> <p>For example:</p> <ul style="list-style-type: none"> identifying and using repetition for effect, such as <i>I love everything about the beach. I love the sea. I love the sand. I love the wind.</i> identifying word associations found in texts, such as <i>I <u>walked</u> the length of the <u>track</u>. I <u>trudged</u> wearily, <u>shuffling</u> and <u>limping</u> along.</i>
<p>Identify the purpose of layout features in print and digital texts, and the words and symbols used for navigation</p>	<p>Identify text navigation features of print and digital texts that enhance readability, including headlines, drop-down menus, links, graphics and layout</p>	<p>No content</p>	<p>No content</p>

Sub-strand: Language for expressing and developing ideas

Year 3	Year 4	Year 5	Year 6
<p>Understand that sentences are usually made up of clauses, and the subject and verb within the clauses need to agree For example:</p> <ul style="list-style-type: none"> creating sentences in which the verb and the subject agree, such as <i>The <u>boy was</u> running fast because the <u>dogs were</u> chasing him.</i> experimenting with sentence construction using clauses that contain singular and plural subjects 	<p>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 For example:</p> <ul style="list-style-type: none"> identifying the parts of complex sentences, such as in <i>The weavers promised to make the Emperor new clothes (independent clause) <u>even though</u> (conjunction) they had no intention of doing so (dependent clause)</i> identifying subordinating conjunctions according to their functions, such as: <ul style="list-style-type: none"> causality: <i>because, since, as, so that</i> time: <i>after, before, when, as long as, whenever, until</i> <p>Investigate how quoted (direct) and reported (indirect) speech are used For example:</p> <ul style="list-style-type: none"> exploring the effect on the reader of dialogue written in different ways, such as <i>'Head for the exit!'</i> 	<p>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 For example:</p> <ul style="list-style-type: none"> expanding simple sentences through the use of subordinating conjunctions, such as <i>'Lea was a great singer although she needed to practise.'</i> replacing simple and/or compound sentences with a complex sentence for effect, such as <i>I get frightened. Loud noises make me frightened. / I get frightened whenever I hear loud noises.</i> 	<p>Understand how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas For example:</p> <ul style="list-style-type: none"> adding embedded clauses to extend the noun group in sentences, such as <i>The weavers, <u>who were well known tricksters</u>, promised to make the Emperor new clothes even though they had no intention of doing so.</i> adding embedded clauses to explain content, such as <i>If we are to save the numbat, <u>a highly endangered West Australian marsupial</u>, we must act to preserve their habitat.</i>

Year 3	Year 4	Year 5	Year 6
	<p><i>yelled the teacher. / The teacher directed them to head for the exit.</i></p>		
<p>Understand how verbs represent different processes for doing, feeling, thinking, saying and relating</p> <p>For example:</p> <ul style="list-style-type: none"> • categorising verbs according to their process, such as <i>doing: walk; feeling: love; thinking: wonder; saying: whisper; relating: are</i> • using alternative verbs for overused examples, such as <i>did</i> or <i>said</i> <p>Understand that verbs are anchored in time through tense</p> <p>For example:</p> <ul style="list-style-type: none"> • sorting words and phrases into groups, such as <i>arrived, is arriving</i> and <i>will arrive</i>, into past, present and future 	<p>Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details</p> <p>For example:</p> <ul style="list-style-type: none"> • identifying details in texts that are provided by a prepositional phrase, such as <i>where, when, or how something happened</i> • finding examples of adverb groups or phrases in texts and using as models when writing similar sentences <p>Understand past, present and future tenses and their impact on meaning in a sentence</p> <p>For example:</p> <ul style="list-style-type: none"> • identifying when an event in a narrative has occurred, is happening or will happen in the future through understanding of tense • identifying the tenses used in different genres, such as timeless present tense in reports 	<p>Understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea</p> <p>For example:</p> <ul style="list-style-type: none"> • adding appropriate adjectives, classifying nouns and/or prepositions to a noun to enhance writing, such as <i>'the strange sea creature with the long black fur'</i> 	<p>Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups</p> <p>For example:</p> <ul style="list-style-type: none"> • exploring the use of precise verbs and adverbs in texts, such as <i>slice thinly, fold carefully into quarters</i> • using adverb groups to expand ideas, such as <i>she arrives <u>next week</u></i> or to indicate place, such as <i>he walked <u>under the bridge</u></i>
<p>Identify the effect on audiences of</p>	<p>Explore the effect of choices when</p>	<p>Explain how the sequence of images in</p>	<p>Identify and explain how images,</p>

