



# Western Australian Curriculum

## English

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Scope and sequence | Pre-primary–Year 10

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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## 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

The Scope and sequence shows 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. A separate Scope and sequence document has been developed for each phase of learning: Pre-primary–Year 2, Years 3–6, and Years 7–10.

## English – Scope and Sequence P–6

### Strand: Language

#### Sub-strand: Language for interacting with others

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore how language is used differently at home, in school and in communities depending on the relationships between people</p> <p>For example:</p> <ul style="list-style-type: none"> <li>interacting with adults and peers in a range of situations, such as play, role play and partner, group and whole class activities, to experiment with language</li> <li>using the home languages of the diverse cultures represented to</li> </ul>	<p>Explore how language, facial expressions and gestures are used to interact with others when asking for and providing information, making offers, exclaiming, requesting and giving commands</p> <p>For example:</p> <ul style="list-style-type: none"> <li>asking and answering questions in planned and unplanned discussions and conversations</li> <li>identifying emotions expressed in film or picture books</li> </ul>	<p>Investigate how interpersonal language choices vary depending on the context, including the different roles taken on in interactions</p> <p>For example:</p> <ul style="list-style-type: none"> <li>exploring culturally appropriate greetings or conventions from different home languages</li> <li>interacting with local or visiting Aboriginal and Torres Strait Islander People through greetings and culturally</li> </ul>	<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"> <li>contributing ideas on how to achieve cooperation when participating in group work</li> <li>exploring the social conventions of other cultures through</li> </ul>	<p>Explore language used to develop relationships in formal and informal situations</p> <p>For example:</p> <ul style="list-style-type: none"> <li>using conventions required to maintain a formal tone when participating in formal speaking events, such as an assembly</li> <li>developing, maintaining and repairing interactions with peers in informal situations, such as small group</li> </ul>	<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"> <li>maintaining and experimenting with formal speaking conventions during oral presentations or role-play, such as taking on the role of a politician in parliament</li> </ul>	<p>Understand that language varies as levels of formality and social distance increase</p> <p>For example:</p> <ul style="list-style-type: none"> <li>analysing the use of speech in communities and groups that students belong to, and discussing how the formality of speech changes between them</li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
explore how languages build social and personal connection, such as greetings and songs	and discussing what the characters may be feeling or thinking	appropriate conventions	literature or in other learning areas, such as Humanities and Social Sciences or Languages	work		
<p>Explore different ways of using language to express opinions, likes and dislikes</p> <p>For example:</p> <ul style="list-style-type: none"> <li>participating in informal discussions during the day about their interests and curiosities</li> <li>using connecting words, such as <i>when</i> and <i>but</i>, when exploring the language of opinion</li> <li>experimenting with</li> </ul>	<p>Explore language to provide reasons for likes, dislikes and preferences</p> <p>For example:</p> <ul style="list-style-type: none"> <li>using conjunctions, such as <i>because</i>, when giving reasons</li> <li>communicating and experimenting with words to express likes and dislikes, such as <i>fabulous</i>, <i>excellent</i>, <i>terrible</i>, <i>awful</i></li> <li>using adjectives and intensifiers,</li> </ul>	<p>Explore how language can be used for appreciating texts and providing reasons for preferences</p> <p>For example:</p> <ul style="list-style-type: none"> <li>using verbs to describe a range of responses to a text, such as <i>prefer</i>, <i>enjoy</i></li> <li>experimenting with conjunctions, such as <i>since</i>, <i>although</i>, <i>except for</i> to explain their response</li> </ul>	<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"> <li>ordering modal verbs on a continuum, such as <i>could</i>, <i>should</i>, <i>will</i>, <i>must</i></li> </ul>	<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"> <li>using examples of language that signal opinion, such as <i>I believe ... Many people may disagree but ...</i></li> <li>experimenting with turning an objective statement into a subjective one, such as <i>'he has five cats'</i></li> </ul>	<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"> <li>making statements that take account of other opinions, such as <i>Many people may disagree; however, ...</i></li> <li>identifying bare assertions, such as <i>it is the best film ever</i>, or <i>he is the greatest</i></li> </ul>	<p>Understand the uses of objective and subjective language, and identify bias</p> <p>For example:</p> <ul style="list-style-type: none"> <li>identifying subjective and objective statements, and bias found in texts such as feature articles, newspaper reports, advertisements and debates</li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
comparative language, such as <i>good, better, best</i>	such as <i>really like, like very much, extremely angry</i>			becomes ' <i>he has too many cats</i> ' <ul style="list-style-type: none"> <li>labelling statements as either fact or opinion</li> </ul>	<i>footy player in history</i> and suggest phrases that temper them <ul style="list-style-type: none"> <li>using phrases that temper bare assertions, such as <i>Many people may enjoy swimming; however, ... or Many people believe ...</i></li> </ul>	

### Sub-strand: Text structure, organisation and features

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand that texts can take many forms, such as signs, books and digital texts For example: <ul style="list-style-type: none"> <li>exploring different text forms and engaging with</li> </ul>	Explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain For example: <ul style="list-style-type: none"> <li>the sequence of events in</li> </ul>	Explore how texts across learning areas are organised differently and use language features depending on purposes For example: <ul style="list-style-type: none"> <li>locating information</li> </ul>	Describe how texts across learning areas are organised into stages and use language features relevant to their purpose For example: <ul style="list-style-type: none"> <li>identifying typical stages in</li> </ul>	Identify how texts across learning areas are typically organised into stages and phases and use language features appropriate to purpose For example: <ul style="list-style-type: none"> <li>discussing the</li> </ul>	Compare how texts across learning areas are typically organised into characteristic stages and phases and use language features depending on purposes in texts For example:	Explain how texts across learning areas are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures



Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>their features, such as commenting on the purpose of a sign or discussing a photograph in an informative book</p> <ul style="list-style-type: none"> <li>• explore how different texts affect an audience, and can prompt emotional reactions, such as picture books can be shared for enjoyment</li> </ul>	<p>recounts</p> <ul style="list-style-type: none"> <li>• headings, images and diagrams in multimodal texts</li> <li>• opening, plot development and ending in narratives</li> <li>• following a written or multimodal recipe to participate in a shared activity, such as exploring the purpose of the headings in a recipe</li> </ul>	<p>using the sub-headings in a non-fiction text</p> <ul style="list-style-type: none"> <li>• identifying language features in texts, such as action verbs in a procedural text</li> <li>• co-constructing a response to a performance from The Arts using a familiar format</li> </ul>	<p>reports across different learning areas</p> <ul style="list-style-type: none"> <li>• identifying the language features of a typical persuasive text such as modal verbs, conjunctions signalling cause and effect, and text connectives</li> <li>• identifying visual features used in procedures such as diagrams or close-up photographs that help the viewer carry out instructions</li> </ul>	<p>purpose of the opening stage of narratives, and exploring the different phases that each uses, such as description, dialogue and action</p> <ul style="list-style-type: none"> <li>• labelling phases included in the analysis stage of a review, such as the phase of theme, characterisation or language features</li> <li>• identifying examples of different language features in informative reports, such as action verbs, linking verbs, tense, descriptive</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• identifying why cause and effect conjunctions are used across a number of informative texts, such as</li> </ul>	<p>and language features</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• explaining how an author could adapt the language features of a persuasive text to appeal to different audiences</li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				language, language for defining and technical vocabulary <ul style="list-style-type: none"> <li>identifying visual features such as maps that may be included in a description of a place to help the reader visualise important information</li> </ul>	explanations, reports and expositions	
Recognise that some language in written texts is unlike everyday spoken language For example: <ul style="list-style-type: none"> <li>knowing words and phrases like <i>Once upon a time, said the boy and the end</i> that are commonly used in stories but are</li> </ul>	Explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs For example: <ul style="list-style-type: none"> <li>experimenting with repeated patterns, such as <i>In the dark, dark woods ...</i>, when constructing texts</li> </ul>	Understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred For example: <ul style="list-style-type: none"> <li>replacing repeated nouns with pronouns, such as in <i>Jack was hungry. Jack</i></li> </ul>	Understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together For example: <ul style="list-style-type: none"> <li>classifying facts about a topic, such as when planning an informative report</li> </ul>	Identify how text connectives, including temporal and conditional words, and topic word associations, are used to sequence and connect ideas For example: <ul style="list-style-type: none"> <li>using temporal text connectives, such as <i>first, later, finally, next morning</i> to</li> </ul>	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 For example: <ul style="list-style-type: none"> <li>describing how the start of a sentence can</li> </ul>	Understand that cohesion can be created by the intentional use of repetition, and the use of word associations For example: <ul style="list-style-type: none"> <li>identifying and using repetition for effect, such as <i>I love everything about the beach. I love</i></li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>not typically used in everyday language</p> <ul style="list-style-type: none"> <li>identifying some subject-specific language in informative texts</li> <li>exploring repetition and rhyme in texts</li> </ul>		<p><i>He bought some magic beans but <del>Jack's</del> his mother threw <del>the beans</del> them out.</i></p> <ul style="list-style-type: none"> <li>omitting words in a sentence, such as <i>I thought my cat was hungry but he was not <del>hungry</del>.</i></li> </ul>	<ul style="list-style-type: none"> <li>identifying and discussing the use of paragraphs in a narrative</li> </ul>	<p>connect ideas</p> <ul style="list-style-type: none"> <li>using conditional words/phrases, such as <i>however, though, on the other hand, even so</i> when creating complex sentences</li> <li>identify topic word associations, such as <i>desert, sand, heat, nocturnal, water</i></li> </ul>	<p>change its emphasis, such as in <i>Snakes are reptiles. Reptiles include snakes and lizards.</i></p> <ul style="list-style-type: none"> <li>identifying the topic sentence of paragraphs in informative texts and using these to summarise the text</li> </ul>	<p><i>the sea. I love the sand. I love the wind.</i></p> <ul style="list-style-type: none"> <li>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></li> </ul>
<p>Explore conventions of print and screen, including how books and simple digital texts are usually organised</p> <p>For example:</p> <ul style="list-style-type: none"> <li>identifying English text direction of left to right and top to bottom</li> </ul>	<p>Explore how print and digital texts are organised using features such as page numbers, tables of content, headings and titles, navigation buttons, swipe screens, verbal commands, links and images</p>	<p>Navigate print and digital texts using chapters, tables of contents, indexes, sidebar menus, drop-down menus or links</p>	<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>	No content	No content

