



Western Australian Curriculum

English

Glossary | Pre-primary–Year 10



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.

Copyright

© School Curriculum and Standards Authority, 2025

This document – apart from any third-party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third-party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](#).

Contents

A–B	1
C	3
D–E	6
F–G	8
H–K	10
L–M	12
N–O	14
P–R	15
S	19
T–U	22
V–Z	24

academic text

A specialised text using formal language, intended for a scholarly audience (e.g. a report, an analytical essay, a research paper).

adapt

To modify or change for a new purpose, context and/or audience.

adjective

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

adverb

A part of speech that modifies a verb (e.g. 'softly' in 'the boy sings softly'), an adjective (e.g. 'really' in 'he is really strong') or another adverb (e.g. 'very' in 'the toddler walks very slowly').

aesthetic

The sense of beauty and/or artistic expression in a text.

The aesthetic qualities of a text relate to aspects of its construction, such as language, style, tone, use or adaptation of generic conventions etc. (e.g. the film exhibits the dark, foreboding aesthetic qualities of the gothic genre).

Aesthetic value refers to the sense of beauty within, and artistic merit associated with, a text (e.g. the whimsical illustrations of Shaun Tan, the breathtaking cinematography in *A Life on Our Planet*, or the engaging, immersive sound devices and imagery in 'The Highwayman').

alliteration

A recurrence of the same consonant sounds at the beginning of words in close succession (e.g. 'ripe, red raspberry').

allusion

An indirect reference to a person or character, event, idea or work of art, which contributes to the meaning of the text (e.g. 'chocolate was her Achilles' heel').

analogy

A comparison between one thing and another, typically for the purpose of explanation or clarification (e.g. 'the house has much in common with a rubbish tip: its smell, its disorder; broken and discarded items dumped everywhere.').

antonym

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

article

A word that indicates which, how many or how much of the noun it is associated with. The three English articles are: 'the', 'a', 'an' (e.g. 'I am *a* child; I am *an* only child; I am *the* only child in my family.)

attitude

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

audience

The reader/s, listener/s or viewer/s that a writer, speaker or creator is addressing. An audience can be an audience of one. Types of audiences include the target audience (e.g. for an advertisement); an intended, assumed or implied audience (e.g. for a particular genre of novel); or a wide, broad, unspecified audience. A text might also be received by an unintended audience.

audio feature

Audio elements of a text which may include music, sound effects, diegetic sounds, laugh tracks, voice over, interviews and dialogue.

authentic texts

Real, living or natural language texts which may entertain, inform and/or persuade.

author

The writer of a text.

base word

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

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

belief

A principle, proposition or idea a person accepts as true; a firmly held opinion or conviction.

bias

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

blend (verb)

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

clause

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

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

A dependent clause cannot stand alone as a sentence and is linked to other clauses to form a sentence with a subordinating conjunction (e.g. 'because it was cold' is the dependent clause in the sentence, 'The children grabbed their jackets on the way out to the playground *because it was cold.*').

A dependent clause can also be referred to as an embedded clause because it is embedded within a sentence in order to provide more information about a noun or verb within the main clause.

cohesion

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

comprehension strategies

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

- predicting – previewing texts, activating and using prior knowledge of topic, vocabulary and text structures, and/or anticipating likely events, ideas or content in a text
- visualising – creating moving and static mental images of elements or parts of a text
- summarising – synthesising and paraphrasing the main ideas and/or key information to focus on the important messages in a text
- connecting – linking prior knowledge to the information in a text, including text-to-text, text-to-self and text-to-world connections, and linking ideas within a text
- monitoring – actively thinking about and checking the meaning of the text in an ongoing manner, evaluating whether the text is meeting the participant's goals or purposes, and adjusting engagement with the text, such as re-reading a written text or asking clarifying questions about an oral text
- questioning (self-questioning) – provides the basis for active reading, listening or viewing as the participant constructs questions before, during and after engaging with the text to make, maintain and clarify meaning
- inferring – combining information stated in the text with the participant's own ideas to move beyond a literal interpretation of the text to make assumptions or form hypotheses.