Year 3	Year 4	Year 5	Year 6
<p>techniques, such as shot size, vertical camera angle and layout, in picture books, advertisements and film segments</p> <p>For example:</p> <ul style="list-style-type: none"> discussing how visual techniques affect the viewer, such as how close-ups create a familiarity between the character and the viewer selecting an image in a visual text that is portrayed from a high angle and discussing the effect describing how the layout of a multimodal text, such as an infographic or webpage, creates a reading pathway or an order of viewing 	<p>framing an image, placement of elements in the image and salience on composition of still and moving images in texts</p> <p>For example:</p> <ul style="list-style-type: none"> discussing how framing can create a sense of enclosure or openness identifying how the placement of characters, text or objects creates balance or alignment identifying the salient features of a visual text and exploring what they emphasise or highlight 	<p>print, digital and film texts has an effect on meaning</p> <p>For example:</p> <ul style="list-style-type: none"> interpreting a sequence of images in an infographic or short film explaining how the layout of text and visual elements in picture books creates salience or reading paths 	<p>figures, tables, diagrams, maps and graphs contribute to meaning</p> <p>For example:</p> <ul style="list-style-type: none"> selecting visual elements which expand ideas or information when creating texts, such as including the results of a survey in a Geography report
<p>Extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts</p>	<p>Expand vocabulary by exploring a range of synonyms and antonyms, using words encountered in a range of sources</p>	<p>Understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of words</p>	<p>Identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole</p>
<p>Understand that apostrophes signal missing letters in contractions, and apostrophes are used to show singular and plural possession</p> <p>For example:</p>	<p>Understand that punctuation signals dialogue through quotation marks and that dialogue follows conventions for the use of capital letters, commas and boundary punctuation</p>	<p>Use commas to indicate prepositional phrases, and apostrophes where there is multiple possession</p> <p>For example:</p>	<p>Understand how to use a comma for lists, to separate a dependent clause from an independent clause, and in dialogue</p> <p>For example:</p>

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> exploring high-frequency homophones that feature pronoun possession and apostrophes, such as <i>your/you're, its/it's, theirs/there's, whose/who's</i> identifying words with apostrophes that indicate singular possession, as in <i>the girl's hat</i> (one girl,) and plural possession as in <i>the girls' hats</i> (more than one girl) 	<p>For example:</p> <ul style="list-style-type: none"> identifying parts of dialogue, such as who is speaking and what is said in the sentence <i>'Mrs Brown, please keep this for me,' asked Jane. 'I'll be back to get it later.'</i> using the correct conventions when writing simple dialogue, such as <i>'It is mine,' said the king.</i> 	<ul style="list-style-type: none"> including a comma after prepositional phrases that start a sentence, such as <i><u>Later that same morning</u>, Joe crept into the garden.</i> using an apostrophe after the <s> in a plural, such as <i>the boys' jumpers</i> (more than one boy owns a jumper) 	<ul style="list-style-type: none"> using commas to separate a dependent clause from an independent clause when the dependent clause starts a sentence, such as <i><u>As it was likely to rain</u>, Jane packed her umbrella.</i> using commas in dialogue, such as, <i>'From now on,' warned the giant, 'you will need to follow the path.'</i>