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>developing print awareness by exploring the ways words and images are placed in texts</li> <li>using navigation features to read a digital text, such as using the scroll bar to continue viewing a text on a website</li> </ul>						

### Sub-strand: Language for expressing and developing ideas

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise that sentences are key units for expressing ideas</p> <p>For example:</p> <ul style="list-style-type: none"> <li>exploring how oral sentences express meaning, such as in questions or</li> </ul>	<p>Understand that a simple sentence consists of a single independent clause representing a single event or idea</p> <p>For example:</p> <ul style="list-style-type: none"> <li>identifying the subject and verb in clauses, such</li> </ul>	<p>Understand that connections can be made between ideas by using a compound sentence with two or more independent clauses usually linked by a coordinating conjunction</p> <p>For example:</p>	<p>Understand that sentences are usually made up of clauses, and the subject and verb within the clauses need to agree</p> <p>For example:</p> <ul style="list-style-type: none"> <li>creating sentences in which the verb</li> </ul>	<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</p>	<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</p>	<p>Understand how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas</p> <p>For example:</p> <ul style="list-style-type: none"> <li>adding embedded</li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>statements</p> <ul style="list-style-type: none"> <li>exploring how sentences in written texts contain a full idea and make sense</li> <li>responding to who, when, what and where questions to add information to sentences when needed</li> </ul>	<p>as <i>the seagulls (subject) were flying (verb)</i></p> <ul style="list-style-type: none"> <li>responding to prompts to generate sentences that contain a subject and verb</li> </ul>	<ul style="list-style-type: none"> <li>identifying and using the coordinating conjunctions found in compound sentences: <i>for, and, nor, but, or, yet, so</i></li> <li>sorting sentences into simple and compound sentences</li> </ul>	<p>and the subject agree, such as <i>The <u>boy</u> was running fast because the <u>dogs</u> <u>were</u> chasing him.</i></p> <ul style="list-style-type: none"> <li>experimenting with sentence construction using clauses that contain singular and plural subjects</li> </ul>	<p>time and causality</p> <p>For example:</p> <ul style="list-style-type: none"> <li>identifying the parts of complex sentences, such as in <i>The weavers promised to make the Emperor new clothes</i> (independent clause) <u>even though</u> (conjunction) <i>they had no intention of doing so</i> (dependent clause)</li> <li>identifying subordinating conjunctions according to their functions, such as: <ul style="list-style-type: none"> <li>causality: <i>because, since, as, so that</i></li> </ul> </li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>expanding simple sentences through the use of subordinating conjunctions, such as '<i>Lea was a great singer although she needed to practise.</i>'</li> <li>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></li> </ul>	<p>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></p> <ul style="list-style-type: none"> <li>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></li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<ul style="list-style-type: none"> <li>time: <i>after, before, when, as long as, whenever, until</i></li> </ul> <p>Investigate how quoted (direct) and reported (indirect) speech are used For example:</p> <ul style="list-style-type: none"> <li>exploring the effect on the reader of dialogue written in different ways, such as <i>'Head for the exit!' yelled the teacher. / The teacher directed them to head for the exit.</i></li> </ul>		
Recognise that sentences are made up of groups of words that work together in particular ways to make	Understand that words can represent people, places and things (nouns, including pronouns), happenings and	Understand that, in sentences, nouns may be extended into noun groups using articles and adjectives, and verbs	Understand how verbs represent different processes for doing, feeling, thinking, saying and relating	Understand how adverb groups/phrases and prepositional phrases work in different ways to provide	Understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing	Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>meaning</p> <p>For example:</p> <ul style="list-style-type: none"> <li>communicating the ideas represented in sentences, such as identifying that the sentence <i>The cat ate its dinner</i> is about a <i>cat</i> that <i>ate</i></li> </ul>	<p>states (verbs), qualities (adjectives) and details such as when, where and how (adverbs)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>identifying nouns and verbs in simple sentences</li> <li>experimenting with the use of adverbs to enhance sentences</li> <li>sorting words into categories such as noun, adjective, verb</li> </ul>	<p>may be expressed as verb groups</p> <p>For example:</p> <ul style="list-style-type: none"> <li>adding words to nouns to make a noun group, such as changing the noun <i>cat</i> into a noun group, <i>one (article) very old, lazy (adjectives) cat</i></li> <li>adding words to verbs to make a verb group, such as changing <i>walked</i> into <i>walked along the road slowly</i></li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>categorising verbs according to their process, such as <i>doing: walk; feeling: love; thinking: wonder; saying: whisper; relating: are</i></li> <li>using alternative verbs for overused examples, such as <i>did</i> or <i>said</i></li> </ul> <p>Understand that verbs are anchored in time through tense</p> <p>For example:</p> <ul style="list-style-type: none"> <li>sorting words and phrases into groups, such as <i>arrived, is arriving</i> and <i>will arrive</i>, into past, present and future</li> </ul>	<p>circumstantial details</p> <p>For example:</p> <ul style="list-style-type: none"> <li>identifying details in texts that are provided by a prepositional phrase, such as <i>where, when, or how something happened</i></li> <li>finding examples of adverb groups or phrases in texts and using as models when writing similar sentences</li> </ul> <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"> <li>identifying when an event in a narrative has occurred, is happening or will happen in the future through</li> </ul>	<p>or idea</p> <p>For example:</p> <ul style="list-style-type: none"> <li>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>'</li> </ul>	<p>tenses and a range of adverb groups</p> <p>For example:</p> <ul style="list-style-type: none"> <li>exploring the use of precise verbs and adverbs in texts, such as <i>slice thinly, fold carefully into quarters</i></li> <li>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></li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<p>understanding of tense</p> <ul style="list-style-type: none"> <li>identifying the tenses used in different genres, such as timeless present tense in reports</li> </ul>		
<p>Explore the contribution of images and words to meaning in stories and informative texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>interacting with images in picture books, short films and other multimodal texts and discussing what they are communicating to the reader or why they were included</li> </ul>	<p>Compare how images in different types of texts contribute to meaning</p> <p>For example:</p> <ul style="list-style-type: none"> <li>interacting with and compare images in picture books, short films or other multimodal texts</li> <li>discussing the meaning of complementary images or diagrams in a range of informative and imaginative texts</li> </ul>	<p>Understand that images add to or multiply the meanings of a text</p> <p>For example:</p> <ul style="list-style-type: none"> <li>discussing detail that is included in the images but not present in the words</li> <li>identifying and describing the way images are used to expand meaning, such as a character's facial expression to communicate emotion, or graphs, diagrams and maps to</li> </ul>	<p>Identify the effect on audiences of 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"> <li>discussing how visual techniques affect the viewer, such as how close-ups create a familiarity between the character and the viewer</li> <li>selecting an</li> </ul>	<p>Explore the effect of choices when framing an image, placement of elements in the image and salience on composition of still and moving images in texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>discussing how framing can create a sense of enclosure or openness</li> <li>identifying how the placement of characters, text or objects creates balance or alignment</li> <li>identifying the</li> </ul>	<p>Explain how the sequence of images in print, digital and film texts has an effect on meaning</p> <p>For example:</p> <ul style="list-style-type: none"> <li>interpreting a sequence of images in an infographic or short film</li> <li>explaining how the layout of text and visual elements in picture books creates salience or reading paths</li> </ul>	<p>Identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning</p> <p>For example:</p> <ul style="list-style-type: none"> <li>selecting visual elements which expand ideas or information when creating texts, such as including the results of a survey in a Geography report</li> </ul>



Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		communicate facts and details	<p>image in a visual text that is portrayed from a high angle and discussing the effect</p> <ul style="list-style-type: none"> <li>describing how the layout of a multimodal text, such as an infographic or webpage, creates a reading pathway or an order of viewing</li> </ul>	salient features of a visual text and exploring what they emphasise or highlight		
Recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school	Recognise the vocabulary in everyday contexts as well as learning area topics	Experiment with and begin to make conscious choices of vocabulary to suit the topic, situation or context	Extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts	Expand vocabulary by exploring a range of synonyms and antonyms, using words encountered in a range of sources	Understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of words	Identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• sorting letters into upper- and lower-case</li> <li>• identifying full stops, question marks and exclamation marks in texts and experimenting with their use when writing</li> </ul>	<p>Understand that written language uses punctuation, such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• identifying a range of punctuation marks when reading and beginning to use them to guide expression, such as using a question intonation</li> <li>• writing their own name and those of some familiar places starting with a capital letter</li> </ul>	<p>Recognise that capital letters are used in titles and commas are used to separate items in lists</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• identifying the separate items in a list as indicated by the commas, such as <i>peas, beans, carrots and pumpkin</i></li> <li>• make use of capital letters in titles of proper nouns to help make meaning in texts</li> </ul>	<p>Understand that apostrophes signal missing letters in contractions, and apostrophes are used to show singular and plural possession</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• 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></li> <li>• 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'</i></li> </ul>	<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>For example:</p> <ul style="list-style-type: none"> <li>• 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></li> <li>• using the correct conventions when writing simple dialogue, such as <i>'It is mine,' said the king.</i></li> </ul>	<p>Use commas to indicate prepositional phrases, and apostrophes where there is multiple possession</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• 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></li> <li>• using an apostrophe after the &lt;s&gt; in a plural, such as <i>the boys' jumpers</i> (more than one boy owns a jumper)</li> </ul>	<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> <ul style="list-style-type: none"> <li>• 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></li> <li>• using commas in dialogue, such as, <i>'From now on,' warned the giant, 'you will need to follow the path.'</i></li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<i>hats</i> (more than one girl)			

### Sub-strand: Phonic and word knowledge

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness) For example:</p> <ul style="list-style-type: none"> <li>listening for, identifying and generating rhyming pairs, such as <i>funny/money</i></li> <li>using alliteration, such as <i>happy Harry</i>, to explore phonemes</li> </ul>	<p>Segment words into separate phonemes (sounds) including consonant blends or clusters at the beginnings and ends of words (phonological awareness) For example:</p> <ul style="list-style-type: none"> <li>breaking spoken words into their individual phonemes, such as p-o-t, sh-o-t, th-r-ow, b-e-n-d, br-a-n-d</li> </ul>	<p>Manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words For example:</p> <ul style="list-style-type: none"> <li>blending and segmenting spoken words to: <ul style="list-style-type: none"> <li>identify the phonemes in spoken words, such as <i>proud</i>, <i>scratch</i> and <i>stick</i></li> </ul> </li> </ul>	No content	No content	No content	No content

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<ul style="list-style-type: none"> <li>delete initial phonemes, such as &lt;s&gt; in <i>snail</i></li> <li>substitute final sounds, such as the &lt;g&gt; in <i>flag</i> for &lt;t&gt;</li> </ul>				
<p>Segment sentences into individual words and orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>clapping and counting the words in sentences</li> <li>orally segment and blend words, such as <i>mat</i>,</li> </ul>	<p>Orally manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>generating new words, such as <i>spot</i> – deleting the &lt;s&gt; to make <i>pot</i>, changing the &lt;o&gt; in <i>pot</i> to &lt;e&gt; to make <i>pet</i>, changing the &lt;t&gt;</li> </ul>	No content	No content	No content	No content	No content

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><i>ship, with, truck</i></p> <ul style="list-style-type: none"> <li>identifying, deleting or substituting beginning, medial and final sounds in single-syllable words, such as <i>hot</i> – <i>pot, hot</i> – <i>hit, hot</i> – <i>hop</i></li> </ul>	<p>in <i>pet</i> to &lt;n&gt; to make <i>pen</i></p>					
<p>Recognise and name all upper- and lower-case letters (graphs) and know the most common sound that each letter represents</p> <p>For example:</p> <ul style="list-style-type: none"> <li>exploring phoneme–grapheme correspondences discovered in meaningful contexts, such as shared reading or in</li> </ul>	<p>Use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words</p> <p>For example:</p> <ul style="list-style-type: none"> <li>blending, segmenting, reading and writing one- and two-syllable words that <ul style="list-style-type: none"> <li>contain short vowels in the</li> </ul> </li> </ul>	<p>Use phoneme–grapheme (sound–letter) relationships and patterns, when blending and segmenting to read and write words of one or more syllables</p> <p>For example:</p> <ul style="list-style-type: none"> <li>reading and writing words that contain: <ul style="list-style-type: none"> <li>less common long vowel patterns, such as &lt;ey&gt; <i>they</i>, &lt;eigh&gt;</li> </ul> </li> </ul>	<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"> <li>blending, segmenting and syllabifying when</li> </ul>	<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"> <li>reading and writing: <ul style="list-style-type: none"> <li>multisyllabic</li> </ul> </li> </ul>	<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"> <li>reading and spelling words with common letter patterns but different pronunciation, such as ough:</li> </ul>	<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"> <li>reading and writing increasingly complex words with uncommon letter patterns, such as</li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>environmental print</p> <ul style="list-style-type: none"> <li>identifying and recalling phoneme–grapheme correspondences, such as <ul style="list-style-type: none"> <li>common initial sounds (phonemes)</li> <li>common consonant digraphs, such as <i>sh</i>, <i>ch</i>, <i>th/th</i> (voiced/unvoiced)</li> <li>common phoneme–grapheme correspondences, such as when &lt;s&gt; makes the [z] sound in the final position in words such as <i>is</i>, <i>was</i>, <i>his</i></li> </ul> </li> </ul>	<p>medial position: <i>a</i>, <i>e</i>, <i>i</i>, <i>o</i>, <i>u</i></p> <ul style="list-style-type: none"> <li>have common long vowels, such as <i>a_e</i>, <i>ai</i>, <i>ay</i>, <i>ea</i>, <i>ee</i>, <i>e</i> (me), <i>i_e</i>, <i>y</i> (my), <i>o_e</i>, <i>oa</i>, <i>u_e</i></li> <li>start with common consonant blends (clusters), such as <i>bl</i>, <i>br</i>, <i>cl</i>, <i>cr</i>, <i>dr</i>, <i>fl</i>, <i>fr</i>, <i>gl</i>, <i>gr</i>, <i>pl</i>, <i>pr</i>, <i>sl</i>, <i>sr</i>, <i>st</i>, <i>tr</i></li> <li>end with common blends (clusters), such as <i>st</i>, <i>ld</i>, <i>nd</i>, <i>lf</i>, <i>nt</i></li> <li>start with consonant digraphs,</li> </ul>	<p><i>eight</i>, &lt;ea&gt; <i>break</i>, &lt;ie&gt; <i>chief</i>, &lt;y&gt; <i>funny</i>, &lt;igh&gt; <i>right</i>, &lt;o&gt; <i>cold</i>, &lt;oe&gt; <i>toe</i>, &lt;ow&gt; <i>flow</i>, &lt;ew&gt; <i>new</i></p> <ul style="list-style-type: none"> <li>r-controlled vowels, such as &lt;ar&gt; <i>star</i>, &lt;er&gt; <i>herd</i>, &lt;ir&gt; <i>bird</i>, &lt;ur&gt; <i>fur</i></li> <li>diphthongs, such as &lt;oi&gt; <i>boil</i>, &lt;ow&gt; <i>now</i>, &lt;oy&gt; <i>boy</i></li> <li>consonant clusters, such as <i>qu</i>, <i>spl</i>, <i>str</i>, <i>spr</i>, <i>tw</i>, <i>gh</i>, <i>tch</i></li> <li>blending and segmenting phonemes in words, such as</li> </ul>	<p>reading and writing words with:</p> <ul style="list-style-type: none"> <li>more complex consonant patterns, such as &lt;ch&gt; <i>machine</i>, &lt;squ&gt; <i>squash</i>, &lt;dge&gt; <i>edge</i>, &lt;shr&gt; <i>shrink</i>, &lt;t&gt; making a [sh] sound as in <i>lotion</i> or a [ch] sound as in <i>adventure</i></li> <li>vowel patterns, such as &lt;oo&gt; <i>moon</i>, <i>fool</i>, &lt;ui&gt; <i>fruit</i>, &lt;ough&gt; <i>through</i>, <i>tough</i>, &lt;igh&gt; <i>neigh</i>, <i>eight</i>,</li> </ul>	<p>words with more complex consonant patterns, such as &lt;tch&gt; <i>pitching</i>, &lt;sc&gt; <i>scenery</i>, &lt;squ&gt; <i>squashing</i></p> <ul style="list-style-type: none"> <li>words with more complex vowel patterns, such as &lt;oo&gt; <i>foolish</i>, &lt;ui&gt; <i>fruitful</i>, &lt;ough&gt; <i>thoughtful</i>, <i>toughen</i>, &lt;igh&gt; <i>neighbourly</i>, <i>sleight</i>, &lt;eo&gt; <i>geography</i>, &lt;ei&gt; <i>vein</i>, <i>either</i>,</li> </ul>	<p><i>cough</i>, <i>though</i>, <i>plough</i>; our: <i>your</i>, <i>journey</i>, <i>hour</i></p> <ul style="list-style-type: none"> <li>reading and spelling words where the consonant sound changes with the addition of a suffix, such as the &lt;t&gt; in <i>invite</i> is sounded as a [sh] when the suffix &lt;ion&gt; is added, as in <i>invitation</i></li> <li>identifying morphemic word families with common letter patterns and different pronunciations, such as <i>sign</i>, <i>signature</i>, <i>signal</i></li> <li>providing definitions for common</li> </ul>	<p>pneumonia, asthma, conscience</p> <ul style="list-style-type: none"> <li>Science – cyclic, variable, phenomena, insulator, irreversible</li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>short vowel sounds (a, e, i, o, u) presented early in the sequence to combine with consonants</li> </ul>	<p>such as <i>wh</i>, <i>ph</i></p> <ul style="list-style-type: none"> <li>end with consonant digraphs, such as <i>ck</i>, <i>ng</i>, <i>ff</i>, <i>ll</i>, <i>ss</i>, <i>zz</i></li> </ul>	<p><i>cloudy</i> or <i>brother</i>, as a decoding or encoding strategy</p> <ul style="list-style-type: none"> <li>decoding or encoding using onset and rime (initial phoneme substitution or rime substitution)</li> </ul>	<p>&lt;eo&gt; <i>people</i>, &lt;oe&gt; <i>canoe</i>, &lt;ou&gt; <i>could</i>, <i>shoulder</i>, <i>touch</i></p> <ul style="list-style-type: none"> <li>r-controlled vowels, such as &lt;air&gt; <i>stair</i>, &lt;are&gt; <i>bare</i>, &lt;ear&gt; <i>beard</i>, &lt;ear&gt; <i>learn</i> &lt;ore&gt; <i>sore</i>, &lt;our&gt; <i>hour</i>, <i>four</i>, &lt;aw&gt; <i>hawk</i>, &lt;augh&gt; as in <i>taught</i></li> </ul>	<p><i>leisure</i></p>	<p>heteronyms (where words are spelled identically but have different pronunciations and meanings), such as <i>graduate</i> (noun, verb), <i>read</i> (past and present tense), <i>wind</i>, <i>bow</i>, <i>record</i></p>	
<p>Write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words</p>	<p>Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound</p> <p>For example:</p> <ul style="list-style-type: none"> <li>identifying letters that represent a sound different</li> </ul>	<p>Understand that a sound can be represented by various letter combinations</p> <p>For example:</p> <ul style="list-style-type: none"> <li>identifying that <i>ee</i>, <i>ea</i>, <i>y</i> and <i>ie</i> can all make a long [e] sound</li> <li>recognising that</li> </ul>	<p>No content</p>	<p>No content</p>	<p>No content</p>	<p>No content</p>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>to its common grapheme-phoneme correspondence, such as that &lt;c&gt; can also make an &lt;s&gt; sound as in circus or cent or that [s] at the end of words, such as <i>is</i>, <i>was</i> and <i>his</i>, is pronounced as [z]</p> <ul style="list-style-type: none"> <li>recognising that sometimes &lt;y&gt; can be a substitute vowel, such as in <i>why</i> or <i>happy</i></li> </ul>	<p>the sound [s] can be represented with various letter combinations, such as <i>s</i>, <i>c</i>, <i>ce</i>, and <i>ss</i></p> <ul style="list-style-type: none"> <li>know that children with the same name may spell their names differently, such as <i>Amy/Aimee</i>, <i>Mark/Marc</i></li> </ul>				
<p>Use knowledge of letters and sounds to spell words For example:</p> <ul style="list-style-type: none"> <li>using knowledge of letter names when spelling words such as <i>mi</i></li> </ul>	<p>Spell one- and two-syllable words with common letter patterns For example:</p> <ul style="list-style-type: none"> <li>spelling CVC, CVCC, CCVC, CCVCC and CVVC</li> </ul>	<p>Use phoneme–grapheme (sound–letter/s) matches, including vowel digraphs, less common long vowel patterns, consonant clusters and silent</p>	<p>Use phoneme–grapheme (sound–letter) relationships and less common letter patterns to spell words For example:</p>	<p>Understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, common</p>	<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>Use knowledge of known words, word origins, including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling</p>



Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>(my) and <i>hape</i> (happy)</p> <ul style="list-style-type: none"> <li>using knowledge of sounds to spell words, such as <i>yuung</i> (young) and <i>workt</i> (walked)</li> </ul>	<p>words with common letter patterns, including spelling words that contain common r-controlled vowels, such as &lt;ar&gt; far, and common diphthongs, such as &lt;ow&gt; cow, &lt;ou&gt; house</p> <ul style="list-style-type: none"> <li>when writing, draw on a range of strategies and resources to spell words with common letter patterns</li> </ul>	<p>letters, when reading and writing words of one or more syllables, including compound words</p> <p>For example:</p> <ul style="list-style-type: none"> <li>reading and writing words of more than one syllable with: <ul style="list-style-type: none"> <li>vowel digraphs, such as <i>ee</i>, <i>oo</i>, <i>ai</i>, <i>ay</i>, <i>ey</i>, <i>ea</i>, <i>au</i>, <i>oi</i>, <i>ou</i>, <i>ow</i>, <i>ui</i></li> <li>less common long vowel patterns, such as &lt;igh&gt;, &lt;ie&gt; <i>chief</i></li> <li>consonant clusters, such as <i>tch</i>, <i>spl</i>, <i>scr</i>, <i>ph</i>, <i>tw</i>, <i>gh</i></li> <li>silent</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>spelling words with less common letter patterns, such as <ul style="list-style-type: none"> <li>words where the &lt;y&gt; represents short [i] as in <i>gym</i>, or a long [i] as in <i>cycle</i></li> <li>words that spell the [sh] sound with &lt;s&gt; or &lt;ss&gt;, such as <i>sure</i> or <i>tissue</i></li> <li>words that end in &lt;le&gt;, such as <i>table</i></li> <li>representing the [r] sound at the end of words, such as <i>author</i> and <i>dollar</i></li> </ul> </li> </ul>	<p>prefixes and suffixes, and word origins, to spell more complex words</p> <p>For example:</p> <ul style="list-style-type: none"> <li>spelling more complex words that contain: <ul style="list-style-type: none"> <li>double letter patterns, such as <i>scissors</i>, <i>rubber</i>, <i>yellow</i></li> <li>other spelling generalisations, such as dropping a final &lt;e&gt; in words such as <i>writing</i>, <i>hoping</i></li> <li>morphological word families, such as <i>aqua</i>, <i>aquatic</i>,</li> </ul> </li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>applying knowledge of base words, and prefixes and suffixes to spell new words, such as <i>unhappiness</i> and <i>uncontrolled</i></li> <li>applying knowledge of word origins to spell new words, such as &lt;circum&gt;, meaning around, in words such as <i>circus</i>, <i>circuit</i>, <i>circumference</i></li> </ul>	<p>generalisations to spell new words, including technical words</p> <p>For example:</p> <ul style="list-style-type: none"> <li>exploring Greek and Latin roots, such as those found in other learning areas: democracy – demo meaning people and <i>kratia</i> meaning rule</li> <li>identifying morphemes that are bound bases that cannot stand alone as a word, such as &lt;ped&gt; meaning foot as in <i>pedestrian</i> and <i>pedicure</i></li> <li>spelling words using morphemes that often have consistent</li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>letters, such as &lt;k&gt; <i>know</i>, &lt;g&gt; <i>gnome</i>, &lt;t&gt; <i>whistle</i>, &lt;h&gt; <i>hour</i>, &lt;l&gt; <i>walk</i></p> <ul style="list-style-type: none"> <li>reading and writing compound words, such as <i>motorcycle</i>, <i>whiteboard</i>, <i>rainbow</i>, <i>breakfast</i></li> </ul>		<p><i>Aquaman</i>, <i>aquarium</i>, <i>aqueduct</i></p> <ul style="list-style-type: none"> <li>common prefixes, such as <i>dis</i>, <i>un</i>, <i>ex</i>, <i>mis</i>, <i>pre</i></li> <li>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></li> </ul>		<p>spelling although the sound may be different, such as in <i>one</i>, <i>only</i>, <i>once</i>, <i>alone</i></p>
<p>Read and write some high-frequency words and other familiar words For example:</p> <ul style="list-style-type: none"> <li>reading and writing familiar words, such as names or environmental words</li> <li>reading and writing frequently</li> </ul>	<p>Read and write an increasing number of high-frequency words For example:</p> <ul style="list-style-type: none"> <li>reading high-frequency words encountered in texts read independently</li> <li>drawing on a range of sources to write an</li> </ul>	<p>Use knowledge of spelling patterns and morphemes to read and write words whose spelling is not completely predictable from their sounds, including high-frequency words For example:</p> <ul style="list-style-type: none"> <li>using spelling patterns for</li> </ul>	<p>Recognise and know how to write most high-frequency words including some homophones For example:</p> <ul style="list-style-type: none"> <li>spelling homophones, such as <i>there</i>, <i>their</i>, <i>they're</i>; <i>too</i>, <i>to</i>, <i>two</i>; <i>here</i>, <i>hear</i>; <i>our</i>, <i>hour</i>; <i>knight</i>, <i>night</i>; <i>mail</i>, <i>male</i>;</li> </ul>	<p>Read and write high-frequency words, including homophones, and know how to use context to identify correct spelling For example:</p> <ul style="list-style-type: none"> <li>spelling frequently mixed-up homophones (and near homophones), such as <i>there</i>,</li> </ul>	<p>Explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word For example:</p> <ul style="list-style-type: none"> <li>spelling words with less common plurals, such as <i>child/children</i>, <i>ox/oxen</i>,</li> </ul>	No content