concept

An abstract idea.

conjunction

In a sentence, a word that joins other words, groups/phrases or clauses together in a logical relationship such as addition, time, cause or comparison. There are two types: coordinating and subordinating. Coordinating conjunctions (e.g. for, and, nor, but, or, yet, so) are used in compound sentences to join two clauses of equal value whereas subordinating conjunctions (e.g. after, as if, before, even though, since, whereas) are used in complex sentences.

connectives

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

consonant

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

consonant cluster/consonant blend/blend (noun)

A group of consonants adjacent to each other in a word. The sound each letter makes remains distinct (e.g. bl, pr, str, nd). They can occur at the beginning, middle or end of a word.

context

An environment or situation (personal, social, cultural or historical) in which a text is responded to or created. Real-world contexts can also be represented within texts (e.g. the context of the temporal setting in a piece of historical fiction).

The term 'context' also refers to wording surrounding an unfamiliar word which a reader or listener uses to understand its meaning.

contraction

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

convention

A convention is an accepted practice or rule that has developed over time and has come to be understood and/or expected by others. There are many types of conventions, such as social conventions, grammatical conventions and generic conventions.

Generic conventions are techniques, features or elements typically associated with a genre. The practice of using these aspects can be so common and expected as to be considered 'conventional' to them, such as the inclusions of subheadings in a report, or characterisation and setting in a narrative. Some writers or creators will deliberately resist the accepted conventions of a genre or blend the conventions of more than one genre.

create

To imagine or conceive, craft, develop or produce (in print or digital form) spoken, written or multimodal texts.

creator

The crafter of a text in any mode or genre (e.g. a filmmaker, podcaster, songwriter).

CVC words

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

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

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

decodable texts

Texts that contain a high percentage of words made up of learned grapheme-phoneme patterns. Decodable texts support beginning readers to practise and consolidate their phonic skills.

decode

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

decoding strategies

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

digital text

Electronic texts accessed through a digital platform that may have multimodal elements and may be interactive.

digital tools

Digital hardware, software, platforms and resources used to develop and communicate learning, ideas and information.

digraph

Two letters representing one sound. Vowel digraphs have two vowels (e.g. <oo>) and consonant digraphs have two consonants (e.g. <sh>).

diphthong

A diphthong is the sound made by a combination of two vowels that glide together within a syllable; for example, <oi> (coin), <ou> (house) or <air> (chair) in Standard Australian English.

edit

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

effects

The impacts of choices made concerning structure, style and language features (e.g. the creation of a particular mood).

elaborated tenses

Complex tenses, such as present continuous (e.g. 'she has been running').

evaluative language

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

evocative vocabulary

Vivid language that captures attention and imagination, conveying emotions and actions.

experiment

To try or test something which may include a text structure, language feature or literary device to shape meaning or evoke a response.

features of voice/voice modulation

Particular vocal qualities a speaker selects and uses, including volume, tone, pitch (the frequency – highness or lowness - of sound, used or varied for purpose and audience), pace (the rate of speech used or varied for purpose and audience) and fluency. Features of voice can be purposely used to engage and impact upon an audience.

figurative language

Word groups/phrases used in a way that differs from the expected or everyday usage. They are used in a non-literal way for particular effect. For example:

- idiom – an expression that conveys a figurative meaning that does not relate to the literal meaning of its words (e.g. ‘They went out to paint the town red’)
- metaphor – an implicit comparison between a person or object and something with similar characteristics (e.g. ‘Dad’s cooking up a storm for breakfast.’)
- metonymy – the substitution of the name of one thing with an attribute from it to represent something larger or related (e.g. using the phrase ‘the Crown’ to represent a monarch of a country).
- personification – a description in which human characteristics are attributed or transferred to something abstract, non-living or inanimate (e.g. ‘the last chance he had just walked out the door’; ‘the sun smiled down on us’).
- simile – a comparison of two things that are not obviously alike. Similes use ‘like’, ‘as’ or ‘than’ to make the comparison (e.g. ‘The cake was as light as air.’)