Sub-strand: Phonic and word knowledge

Year 3	Year 4	Year 5	Year 6
No content	No content	No content	No content
No content	No content	No content	No content
<p>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</p> <p>For example:</p> <ul style="list-style-type: none"> blending, segmenting and syllabifying when reading and writing words with: 	<p>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</p> <p>For example:</p> <ul style="list-style-type: none"> reading and writing: <ul style="list-style-type: none"> multisyllabic words with more 	<p>Use phonic, morphemic and vocabulary knowledge to read and spell words that share common letter patterns but have different pronunciations</p> <p>For example:</p> <ul style="list-style-type: none"> reading and spelling words with common letter patterns but different pronunciation, such as ough: <i>cough, though, plough</i>; our: <i>your, journey, hour</i> 	<p>Use phonic knowledge of common and less common grapheme–phoneme relationships to read and write increasingly complex words</p> <p>For example:</p> <ul style="list-style-type: none"> reading and writing increasingly complex words with uncommon letter patterns, such as pneumonia, asthma, conscience Science – cyclic, variable,

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ▪ more complex consonant patterns, such as <ch> machine, <squ> squash, <dge> edge, <shr> shrink, <t> making a [sh] sound as in lotion or a [ch] sound as in adventure ▪ vowel patterns, such as <oo> moon, fool, <ui> fruit, <ough> through, tough, <eigh> neigh, eight, <eo> people, <oe> canoe, <ou> could, shoulder, touch • r-controlled vowels, such as <air> stair, <are> bare, <ear> beard, <ear> learn, <ore> sore, <our> hour, four, <aw> hawk, <augh> as in taught 	<p>complex consonant patterns, such as <tch> pitching, <sc> scenery, <squ> squashing</p> <ul style="list-style-type: none"> • words with more complex vowel patterns, such as <oo> foolish, <ui> fruitful, <ough> thoughtful, toughen, <eigh> neighbourly, sleight, <eo> geography, <ei> vein, either, leisure 	<ul style="list-style-type: none"> • reading and spelling words where the consonant sound changes with the addition of a suffix, such as the <t> in invite is sounded as a [sh] when the suffix <ion> is added, as in invitation • identifying morphemic word families with common letter patterns and different pronunciations, such as sign, signature, signal • providing definitions for common heteronyms (where words are spelled identically but have different pronunciations and meanings), such as graduate (noun, verb), read (past and present tense), wind, bow, record 	<p>phenomena, insulator, irreversible</p>
No content	No content	No content	No content
<p>Use phoneme–grapheme (sound–letter) relationships and less common letter patterns to spell words</p> <p>For example:</p> <ul style="list-style-type: none"> • spelling words with less common letter patterns, such as <ul style="list-style-type: none"> ▪ words where the <y> represents short [ɪ] as in gym, or a long [i] as in cycle 	<p>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</p> <p>For example:</p> <ul style="list-style-type: none"> • spelling more complex words that contain: 	<p>Build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations</p> <p>For example:</p> <ul style="list-style-type: none"> • applying knowledge of base words, and prefixes and suffixes to spell new words, such as unhappiness 	<p>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</p> <p>For example:</p> <ul style="list-style-type: none"> • exploring Greek and Latin roots, such as those found in other