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
occurring words such as <i>a, and, for, he, in, is, it, of, that, the, to, was, you</i>	increasing number of high-frequency words	words, such as <i>would/could/should</i> and <i>walk/chalk/talk</i> <ul style="list-style-type: none"> <li>spelling words using morphemic knowledge for words, such as <i>once, only, one, lonely</i> and <i>two, twelve, twenty, twin, twist</i></li> </ul>	made, maid; sale, sail	their, they're; were, where, wear, we're; quiet, quite; lose, loose; aloud, allowed	<i>deer/deer, half/halves</i> <ul style="list-style-type: none"> <li>changing the form of a word, such as:               <ul style="list-style-type: none"> <li>from an adjective to a noun – <i>happy/happiness</i></li> <li>an adjective to an adverb – <i>slow/slowly</i></li> <li>a noun to an adjective – <i>beauty/beautiful</i></li> <li>verb tense, such as <i>walks, is walking, walked</i></li> </ul> </li> </ul>	
Explore how words are units of meaning and can be made of more than one meaningful part	Recognise and know how to use grammatical morphemes to create word families	Build morphemic word families using knowledge of prefixes and suffixes For example:	Understand how to apply knowledge of common base words, prefixes, suffixes and generalisations for			

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>For example:</p> <ul style="list-style-type: none"> <li>recognising when an &lt;s&gt; is added to a base word, such as ball, it makes a plural</li> <li>exploring how &lt;ed&gt; indicates past tense when added to a word, such as <i>talk</i>, <i>talked</i></li> <li>recognise that an antonym of a word can be made by adding a prefix, such as in &lt;un&gt; in <i>unhappy</i></li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>adding suffixes to a base word to make grammatical word families, such as <i>jump</i>, <i>jumped</i>, <i>jumper</i>, <i>jumping</i></li> <li>categorising words</li> </ul>	<ul style="list-style-type: none"> <li>recognising that a base word is a morpheme that holds meaning</li> <li>building word families that are linked by meaning by adding prefixes and suffixes to base words, such as <i>cover</i>, <i>covers</i>, <i>covered</i>, <i>uncover</i>, <i>uncovered</i>, <i>uncovering</i>, <i>discover</i>, <i>discovered</i>, <i>discovering</i></li> </ul>	<p>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"> <li>recognising that words, prefixes and suffixes are morphemes, and that morphemes are units of meaning</li> <li>applying knowledge of morphemes to decode words, such as <i>uneventful</i> = the prefix &lt;un&gt; meaning not + the base word <i>event</i> + the suffix &lt;ful&gt; indicating full of or characterised by</li> <li>changing the meaning of a word with a</li> </ul>			

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>prefix, such as <i>happy/unhappy</i></p> <ul style="list-style-type: none"> <li>• using spelling generalisations when adding suffixes, such as adding &lt;es&gt; to make plurals for words ending in ss, sh, ch, and doubling the final consonant when adding the suffix &lt;ing&gt; to words with short vowels, such as hop, knit, sit</li> </ul>			

## Strand: Literature

### Sub-strand: Literature and contexts

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators</p> <p>For example:</p> <ul style="list-style-type: none"> <li>listening to a literary text, such as a poem set in the Australian bush, and talking about connections to their own experiences</li> <li>re-enacting</li> </ul>	<p>Discuss how language and images are used to create characters, settings and events in literature by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors</p> <p>For example:</p> <ul style="list-style-type: none"> <li>generating vocabulary to describe images from picture books or movies</li> <li>listening to, viewing and reading a wide range of literary texts and identifying events that make them exciting, such as problems</li> </ul>	<p>Discuss how characters, events and settings are connected in literature created by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators</p> <p>For example:</p> <ul style="list-style-type: none"> <li>discussing characters and their connection to country in Aboriginal and Torres Strait Islander stories</li> <li>using information contained in literary texts to make predictions, such as viewing a setting and brainstorming the</li> </ul>	<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"> <li>identifying how familiar characters, such as mothers and fathers may be portrayed by different authors or illustrators</li> <li>describing various representations of settings in literature, such as how settings are described in</li> </ul>	<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"> <li>discussing how literary texts from different times or places represent ideas, such as everyday life</li> <li>comparing texts with similar storylines, such as texts that have been created by Aboriginal or Torres Strait Islander Peoples</li> </ul>	<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"> <li>recording factual information found in texts, such as historical narratives</li> <li>exploring how the ideas portrayed in texts, such as Australian bush ballads, represent an historical context, and</li> </ul>	<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"> <li>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</li> <li>identifying stereotypes in texts and discussing how</li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
scenarios of a favourite story, poem or experience in a role-play environment	or unexpected happenings <ul style="list-style-type: none"> <li>describing interpretations of literary texts, such as images, characters, settings and events</li> </ul>	type of characters and events that may take place there	Aboriginal and Torres Strait Islander traditional oral narratives	from different regions	identifying how attitudes or contexts have changed <ul style="list-style-type: none"> <li>identifying the words and images that an author uses to portray details of a culture or community in a text</li> </ul>	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

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Respond to stories and share feelings and thoughts about their settings, events and characters For example: <ul style="list-style-type: none"> <li>sharing thoughts and ideas about a story, such as orally discussing favourite storybook characters or by</li> </ul>	Discuss literary texts and share responses by making connections with children's own experiences For example: <ul style="list-style-type: none"> <li>listening to a text, such as a poem about families, and making connections to own experiences</li> </ul>	Identify features of literary texts, such as characters, events and settings, and give reasons for personal preferences For example: <ul style="list-style-type: none"> <li>identify a favourite character giving reasons for that choice</li> </ul>	Discuss connections between personal experiences and character experiences in literary texts and share personal preferences For example: <ul style="list-style-type: none"> <li>identifying a personal connection to a character and discussing how</li> </ul>	Describe the effects of text structures and language features in literary texts when responding to and sharing opinions For example: <ul style="list-style-type: none"> <li>discussing language features used by the author to shape the reader's opinion about a</li> </ul>	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 For example: <ul style="list-style-type: none"> <li>referring to literary devices and language features when</li> </ul>	Identify similarities and differences in literary texts on similar topics, themes or plots For example: <ul style="list-style-type: none"> <li>comparing and contrasting two or more literary texts that share similar topics, themes or plots, such as a written</li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
drawing pictures of a favourite event			this helps understand the character's actions or reactions to an event	character	reviewing a text <ul style="list-style-type: none"> <li>discussing own and others' opinions about a text, such as the portrayal of characters or ideas</li> </ul>	text and its film adaptation

## Sub-strand: Examining literature

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recognise different types of literary texts and identify features, including setting, events, characters, and beginnings and endings For example: <ul style="list-style-type: none"> <li>identifying and discussing features common to specific literary texts, such as real and imaginary characters who may be found in</li> </ul>	Discuss plot, character and setting in stories For example: <ul style="list-style-type: none"> <li>discussing personal thoughts about favourite characters, whether a setting is real or imagined, or how the problem in a story was resolved</li> </ul>	Discuss the characters, settings and events of a range of texts and identify how language is used to present these features in different ways For example: <ul style="list-style-type: none"> <li>identifying and describing language features used in literary texts, such as the language used to describe a setting</li> </ul>	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 For example: <ul style="list-style-type: none"> <li>identifying examples of setting and events which indicate mood</li> </ul>	Discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions For example: <ul style="list-style-type: none"> <li>identifying the points of plot tension in a short story</li> <li>describing how an author develops a character, such as character</li> </ul>	Recognise that the point of view in a literary text influences how readers interpret and respond to events and characters For example: <ul style="list-style-type: none"> <li>discussing how point of view has an effect on the reader's interpretation of the text, such as changing from third to first person</li> </ul>	Identify and explain characteristics that define an author's individual style For example: <ul style="list-style-type: none"> <li>comparing common style characteristics in two texts by the same author/illustrator such as sentence structure, or use of colour</li> </ul>



Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
stories about the Australian bush, events that typically occur in fiction stories, such as fairytales, or typical beginnings and endings in fables or cultural stories		<p>in a poem or the action verbs used to portray events in a story</p> <ul style="list-style-type: none"> <li>exploring how language is used to portray similar characters across Aboriginal and Torres Strait Islander oral traditions</li> </ul>	<ul style="list-style-type: none"> <li>changing details in a familiar text, such as setting, and reflecting on how this changes the events and mood of the story</li> </ul>	interaction in a film scene	<ul style="list-style-type: none"> <li>considering alternative points of 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</li> </ul>	
Explore and replicate the rhythms and sound patterns of literary texts, such as stories, poems, chants, rhymes and songs	Listen to, discuss and perform literary texts, including stories, poems, chants, rhymes and songs, and imitate and invent sound patterns, including alliteration and rhyme	Identify, reproduce and experiment with rhythmic sound and word patterns in literary texts, including stories, poems, chants, rhymes or songs	Discuss the effects of some literary devices used to enhance meaning and shape the reader's reaction, such as rhythm and onomatopoeia in literary texts, including poetry and prose	Examine the use of literary devices and deliberate word play in literary texts, including poetry, to shape meaning	Examine the effects of imagery, including simile, metaphor and personification, and sound devices in literary texts, such as narratives, poetry and songs	Explain the way authors use sound and imagery to create meaning and effect in literary texts, including poetry

## Sub-strand: Creating literature

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Retell and adapt literary texts through play and performance For example:</p> <ul style="list-style-type: none"> <li>orally retelling or performing a story changing the characters, setting or order of events</li> <li>participating in role-play to retell and adapt favourite texts</li> </ul>	<p>Retell or adapt a story using plot and characters, language features including vocabulary, and structure of a familiar text through spoken texts, role-play, writing, drawing or digital tools For example:</p> <ul style="list-style-type: none"> <li>participating in yarnning circles that tell stories based on familiar texts</li> <li>adapting a story to perform as a play</li> </ul>	<p>Create and edit literary texts by adapting structures and language features of literary texts through drawing, writing, performance and digital tools For example:</p> <ul style="list-style-type: none"> <li>adapting a well-known poem or story into a sequence of images</li> </ul>	<p>Create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts For example:</p> <ul style="list-style-type: none"> <li>adapting elements from a range of stories to create a script that contains familiar characters, settings and plot ideas from a range of stories</li> <li>rewriting a text in a different form, such as rewriting a poem as a story</li> </ul>	<p>Create and edit literary texts by developing storylines, characters and settings For example:</p> <ul style="list-style-type: none"> <li>writing a description to further develop a character from a known text, such as adding information about their past, goals, motivations and/or personality</li> </ul>	<p>Create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced For example:</p> <ul style="list-style-type: none"> <li>reimagining characters from a familiar text by experimenting with the language and setting used</li> <li>using the structure and language features of a poem as a model to create a new poem</li> </ul>	<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 For example:</p> <ul style="list-style-type: none"> <li>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</li> <li>editing writing, considering the use of literary devices to enhance plot,</li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						characters, setting and/or ideas

## Strand: Literacy

### Sub-strand: Texts in context

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Identify some familiar texts, such as stories and informative texts, and their purpose For example:</p> <ul style="list-style-type: none"> <li>recognising how a non-fiction text contains information about the real world</li> <li>identifying some texts in the environment and recognising their purpose, such as using a poster that explains how to wash your hands</li> </ul>	<p>Discuss different texts and identify some features that indicate their purposes For example:</p> <ul style="list-style-type: none"> <li>identifying features of texts which are specific to the text type, such as the purpose of indexes in non-fiction texts, images that help make meaning in a story, or rhyme in a poem and how it helps readers remember the words</li> </ul>	<p>Identify how similar topics and information are presented in different types of texts For example:</p> <ul style="list-style-type: none"> <li>exploring and identifying different features in texts of the same text type which vary in their organisation, such as different types of procedures</li> <li>comparing two or more texts on a common topic</li> </ul>	<p>Recognise how texts can be created for similar purposes but different audiences For example:</p> <ul style="list-style-type: none"> <li>identifying how texts, such as advertisements or infographics, can be created differently for adults and children</li> </ul>	<p>Compare texts from different times with similar purposes and audiences to identify similarities and differences in their depictions of events For example:</p> <ul style="list-style-type: none"> <li>identifying how texts may depict social norms or values, such as comparing advertisements from the past to the present</li> <li>discussing 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</li> </ul>	<p>Describe the ways in which a text reflects the time and place in which it was created For example:</p> <ul style="list-style-type: none"> <li>commenting on the social norms that are portrayed in an historical movie or novel</li> <li>identifying and discussing patterns of speech or vocabulary that are used in a novel set in another place or time</li> <li>describing the ways that a character from another time is similar or</li> </ul>	<p>Examine texts, including media texts, that represent ideas and events, and identify how they reflect the context in which they were created For example:</p> <ul style="list-style-type: none"> <li>comparing current and past texts, such as newspaper articles that discuss historical events or issues,</li> <li>identifying stereotypes in texts from another time or place</li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					different to contemporary characters or people	

### Sub-strand: Interacting with others

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Interact in informal and structured situations by listening while others speak, including turn-taking and using features of voice including volume levels	Use interaction skills, including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions	Use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions	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

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Identify some differences between imaginative and informative texts For example:</p> <ul style="list-style-type: none"> <li>recognising features that are imaginative in fiction texts and real-world information in informative texts, such as talking animals in stories compared to an animal encyclopedia</li> <li>discussing language typical to a specific text type, such as <i>Once upon a time</i> in fairytales</li> </ul>	<p>Describe some similarities and differences between imaginative, informative and persuasive texts For example:</p> <ul style="list-style-type: none"> <li>discussing and comparing different types of texts on a similar topic, such as illustrations in a fictional picture book about the Australian bush and diagrams in an informative text on the same topic</li> </ul>	<p>Identify the purpose and audience of imaginative, informative and persuasive texts For example:</p> <ul style="list-style-type: none"> <li>describing the purpose and audience of some child-friendly advertisements</li> </ul>	<p>Identify the audience and purpose of some language features and/or images in imaginative, informative and persuasive texts For example:</p> <ul style="list-style-type: none"> <li>explaining why a text includes a table or diagram</li> <li>considering authors' choices in relation to the target audience, such as why the creator of an advertisement used bright colours and a catchy jingle</li> </ul>	<p>Identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text For example:</p> <ul style="list-style-type: none"> <li>describing the language used by authors to create imaginary worlds</li> <li>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</li> <li>identifying and</li> </ul>	<p>Explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text For example:</p> <ul style="list-style-type: none"> <li>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</li> <li>describing the effect audio or visual techniques have on the viewer of a documentary or</li> </ul>	<p>Analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences For example:</p> <ul style="list-style-type: none"> <li>comparing two or more texts on the same topic and evaluating their effectiveness</li> <li>considering choices made by the author to engage or influence a target audience</li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				making use of diagrams and other visual features when reading informative texts	film, such as sad music or slow motion	
<p>Read decodable and authentic texts using developing phonic and word knowledge, and monitor meaning using context and emerging grammatical knowledge</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• using decoding knowledge to read regular VC and CVC words in phonic (decodable) readers</li> <li>• identifying some high-frequency words and other known words during shared</li> </ul>	<p>Read decodable and authentic texts using developing phonic and word knowledge, phrasing and fluency, and monitor meaning using context and grammatical knowledge</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• drawing on phonic knowledge to read regular CV, VC, CVC and CCVC and CVCC and CCCVC words in phonic (decodable) readers</li> <li>• use phonic and vocabulary</li> </ul>	<p>Read texts with phrasing and fluency combining phonic, word and grammatical knowledge, and monitor meaning using text processing strategies</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• blending and segmenting new words using known letter patterns and phonic knowledge</li> <li>• reading high-frequency words with increasing automaticity to</li> </ul>	<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"> <li>• combining phonic and grammatical knowledge to know when a word doesn't make sense and to self-correct, such as <i>The man rode on a house (horse)</i>.</li> <li>• combining</li> </ul>	<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"> <li>• drawing on knowledge of text structures and language features to make meaning in different types of texts</li> <li>• using cohesive devices such as pronoun association to</li> </ul>	<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"> <li>• 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 information</li> <li>• setting questions</li> </ul>	<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"> <li>• setting a reason for reading, selecting appropriate texts and activating prior knowledge about text structures</li> <li>• monitoring understanding</li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>and independent reading</p> <ul style="list-style-type: none"> <li>• developing strategies, such as pausing or asking for help, when needing to clarify a sound or word</li> <li>• beginning to use punctuation when reading, such as pausing at a full stop</li> </ul>	<p>knowledge to read some authentic texts, such as environmental print, shared and personally chosen texts</p> <ul style="list-style-type: none"> <li>• using strategies, such as self-monitoring for meaning, or re-reading when meaning breaks down</li> <li>• using punctuation, such as full stops and commas, to develop fluency and prosody</li> </ul>	<p>develop fluency</p> <ul style="list-style-type: none"> <li>• drawing on topic word knowledge to make meaning in informative texts</li> <li>• recognising a base word within a larger word to aid decoding</li> <li>• using knowledge of sentence structure, including punctuation and word order, to read with phrasing and fluency</li> <li>• drawing on personal knowledge and experiences to construct and monitor meaning</li> </ul>	<p>phonic and topic knowledge to decode and monitor meaning in informative texts</p> <ul style="list-style-type: none"> <li>• applying morphemic knowledge to find base words and affixes to decode and understand words</li> <li>• using syllabification as a strategy to decode multisyllabic words</li> <li>• using grammatical knowledge, such as tense, to monitor meaning and self-correct as needed</li> </ul>	<p>monitor meaning</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• integrating a range of strategies to maintain meaning and accuracy, such as adjusting reading rate, reading aloud or checking visuals, such as diagrams</li> </ul>	<p>before reading and reading to confirm predictions or find information</p> <ul style="list-style-type: none"> <li>• discussing reading with others to monitor and confirm meaning, such as when discussing the motives of a character</li> <li>• using topic sentences, sub-headings and other text structures to read efficiently for a purpose</li> </ul>	<p>while reading a novel, such as keeping a reading journal</p> <ul style="list-style-type: none"> <li>• ranking texts based on their suitability for a particular purpose, such as websites</li> </ul>



Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, to understand and discuss texts listened to, viewed or read</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• previewing a text by looking at the images to activate prior knowledge</li> <li>• asking questions to clarify understanding of a text listened to or viewed</li> <li>• participating in ‘think alouds’</li> <li>• summarising a story by recalling some key events in an oral story</li> </ul>	<p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, viewing and reading to build literal and inferred meaning in texts by drawing on vocabulary and growing knowledge of context and text structures</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• previewing texts to draw on prior knowledge of text structure to help navigate the text</li> <li>• making connections to other texts to help build literal and inferred</li> </ul>	<p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, viewing and reading to build literal and inferred meaning in a range of texts for different purposes</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• making connections to own experiences to understand the motives or feelings of a character</li> <li>• making predictions about the type of characters who are likely to be in a text, such as a fable or</li> </ul>	<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"> <li>• making connections to other texts to help make inferences or support literal understanding</li> <li>• making predictions about text structures and</li> </ul>	<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"> <li>• making connections to non-fiction texts or topic-specific information to build meaning around an issue or topic in a narrative</li> <li>• sharing questions about texts with others as a means of</li> </ul>	<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"> <li>• making predictions about text structures in genres to help understanding and choices for reading</li> <li>• making connections between literary texts to build inferential comprehension</li> </ul>	<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"> <li>• using prior knowledge about genres when selecting texts and building meaning</li> <li>• making connections to general knowledge or subject knowledge when building literal</li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>or film</li> <li>visualising a character or setting when listening to a story or poem</li> <li>making a connection to a setting in a text to predict what events may occur there</li> </ul>	<ul style="list-style-type: none"> <li>meaning</li> <li>listening for and drawing on vocabulary, such as topic-specific words, to help summarise an informative text</li> <li>monitoring understanding by participating in discussions and reflecting on other people's ideas about texts</li> <li>visualising a character and/or setting using the author's descriptions to help build inferred meaning</li> <li>searching for information to clarify questions or misunderstand-</li> </ul>	<ul style="list-style-type: none"> <li>Aboriginal tale</li> <li>participating in conversations to share ideas, and ask and answer questions about texts</li> <li>sharing the clues from the text when discussing inferences during shared reading</li> <li>monitoring understanding by asking questions and/or checking information in another text</li> </ul>	<ul style="list-style-type: none"> <li>information in informative texts and evaluating if they suit a purpose, such as answering questions about a topic</li> <li>asking questions to clarify information when reading a text</li> <li>drawing on key words to help summarise the text</li> <li>creating a mental image of a character or setting from explicit and implied information</li> <li>choosing books for independent reading based on prior knowledge of genres</li> </ul>	<ul style="list-style-type: none"> <li>evaluating their ideas or perspectives on a text</li> <li>setting a purpose for reading, such as previewing an informative text and only using relevant sections of the text that suit the set purpose</li> <li>reading graphics, such as tables or diagrams, to clarify understanding</li> <li>tracking understanding when reading or viewing a text independently, such as keeping a journal</li> <li>summarising information with the aid of text features, such as</li> </ul>	<ul style="list-style-type: none"> <li>setting literal and inferential questions for research purposes, and drawing on a number of texts to evaluate the accuracy of information or ideas</li> <li>monitoring for understanding, drawing on explicit and implied meaning, and cross checking within and across texts</li> <li>visualising an event or process to build implied meaning</li> <li>determining the importance of key ideas in texts when summarising</li> </ul>	<ul style="list-style-type: none"> <li>and inferential understanding of settings, characters or events in literary texts</li> <li>monitoring the truth or accuracy of texts by making connections to other texts to evaluate information or ideas</li> <li>comparing and connecting information or ideas across a number of texts to create a summary</li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	ings about the text			topic sentences, headings and captions		

## Sub-strand: Creating texts

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Create written and multimodal texts for a range of purposes such as:</p> <ul style="list-style-type: none"> <li>to give a message</li> <li>express an opinion</li> <li>to send a greeting</li> <li>recount an experience</li> </ul>	<p>Create, re-read and co-edit short written and/or multimodal texts to report on a topic, express an opinion, or recount a real or imagined event or experience, and use imagination to tell, retell or adapt a story, using grammatically correct simple sentences, some topic specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words</p> <p>For example:</p>	<p>Plan, create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and correct spelling of some common two-syllable words</p> <p>For example:</p> <ul style="list-style-type: none"> <li>creating a written text,</li> </ul>	<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 dialogue punctuation</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>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> <li>creating written texts using words, punctuation and images for different purposes, such as a recount of a shared experience or an informative text about a favourite hobby</li> </ul>	selecting and including elements appropriate to purpose and audience, such as including diagrams and in an informative text and detailed descriptions in a narrative				
Create and deliver short spoken texts to report ideas and events (real or imagined) to peers, using features such as appropriate voice modulation	Create and deliver short oral and/or multimodal presentations on personal and learnt topics, which include an opening, middle and concluding statement, some topic-specific vocabulary and appropriate gesture, volume and pace	Create, rehearse and deliver short oral and/or multimodal presentations to inform or tell stories for familiar audiences and purposes, using text structure appropriate to purpose and topic-specific vocabulary, and varying tone, volume and pace	Plan, create, rehearse and deliver short oral and/or multimodal presentations to inform, express opinions or tell stories, using a clear structure, details to elaborate ideas, topic-specific and precise vocabulary, visual features, and appropriate tone, pace, pitch and	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	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,

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			volume	volume		volume, and visual and digital features
Form most lower- and upper-case letters using learnt letter formations and correct starting points and directionality	Write words using unjoined lower- and upper-case letters	Write words legibly and with growing fluency using unjoined lower- and upper-case letters	Write words using joined letters that are clearly formed and consistent in size	Write words using clearly formed joined letters, with developing fluency and automaticity	Develop a handwriting style that is becoming legible, fluent and automatic	Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose
<p>Explore the use of digital tools to create or add to a visual or spoken text</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• using a camera or digital device to take a photo for a specific purpose</li> <li>• recording a spoken story or personal experience of choice onto a tablet</li> </ul>	<p>Explore features of familiar digital tools to create or add to texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• experimenting with using the camera on a tablet to add an image to a text</li> </ul>	<p>Use features of digital tools to create or add to texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• creating a story using a suitable app, such as Word or a story creator</li> </ul>	<p>Use features of digital tools to create or add to texts for a purpose</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• using a text processing application to create texts, such as a simple flow chart to add to an informative text</li> <li>• selecting and adding music to a multimodal text to build mood</li> </ul>	<p>Use features of digital tools to create or add to texts for a variety of purposes</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• creating a digital text for a specific purpose, such as a poster to advertise an event</li> <li>• recording a text onto a digital device, adding visual and audio effects</li> </ul>	<p>Use features of digital tools to create or add to texts for a purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• selecting features of a</li> </ul>	<p>Select and use features of digital tools to create or add to texts for a purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					<p>slideshow to enhance a presentation, considering purpose</p>	