fluency

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

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

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

genre

How texts are classified depending on their social purpose (e.g. to recount, to describe, to persuade, to narrate), recognisable conventions and/or subject matter. The term is often used to distinguish texts on the basis of their subject matter (e.g. detective fiction, romance fiction, science fiction, fantasy fiction), or their form and structure (e.g. poetry, novels, short stories).

grammar

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

grammatical morpheme

The morphemes that are added to a base word to alter the grammatical form of that word, [e.g. <ed> to indicate past tense (walked), <s> to indicate plural (pens), possessive (the man's) and third person singular (she walks), <ing> to indicate present continuous (is walking)].

grapheme (graph, digraph, trigraph)

A letter (graph) or group of letters that spell a phoneme in a word (e.g. <f> in the word 'fog'; <ph> in the word 'photo'). A graph is one letter, a digraph two letters, and a trigraph three letters.

handwriting

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

high-frequency words

The most common words used in written English text.

homonym

A word identical in pronunciation and spelling to another but different in meaning [e.g., 'trunk' (suitcase) and 'trunk' (on an elephant)].

homophone

A word identical in pronunciation to another but different in meaning and spelling (e.g. 'bear' and 'bare'; 'air' and 'heir').

hybrid text

A composite text resulting from the purposeful combining of elements from different sources or genres (e.g. 'infotainment', verse novels, children's readers that blend fictional narrative with fact boxes or other information).

hyperbole

Purposeful exaggeration used for effect, such as to draw attention to or emphasise an aspect of the text.

ideas

Concepts, understandings, thoughts, notions, opinions, views or beliefs.

image

A picture or representation, which may be moving or still, and may be in the form of a photograph, a painting, or drawing, which may be real, symbolic or imagined.

imagery

Visually descriptive or figurative language to represent things, including objects, actions and ideas, in ways that appeal to the senses (visual, auditory, olfactory, tactile, gustatory) of the reader or viewer.

interaction skills

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

interpersonal language

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

interpretation

A particular understanding and/or a reading of a text.

intertextual references

Associations or connections between one text and another/other texts that may be overt or less explicit. They can take the form of direct quotation, parody, allusion or structural borrowing.

issue

Matters of personal or public concern that are in dispute and which directly or indirectly affect a person or members of a society.

language features

Features or aspects of language that support meaning and or engage audiences (e.g. the use of word-, phrase- and clause-level grammar, vocabulary, figurative language, punctuation, sound effects and composition of an image). Language features in texts may vary according to the purpose, subject matter, audience and mode of the text. The term 'language features' is relevant to all language modes.

Latin and Greek roots

Latin and Greek root words are building blocks with which many words in the English language are built. Knowledge of these roots are a subset of etymological knowledge, which is the knowledge of the origins and development of the forms and meanings of words and how meanings and forms have changed over time.

layout

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

listening

Using the sense of hearing and paying attention to sounds.

Active listening involves using listening skills to comprehend the information being conveyed by the speaker. Active listeners observe verbal and/or non-verbal cues used by the speaker.