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ▪ words that spell the [sh] sound with <s> or <ss>, such as <i>sure</i> or <i>tissue</i> ▪ words that end in <le>, such as <i>table</i> ▪ representing the [r] sound at the end of words, such as <i>author</i> and <i>dollar</i> 	<ul style="list-style-type: none"> ▪ double letter patterns, such as <i>scissors</i>, <i>rubber</i>, <i>yellow</i> ▪ other spelling generalisations, such as dropping a final <e> in words such as <i>writing</i>, <i>hoping</i> ▪ morphological word families, such as <i>aqua</i>, <i>aquatic</i>, <i>Aquaman</i>, <i>aquarium</i>, <i>aqueduct</i> ▪ common prefixes, such as <i>dis</i>, <i>un</i>, <i>ex</i>, <i>mis</i>, <i>pre</i> • common suffixes, such as <i>ful</i>, <i>less</i>, <i>able</i>, <i>ous</i>, <i>ion</i>, <i>ic</i>, <i>ment</i> 	<p>and <i>uncontrolled</i></p> <ul style="list-style-type: none"> • applying knowledge of word origins to spell new words, such as <circum>, meaning around, in words such as <i>circus</i>, <i>circuit</i>, <i>circumference</i> 	<p>learning areas: democracy – demo meaning people and <i>kratia</i> meaning rule</p> <ul style="list-style-type: none"> • identifying morphemes that are bound bases that cannot stand alone as a word, such as <ped> meaning foot as in <i>pedestrian</i> and <i>pedicure</i> • spelling words using morphemes that often have consistent spelling although the sound may be different, such as in <i>one</i>, <i>only</i>, <i>once</i>, <i>alone</i>
<p>Recognise and know how to write most high-frequency words including some homophones</p> <p>For example:</p> <ul style="list-style-type: none"> • spelling homophones, such as there, their, they're; too, to, two; here, hear; our, hour; knight, night; mail, male; made, maid; sale, sail 	<p>Read and write high-frequency words, including homophones, and know how to use context to identify correct spelling</p> <p>For example:</p> <ul style="list-style-type: none"> • spelling frequently mixed-up homophones (and near homophones), such as there, their, they're; were, where, wear, we're; quiet, quite; lose, loose; aloud, allowed 	<p>Explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word</p> <p>For example:</p> <ul style="list-style-type: none"> • spelling words with less common plurals, such as <i>child/children</i>, <i>ox/oxen</i>, <i>deer/deer</i>, <i>half/halves</i> • changing the form of a word, such as: <ul style="list-style-type: none"> ▪ from an adjective to a noun – <i>happy/ happiness</i> ▪ an adjective to an adverb – <i>slow/slowly</i> ▪ a noun to an adjective – <i>beauty/beautiful</i> ▪ verb tense, such as <i>walks, is</i> 	<p>No content</p>

Year 3	Year 4	Year 5	Year 6
		<i>walking, walked</i>	
<p>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</p> <p>For example:</p> <ul style="list-style-type: none"> • recognising that words, prefixes and suffixes are morphemes, and that morphemes are units of meaning • applying knowledge of morphemes to decode words, such as <i>uneventful</i> = the prefix <i><un></i> meaning not + the base word <i>event</i> + the suffix <i><ful></i> indicating full of or characterised by • changing the meaning of a word with a prefix, such as <i>happy/unhappy</i> • using spelling generalisations when adding suffixes, such as adding <i><es></i> to make plurals for words ending in <i>ss, sh, ch</i>, and doubling the final consonant when adding the suffix <i><ing></i> to words with short vowels, such as <i>hop, knit, sit</i> 			

Strand: Literature

Sub-strand: Literature and contexts

Year 3	Year 4	Year 5	Year 6
<p>Discuss characters, events and settings in different contexts in literature by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators</p> <p>For example:</p> <ul style="list-style-type: none"> identifying how familiar characters, such as mothers and fathers may be portrayed by different authors or illustrators describing various representations of settings in literature, such as how settings are described in Aboriginal and Torres Strait Islander traditional oral narratives 	<p>Recognise similar storylines, ideas and relationships in different contexts in literary texts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors</p> <p>For example:</p> <ul style="list-style-type: none"> discussing how literary texts from different times or places represent ideas, such as everyday life comparing texts with similar storylines, such as texts that have been created by Aboriginal or Torres Strait Islander Peoples from different regions 	<p>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</p> <p>For example:</p> <ul style="list-style-type: none"> recording factual information found in texts, such as historical narratives exploring how the ideas portrayed in texts, such as Australian bush ballads, represent an historical context, and identifying how attitudes or contexts have changed identifying the words and images that an author uses to portray details of a culture or community in a text 	<p>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</p> <p>For example:</p> <ul style="list-style-type: none"> discussing how attitudes and responses to a text could be shaped by current events or values (now and then), such as in a historical novel or short story identifying stereotypes in texts and discussing how these influence the reader or evoke a personal response, such as in stereotypes of the roles of males and females represented from another time or culture

Sub-strand: Engaging with and responding to literature

Year 3	Year 4	Year 5	Year 6
<p>Discuss connections between personal experiences and character experiences in literary texts and share personal preferences</p> <p>For example:</p> <ul style="list-style-type: none"> identifying a personal connection to a character and discussing how this helps understand the character's actions or reactions to an event 	<p>Describe the effects of text structures and language features in literary texts when responding to and sharing opinions</p> <p>For example:</p> <ul style="list-style-type: none"> discussing language features used by the author to shape the reader's opinion about a character 	<p>Present an opinion on a literary text using specific terms about literary devices, text structures and language features, and reflect on the viewpoints of others</p> <p>For example:</p> <ul style="list-style-type: none"> referring to literary devices and language features when reviewing a text discussing own and others' opinions about a text, such as the portrayal of characters or ideas 	<p>Identify similarities and differences in literary texts on similar topics, themes or plots</p> <p>For example:</p> <ul style="list-style-type: none"> comparing and contrasting two or more literary texts that share similar topics, themes or plots, such as a written text and its film adaptation

Sub-strand: Examining literature

Year 3	Year 4	Year 5	Year 6
<p>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</p> <p>For example:</p> <ul style="list-style-type: none"> identifying examples of setting and events which indicate mood changing details in a familiar text, such as setting, and reflecting on 	<p>Discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions</p> <p>For example:</p> <ul style="list-style-type: none"> identifying the points of plot tension in a short story describing how an author develops a character, such as character interaction in a film scene 	<p>Recognise that the point of view in a literary text influences how readers interpret and respond to events and characters</p> <p>For example:</p> <ul style="list-style-type: none"> discussing how point of view has an effect on the reader's interpretation of the text, such as changing from third to first person considering alternative points of 	<p>Identify and explain characteristics that define an author's individual style</p> <p>For example:</p> <ul style="list-style-type: none"> comparing common style characteristics in two texts by the same author/illustrator such as sentence structure, or use of colour

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<p>how this changes the events and mood of the story</p>		<p>view in a text, such as a text told in the first person from a protagonist's point of view, and considering the point of view of the antagonist</p>	
<p>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</p>	<p>Examine the use of literary devices and deliberate word play in literary texts, including poetry, to shape meaning</p>	<p>Examine the effects of imagery, including simile, metaphor and personification, and sound devices in literary texts, such as narratives, poetry and songs</p>	<p>Explain the way authors use sound and imagery to create meaning and effect in literary texts, including poetry</p>

Sub-strand: Creating literature

Year 3	Year 4	Year 5	Year 6
<p>Create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts</p> <p>For example:</p> <ul style="list-style-type: none"> • adapting elements from a range of stories to create a script that contains familiar characters, settings and plot ideas from a range of stories • rewriting a text in a different form, such as rewriting a poem as a story 	<p>Create and edit literary texts by developing storylines, characters and settings</p> <p>For example:</p> <ul style="list-style-type: none"> • writing a description to further develop a character from a known text, such as adding information about their past, goals, motivations and/or personality 	<p>Create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced</p> <p>For example:</p> <ul style="list-style-type: none"> • reimagining characters from a familiar text by experimenting with the language and setting used • using the structure and language features of a poem as a model to create a new poem 	<p>Create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices</p> <p>For example:</p> <ul style="list-style-type: none"> • experimenting with text features to create a hybrid text, such as creating a text that incorporates knowledge from another learning area and also contains literary devices • editing writing, considering the use of literary devices to enhance plot, characters, setting and/or ideas