Interpersonal listening is an aspect of interacting with others and can be observed through the listener's engagement in contextually and culturally appropriate behaviours (e.g. taking turns, asking questions to seek clarification or confirmation, using verbal and/or non-verbal cues to show engagement).

literary device

A structural or language technique selected to shape meaning, and for aesthetic or stylistic purposes (e.g. foreshadowing, narrative point of view, analogy, motif, metaphor, and manipulation of punctuation for literary effect).

literary text

Past and contemporary texts across a range of cultural contexts which are valued for their form and style and are recognised as having artistic value. While the nature of what constitutes 'literary texts' is dynamic and evolving, they are seen as having personal, social, cultural and aesthetic appeal and potential for enriching students' scope of experience. Literary texts include a broad range of forms, such as novels, poetry, short stories, plays, fiction, non-fiction and multimodal texts.

long vowel

A vowel that is pronounced the same as the name of the letters a, e, i, o and u. For example, the vowel sounds made in these words are long vowel sounds: cake, meet, hike, boat and tube.

meaning

The interpretation of, and/or ideas derived from, a text.

media texts

Print, non-print and multimodal communications that involve the dissemination of information and ideas to a public audience. Media texts include print, broadcast and digital media (e.g. newspaper, magazines, television, film, radio, social media, websites, blogs).

metalanguage

Language used to discuss language in texts (e.g. *mise-en-scène*, framing, diegetic sound, symbolism, alliteration, assonance, irony, simile, metaphor and personification) or language used to talk about grammatical terms (e.g. sentence, clause and conjunction).

modal verb

A verb that expresses a degree of probability attached by a speaker or writer to a statement (e.g. 'I *might* come home.') or a degree of obligation (e.g. 'You *must* give it to me.').

modes (communication)

Texts are constructed in at least one mode of communication, such as the written mode, the visual mode or the auditory mode.

modes (curriculum)

The interrelated processes of speaking and listening, reading and viewing, and writing and creating are the organising modes of the English curriculum.

To acknowledge these interrelationships, content descriptions in each strand of the English curriculum incorporate speaking, listening, reading, viewing, writing and creating in an integrated and interdependent way.

mood

The atmosphere or feeling created in a text.

morpheme

The smallest meaningful or grammatical unit in a language. Morphemes are not necessarily the same as words (e.g. the word 'cats' has two morphemes: 'cat' for the animal and 's' to show more than one).

morphological word families

Groups of words which share a common morpheme and usually have a related meaning (e.g. pay, paid, repay, payment; or spectator, spectacle, inspect, perspective).

multimodal

Multimodal texts combine two or more modes of communication, such as the written, visual or auditory modes (e.g. film, digital media or graphic novels).

multisyllabic

Words consisting of more than one syllable.

narrative

The selection and sequencing of events or experiences, real or imagined. Narratives typically include conventions such as setting, characterisation, plot and narrative point of view.

narrative point of view

Narrative point of view refers to the ways a narrator may be related to a story. For example, a narrator might take a role of first or third person, omniscient or restricted in knowledge of events, or reliable or unreliable in their interpretation of events.

neologism

A new or recently created word or expression. This can occur in a number of ways [e.g. an existing word used in a new way (e.g. ‘influencer’), through abbreviations (e.g. ‘FOMO’) or through words or parts of words put together to create new words (e.g. ‘crowdfunding’ or ‘labradoodle’)].

nominalisation

The process of turning a verb, adjective, or clause into a noun or noun phrase (e.g. ‘his *destruction* of the city’ from ‘he *destroyed* the city’; ‘beauty’ from ‘beautiful’).

noun

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

noun group

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

objective language

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

onomatopoeia

A word that imitates a sound. Onomatopoeic words can be used to enhance description (e.g. ‘moan’, ‘thump’, ‘meow’), add rhythm to action and/or as a literary device to create auditory imagery.

onset and rime

An onset is the initial consonant, consonant blend or consonant in a word.

The rime is the part of the word, including the vowel and letters that come after the onset (e.g. in the word dog, <d> is the onset and <og> is the rime; in the word shrink, <shr> is the onset and <ink> is the rime).

opinion

A personal and subjective viewpoint or judgement.

perspective

A viewpoint on something, informed and shaped by contextual factors such as age, gender, social position, beliefs and values. Perspective can also refer to the viewpoint from which the author/creator has chosen to perceive or represent the world (e.g. a child's perspective, a refugee's perspective etc.)

phase

The variable patterns which unfold in each stage of a text, such as description, dialogue and/or action in the orientation stage of a narrative; the placement of evidence or examples in the argument stage of a persuasive text or appearance; and behaviour and/or habitat in the descriptive stage of an information report.

phoneme

The smallest unit of sound in a word (e.g. the word 'in' has two phonemes: /i/ and /n/; the word 'ship' has three phonemes: /sh/, /i/, /p/).

phoneme deletion

Formation of a different word by removing a phoneme (e.g. take the /t/ away from the word 'train' to make a new word 'rain').

phoneme substitution

Substituting phonemes for others (e.g. changing the /r/ in 'rat' to /b/ to make 'bat'). It can occur with middle and final phonemes (e.g. changing /a/ in 'cat' to /o/ to make 'cot').

phonemic awareness

The ability to hear, separate, identify and manipulate individual phonemes in words.

phonic knowledge

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

phonological awareness

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

phrase

A group of words often beginning with a preposition but without a subject and verb combination (e.g. 'on the river', 'with brown eyes').

plural

More than one [e.g. 'dog' is singular (one dog), 'dogs' is plural (more than one dog) and 'loaves' is the plural of 'loaf'].

possessive

A possessive shows ownership, generally marked by an apostrophe followed by the suffix 's' (e.g. 'the woman's cup', 'Anne's report'). The main exception is that in plural nouns ending in <-ls> the possessive is marked by the apostrophe alone. With proper nouns ending in <-s>, there is variation between the regular possessive form and one marked by the apostrophe alone: compare 'James's' and 'James''. The regular form is always acceptable but a variant form without the second <s> is sometimes found (e.g. 'James's house' or 'James' house'). The variant form is often found with names of religious, classical or literary persons (e.g. 'Moses' life', 'Sophocles' ideas', 'Dickens' novel').

prefix

A meaningful element (morpheme) added to the beginning of a word to change its meaning (e.g. adding 'un' to 'happy' to make 'unhappy').

preposition

A word class that usually describes the relationship between words in a sentence. Prepositions can indicate space (e.g. 'on'), time (e.g. 'after') and other relationships (e.g. 'of', 'except').

prepositional phrase

A group of words that typically consists of a preposition followed by a noun group/phrase (e.g. 'on the train' in 'we met on the train'; 'on golf' in 'I'm keen on golf').

presentation

A type of formal or informal address or communication to provide information, persuade and/or engage an audience. Presentations may be spoken and/or multimodal (e.g. speeches, podcasts, prepared information presented to a small group or an individual, digital presentations, performances). Presentations may be created for a range of purposes and audiences.

pronoun

A word that takes the place of a noun (e.g. personal pronouns – I, me, he, she, herself, you, it, that, they; indefinite pronouns – few, many, who, whoever, someone, everybody, many, others; and possessive pronouns – mine, ours, yours, his, hers, its, theirs).

pronoun referencing

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

proper noun

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

prosody

In relation to oral reading, this refers to how the reading sounds in terms of fluency, rhythm, pitch, expression and timing to convey meaning.

The patterns of rhythm and sound used in poetry.

publish

To produce a text for an audience and purpose in ways that might be formal or informal.

punctuation

Punctuation is a system of symbols and marks used to aid the fluent reading of a text and to clarify meaning. Punctuation serves many functions, such as to divide sentences (or parts of them) and to control the reading pace. For example:

- apostrophe (') – A punctuation mark used to indicate either possession (e.g. David's phone) or omission of letters (e.g. isn't, he's) and numbers (e.g. '90s).
- colon (:) – Punctuation mark that separates a general statement from one or more statements that give extra information, explanation or illustration. Statements after a colon do not have to be full sentences.
- semicolon (;) – Punctuation used to join closely related clauses that could stand alone as sentences and can be used to separate long items in a list.

purpose

An intended or assumed reason.

r-controlled vowels

When a vowel is followed by the letter <r> it influences the sound of the vowel, e.g. ar, er, ir, or, ur, air, ear, ere, oar and ure.