Strand: Literacy

Sub-strand: Texts in context

Year 3	Year 4	Year 5	Year 6
<p>Recognise how texts can be created for similar purposes but different audiences</p> <p>For example:</p> <ul style="list-style-type: none">identifying how texts, such as advertisements or infographics, can be created differently for adults and children	<p>Compare texts from different times with similar purposes and audiences to identify similarities and differences in their depictions of events</p> <p>For example:</p> <ul style="list-style-type: none">identifying how texts may depict social norms or values, such as comparing advertisements from the past to the presentdiscussing the ways in which an historical text depicted an event compared to the ways in which the same event is depicted in a current text	<p>Describe the ways in which a text reflects the time and place in which it was created</p> <p>For example:</p> <ul style="list-style-type: none">commenting on the social norms that are portrayed in an historical movie or novelidentifying and discussing patterns of speech or vocabulary that are used in a novel set in another place or timedescribing the ways that a character from another time is similar or different to contemporary characters or people	<p>Examine texts, including media texts, that represent ideas and events, and identify how they reflect the context in which they were created</p> <p>For example:</p> <ul style="list-style-type: none">comparing current and past texts, such as newspaper articles that discuss historical events or issues,identifying stereotypes in texts from another time or place

Sub-strand: Interacting with others

Year 3	Year 4	Year 5	Year 6
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 information, experiences and opinions

Sub-strand: Analysing, interpreting, and evaluating

Year 3	Year 4	Year 5	Year 6
<p>Identify the audience and purpose of some language features and/or images in imaginative, informative and persuasive texts</p> <p>For example:</p> <ul style="list-style-type: none"> explaining why a text includes a table or diagram considering authors' choices in relation to the target audience, such as why the creator of an advertisement used bright colours and a catchy jingle 	<p>Identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text</p> <p>For example:</p> <ul style="list-style-type: none"> describing the language used by authors to create imaginary worlds selecting and using a suitable format depending on purpose when creating a text, such as a formal letter to the Principal to convince them to act on an important school issue identifying and making use of diagrams and other visual features when reading informative texts 	<p>Explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text</p> <p>For example:</p> <ul style="list-style-type: none"> evaluating authors' choices, such as why an author has used figurative language in a poem or included photographs of cute animals in a persuasive text about saving the rainforest describing the effect audio or visual techniques have on the viewer of a documentary or film, such as sad music or slow motion 	<p>Analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences</p> <p>For example:</p> <ul style="list-style-type: none"> comparing two or more texts on the same topic and evaluating their effectiveness considering choices made by the author to engage or influence a target audience
<p>Read a range of texts combining phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required</p> <p>For example:</p> <ul style="list-style-type: none"> combining phonic and grammatical knowledge to know when a word doesn't make sense and to self-correct, such as <i>The man rode</i> 	<p>Read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when needed</p> <p>For example:</p> <ul style="list-style-type: none"> drawing on knowledge of text structures and language features to make meaning in different types of texts 	<p>Navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming</p> <p>For example:</p> <ul style="list-style-type: none"> knowing the purpose for reading and adjusting the reading strategy to suit, such as scanning a text to evaluate its suitability for a project or skimming to find specific 	<p>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</p> <p>For example:</p> <ul style="list-style-type: none"> setting a reason for reading, selecting appropriate texts and activating prior knowledge about