In Standard Australian English words containing <aw> (saw), <au> (cause), <oug> (bought) and <aug> (caught) are often classed as r-controlled vowels because of their pronunciation.

The pronunciation of r-controlled vowels is influenced by accent.

read

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

repetition

A word, phrase, full sentence or poetic line repeated to emphasise its significance.

representation

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

response

An emotional, intellectual, behavioural and/or physical reaction (e.g. to elements of a text, such as characters, events, settings or aesthetic qualities, or responding to others' ideas or opinions on topics). Responses can be expressed in a range of ways, such as through speaking, writing or multimodal forms of communication.

rhetorical device

A device that is intended to have an effect on an audience, such as persuading an audience or evoking an emotion (e.g. anecdote, statistics, parallel structure or expert opinion).

S

satire

Exposing and criticising the shortcomings or behaviour of an individual or a society in a text, using techniques such as exaggeration, humour, ridicule and irony.

scan

To read quickly, seeking specific words and phrases.

segment (verb)

To recognise and separate phonemes in a word. Speakers may say each sound as they tap it out. Stretch (e.g. mmmmaannn) and pausing between each phoneme (e.g. /m/-/a/-/n/) are examples.

semantic knowledge

The generalised knowledge of words and their meanings and word associations.

sentence

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

- A simple sentence is formed with one independent clause; for example, 'Ariel walked to the shops.'
- A compound sentence is a sentence with two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction; for example, '[Ariel walked to the shops] [but she didn't stay long]'
- A complex sentence is a sentence with one or more subordinate clauses. In the following example, the subordinate clause is shown in brackets: 'Ariel walked to the shops [because she wanted the exercise]'

silent letter

A letter that is in the written form of a word but is not pronounced in the spoken form (e.g. 't' in the word 'listen', 'k' in the word 'knew').

skim

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

social conventions

Generally accepted rules, norms and standards within a society.

sound devices

Techniques used by poets and other authors to convey and/or reinforce the meaning or experience of texts, such as poetry, songs or narratives by mimicking or creating sounds (e.g. alliteration, onomatopoeia, rhythm, rhyme).

speaking

Orally conveying meaning and communicating verbally. Students may participate in a range of speaking activities using communication systems, digital tools and augmentative and alternative communication devices. Speaking can be demonstrated in numerous contextually and culturally appropriate ways, such as in audio recordings, classroom conversations, or presentations to teachers, peers or other audiences.

spelling generalisations

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

stage

The stable pattern of the organisation of a genre, such as the orientation, complication and resolution of a story; the introduction, body and conclusion of an argument; or the goal and steps in a procedure. Stages are broken into phases which are more variable.

Standard Australian English

Recognised as the ‘common language’ of Australians, it is the dynamic and evolving spoken and written English used for official or public purposes, and recorded in dictionaries, style guides and grammar publications.

stereotype

When a person or thing is judged to be the same as all others of their/its type. Stereotypes are usually formulaic and oversimplified.

story

The telling and relating of characters and events, real or imagined.

style

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

stylistic features

The elements and ways in which aspects of texts, such as words, sentences or images are arranged to create a particular style. Stylistic features can define or distinguish the work of individual authors (e.g. Jennings’ stories, Lawson’s poems), as well as the work of a particular period (e.g. Elizabethan drama, nineteenth-century novels). Examples of features that may contribute meaningfully to the style of a text are narrative point of view, structure of stanzas, colour palette and juxtaposition.

subject

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

subject matter

The topic or theme under consideration.

subjective language

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

subordinating conjunction

Words that introduce dependent clauses that add or extend information, indicate time, cause, reason, concession and so on. They include conjunctions, such as 'after', 'because', 'if', 'as a result of' and 'although'.

suffix

An element added to the end of a word to change its meaning (e.g. <-ed> to form past tense; <-less> to show a smaller amount or degree; <-ly> to form an adverb).

syllable

A word, or part of a word, pronounced as a unit usually consisting of a vowel alone or a vowel with one or more consonants (e.g. 'bat' has one syllable; 'bat-ting' has two syllables).

symbol

The use of an object, person or situation to signify or represent another, by giving them meanings that are different from their literal sense (e.g. a dove is a symbol of peace).

synonym

A word having the same or nearly the same meaning as another/other words (e.g. synonyms for 'old' include 'aged', 'matured', 'antiquated').

syntax

Syntax is a component of grammar that focuses on the arrangement of words, groups/phrases and clauses to form sentences.

tense

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

text

Expressions of meaning in written, spoken, visual, auditory and multimodal forms that incorporate language.

text structure

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

text processing strategies

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

theme

The main idea, concept or message of a text.

tone

The aural qualities of a speaker’s voice to convey attitude or emotion.

An attitude or emotion conveyed in a text by its author or creator.

types of text

Classifications which reflect the conventions and features of texts.

- Analytical texts

Texts whose purpose is to identify, examine and draw conclusions about the elements or components that make up other texts. Analytical texts develop an argument and/or consider and/or advance an analysis. Examples of these texts include commentaries, essays in criticism, discursive responses and reviews.

- Imaginative texts

Texts whose purpose is to entertain or provoke thought through their imaginative use of literary devices. They are recognised for their form, style and artistic or aesthetic value. These texts include novels, traditional tales, poetry, stories, plays, fiction for young adults and children, including picture books, and multimodal texts, such as film.

- Persuasive texts

Texts whose purpose is to put forward a viewpoint and persuade a reader, viewer or listener. They form a significant part of modern communication in both print and digital environments. They include advertising, debates, arguments, discussions, polemics, essays and articles.

- Informative texts

Texts whose purpose is to provide information. They include texts that are culturally important in society and are valued for their informative content, as a store of knowledge and for their value as part of everyday life. These texts include explanations and descriptions of natural phenomena, accounts of events, instructions and directions, rules and laws and news bulletins.

- Reflective texts

Texts whose purpose is to reflect on and put forward a personal response to texts, issues and ideas. They are generally less formal than analytical texts. These texts could include journal entries, self-critiques, peer feedback, monologues, reflective essays and memoirs.

- Critical texts

Texts whose purpose is to critically and closely analyse the opinions, perspectives and unstated assumptions embedded in texts and to discuss the aesthetic or social value of texts. Critical texts express personal responses and preferences, state and justify viewpoints, and respond to the views of others. Examples of these texts include commentaries, essays, discursive responses and reviews.

Many texts serve more than one purpose and can belong simultaneously to multiple categories.

values

Concepts, qualities, ideas or principles that individuals and/or groups regard as being worthwhile and important. People’s beliefs influence their values.

verb

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

verb group

Consists of a main verb, alone or preceded by one or more auxiliary or modal verbs as modifiers.

view

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

visual features

Visual components of a text. For example:

- camera angle – the position and perspective of a camera (e.g. low angle, bird’s eye view)
- framing – a way in which elements in a still or moving image are enclosed to create a specific interpretation of a whole; strong framing creates a sense of enclosure; weak framing creates a sense of openness
- layout/composition – a spatial arrangement of print and graphics on a page or screen including size of font, positioning of illustrations, captions, labels, headings, dot points, borders and text boxes
- salience – prominence or emphasis placed on a particular aspect of a text. In images, it is achieved through strategies such as the placement of an item in the foreground, size and contrast in tone or colour
- shot size – the size of the frame relative to its content (e.g. close up, long shot)
- vectors – visual cues or leading lines that direct a viewer’s path when reading an image
- representation of action or reaction

voice

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

vowel

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

vowel patterns

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

word origins

The historical development of words from their earliest known use. Word origin (etymology) tracks the transfer of words from one language to another.

writing

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