Year 3	Year 4	Year 5	Year 6
<p><i>on a house (horse).</i></p> <ul style="list-style-type: none"> combining phonic and topic knowledge to decode and monitor meaning in informative texts applying morphemic knowledge to find base words and affixes to decode and understand words using syllabification as a strategy to decode multisyllabic words using grammatical knowledge, such as tense, to monitor meaning and self-correct as needed 	<ul style="list-style-type: none"> using cohesive devices such as pronoun association to monitor meaning integrating a range of strategies to decode unknown words, such as using phonics to sound out a word and then drawing on grammatical knowledge to decide whether it makes sense integrating a range of strategies to maintain meaning and accuracy, such as adjusting reading rate, reading aloud or checking visuals, such as diagrams 	<p>information</p> <ul style="list-style-type: none"> setting questions before reading and reading to confirm predictions or find information discussing reading with others to monitor and confirm meaning, such as when discussing the motives of a character using topic sentences, sub-headings and other text structures to read efficiently for a purpose 	<p>text structures</p> <ul style="list-style-type: none"> monitoring understanding while reading a novel, such as keeping a reading journal ranking texts based on their suitability for a particular purpose, such as websites
<p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and 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</p> <p>For example:</p> <ul style="list-style-type: none"> making connections to other texts to help make inferences or support literal understanding making predictions about text structures and information in 	<p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning to expand topic knowledge and ideas, and evaluate texts</p> <p>For example:</p> <ul style="list-style-type: none"> making connections to non-fiction texts or topic-specific information to build meaning around an issue or topic in a narrative sharing questions about texts with others as a means of evaluating 	<p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning to evaluate information and ideas</p> <p>For example:</p> <ul style="list-style-type: none"> making predictions about text structures in genres to help understanding and choices for reading making connections between literary texts to build inferential 	<p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, reading and viewing to build literal and inferred meaning, and to connect and compare content from a variety of sources</p> <p>For example:</p> <ul style="list-style-type: none"> using prior knowledge about genres when selecting texts and building meaning making connections to general knowledge or subject knowledge when building literal and inferential

Year 3	Year 4	Year 5	Year 6
<p>informative texts and evaluating if they suit a purpose, such as answering questions about a topic</p> <ul style="list-style-type: none"> • asking questions to clarify information when reading a text • drawing on key words to help summarise the text • creating a mental image of a character or setting from explicit and implied information • choosing books for independent reading based on prior knowledge of genres 	<p>their ideas or perspectives on a text</p> <ul style="list-style-type: none"> • setting a purpose for reading, such as previewing an informative text and only using relevant sections of the text that suit the set purpose • reading graphics, such as tables or diagrams, to clarify understanding • tracking understanding when reading or viewing a text independently, such as keeping a journal • summarising information with the aid of text features, such as topic sentences, headings and captions 	<p>comprehension</p> <ul style="list-style-type: none"> • setting literal and inferential questions for research purposes, and drawing on a number of texts to evaluate the accuracy of information or ideas • monitoring for understanding, drawing on explicit and implied meaning, and cross checking within and across texts • visualising an event or process to build implied meaning • determining the importance of key ideas in texts when summarising 	<p>understanding of settings, characters or events in literary texts</p> <ul style="list-style-type: none"> • monitoring the truth or accuracy of texts by making connections to other texts to evaluate information or ideas • comparing and connecting information or ideas across a number of texts to create a summary

Sub-strand: Creating texts

Year 3	Year 4	Year 5	Year 6
<p>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 correct spelling of most high-frequency and phonetically regular words</p>	<p>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 spelling of multisyllabic words and simple punctuation</p>	<p>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, expanded noun groups, specialist and technical vocabulary, and punctuation including</p>	<p>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, punctuation, spelling and visual features</p>

Year 3	Year 4	Year 5	Year 6
		dialogue punctuation	
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
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 audience and purpose
Use features of digital tools to create or add to texts for a purpose For example: <ul style="list-style-type: none"> using a text processing application to create texts, such as a simple flow chart to add to an informative text selecting and adding music to a multimodal text to build mood 	Use features of digital tools to create or add to texts for a variety of purposes For example: <ul style="list-style-type: none"> creating a digital text for a specific purpose, such as a poster to advertise an event recording a text onto a digital device, adding visual and audio effects 	Use features of digital tools to create or add to texts for a purpose and audience For example: <ul style="list-style-type: none"> manipulating an image using digital tools to make it suit a particular audience, such as editing an image to include in a children’s picture book selecting features of a slideshow to enhance a presentation, considering purpose 	Select and use features of digital tools to create or add to texts for a purpose and audience For example: <ul style="list-style-type: none"> using a range of features when using a digital tool to create a text for a specific audience and purpose, such as an informative presentation