## English – Scope and Sequence 7–10

### Strand: Language

#### Sub-strand: Language for interacting with others

Year 7	Year 8	Year 9	Year 10
<p>Understand how language expresses and creates personal and social identities</p> <p>For example:</p> <ul style="list-style-type: none"> <li>developing dialogue that reveals character, such as in a comic</li> </ul>	<p>Recognise how language shapes relationships and roles</p> <p>For example:</p> <ul style="list-style-type: none"> <li>identifying language names that inform relationships to Country/Place by exploring the Australian Institute of Aboriginal and Torres Strait Islander Studies Map of Indigenous Australia</li> </ul>	<p>Recognise how language empowers relationships and roles</p> <p>For example:</p> <ul style="list-style-type: none"> <li>identifying the various communities to which students belong and exploring how language reinforces membership of these communities, such as the slang of teenage groups</li> </ul>	<p>Understand how language can have inclusive and exclusive social effects, and can empower or disempower people</p> <p>For example:</p> <ul style="list-style-type: none"> <li>writing an open letter that uses language to empower a social group</li> <li>discussing how language can be disempowering, such as the use of gendered words, including ‘manpower’ and ‘mankind’</li> </ul>
<p>Recognise language used to evaluate texts, including visual and multimodal texts, and how evaluations of a text can be substantiated by reference to the text and other sources</p> <p>For example:</p> <ul style="list-style-type: none"> <li>building knowledge about words of evaluation, including words to express emotional responses to texts, such as shock, fear, anger,</li> </ul>	<p>Understand how layers of meaning can be created within a text by using literary devices, such as simile and metaphor to evaluate</p> <p>For example:</p> <ul style="list-style-type: none"> <li>identifying how authors use rhetorical devices that reveal the dark or serious aspects of a topic in humorous or amusing ways, such as by making a statement but implying</li> </ul>	<p>Understand how evaluation can be expressed directly and indirectly using devices, such as allusion, evocative vocabulary and metaphor</p> <p>For example:</p> <ul style="list-style-type: none"> <li>exploring how advertisements use figurative language and evocative vocabulary to indirectly influence readers and viewers to evaluate a product or service</li> </ul>	<p>Understand that language used to evaluate, implicitly or explicitly, reveals an individual’s values</p> <p>For example:</p> <ul style="list-style-type: none"> <li>identifying subtle or implied values communicated through evaluative language, such as the connotations of <i>elder</i>, <i>senior citizen</i>, <i>geriatric</i> and <i>old timer</i></li> </ul>

Year 7	Year 8	Year 9	Year 10
<p>happiness and concern</p> <ul style="list-style-type: none"> <li>discussing how evaluative language is used to critically assess the validity of evidence and the reliability of sources, through using metalanguage, such as <i>rigorous</i>, <i>biased</i>, <i>trustworthy</i>, <i>consistent</i> and <i>accurate</i></li> </ul>	<p>or meaning the opposite (irony), exaggerating or overstating something (hyperbole), imitating or mocking something (parody), and making something appear less serious than it really is (understatement)</p>	<ul style="list-style-type: none"> <li>discussing the direct use of evaluative language in a range of product reviews</li> </ul>	

### Sub-strand: Text structure, organisation and features

Year 7	Year 8	Year 9	Year 10
<p>Identify and describe how text structures and language features vary in texts according to purpose</p> <p>For example:</p> <ul style="list-style-type: none"> <li>examining the structures of book or film reviews and how they might move from description of context to summary of the text and then to judgement of the text</li> <li>explaining the social purpose of a persuasive text and how the purpose is reflected in the text structures and by the language features, such as analysing the structure and language features of a health awareness poster</li> </ul>	<p>Explain how text structures and language features vary depending on their purpose, recognising that some texts are hybrids that combine different genres or elements of different genres</p> <p>For example:</p> <ul style="list-style-type: none"> <li>discussing how a verse novel combines elements of poetry and prose narrative</li> <li>exploring how mockumentaries blend elements of fiction and documentary</li> </ul>	<p>Examine how authors and creators adapt text structures and language features by experimenting with spoken, written, visual and multimodal elements and their combination</p> <p>For example:</p> <ul style="list-style-type: none"> <li>comparing the use and effects of linear and non-linear narratives, such as short stories</li> <li>exploring how interactive graphic novels combine words, illustrations, animations and audio to create an interactive experience</li> </ul>	<p>Analyse text structures and language features and evaluate their effectiveness in achieving their purpose</p> <p>For example:</p> <ul style="list-style-type: none"> <li>evaluating the use of visual, audio and written features and structures to influence audience responses in television and online news and current affairs programs</li> </ul>



Year 7	Year 8	Year 9	Year 10
<p>Understand that the cohesion of texts relies on devices that signal structure and guide readers, such as overviews and initial and concluding paragraphs</p> <p>For example:</p> <ul style="list-style-type: none"> <li>identifying strategies used to create cohesion when analysing the structure of a text, such as a print or online news article</li> <li>identifying how authors foreshadow how a text will unfold, through topic sentences, sentence openers and text connectives</li> </ul>	<p>Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs with examples, quotations and substantiation of claims</p> <p>For example:</p> <ul style="list-style-type: none"> <li>writing a paragraph in an analytical essay that includes quotes and examples from a studied text</li> <li>including statistics and facts to substantiate claims in a persuasive speech</li> </ul>	<p>Investigate a range of cohesive devices that condense information in texts, including nominalisation, and devices that link, expand and develop ideas, including text connectives</p> <p>For example:</p> <ul style="list-style-type: none"> <li>sequencing and developing an argument using language structures that suggest conclusions (<i>'therefore', 'moreover' and 'so'</i>) or give reasons (<i>'since', 'because'</i>) or suggest conditionals (<i>'if ... then'</i>)</li> </ul>	<p>Understand how paragraph structure can be varied to create cohesion, and paragraphs and visual features can be integrated for different purposes</p> <p>For example:</p> <ul style="list-style-type: none"> <li>evaluating the effect of the integration of texts and images in graphic novels</li> <li>writing an online or print feature article which integrates graphics or images for a purpose</li> </ul>

### Sub-strand: Language for expressing and developing ideas

Year 7	Year 8	Year 9	Year 10
<p>Understand how complex and compound-complex sentences can be used to elaborate, extend and explain ideas</p> <p>For example:</p> <ul style="list-style-type: none"> <li>examining the addition of ideas using a compound-complex sentence, such as <i>When dinosaurs roamed the earth, weather patterns shifted significantly and as a result vegetation was depleted.</i></li> </ul>	<p>Examine a variety of clause structures, including embedded clauses, that add information and expand ideas in sentences</p> <p>For example:</p> <ul style="list-style-type: none"> <li>investigating how the meaning of a sentence can be changed by inserting different embedded clauses, such as <i>French fries, which are a fattening and unhealthy snack, are made from potatoes. Or,</i></li> </ul>	<p>Identify how authors vary sentence structures creatively for effects, such as intentionally using a dependent clause on its own or a sentence fragment</p> <p>For example:</p> <ul style="list-style-type: none"> <li>exploring the effects of using an interrupting clause, such as <i>'His friend, who had left home the previous year suddenly returned.'</i></li> <li>intentionally using a dependent clause on its own, such as <i>'If you</i></li> </ul>	<p>Analyse and evaluate the effectiveness of particular sentence structures to express and craft ideas</p> <p>For example:</p> <ul style="list-style-type: none"> <li>exploring how a sentence can begin with a coordinating conjunction for stylistic effect, such as <i>And she went on planning how she would manage it.</i></li> </ul>

Year 7	Year 8	Year 9	Year 10
<ul style="list-style-type: none"> <li>consolidating knowledge of simple, compound and complex sentences, recognising that a simple sentence can express sophisticated ideas and a complex sentence need not express complex ideas</li> </ul>	<p><i>French fries, which are a delicious treat, are made from potatoes.</i></p>	<p>see what I mean.'</p> <ul style="list-style-type: none"> <li>using a sentence fragment, such as 'Breathtaking!'</li> </ul>	
<p>Understand how consistency of tense through verbs and verb groups achieves clarity in sentences</p> <p>For example:</p> <ul style="list-style-type: none"> <li>identifying and discussing different forms of verb tenses and their use to maintain consistency of tense in different sentences, such as <i>I organise the cake stall every week, and I am running the meeting this weekend, as well.</i></li> <li>identifying and discussing how verb tense is maintained in compound, complex and compound-complex sentences</li> </ul>	<p>Understand the effect of nominalisation in texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>highlighting examples of nominalisation in informative texts and explaining the impact on content and tone</li> <li>converting verbs to nouns using a suffix, such as '<i>ment</i>' (achieve to achievement) or '<i>ion</i>' (act to action) and shuffling parts of sentences to ensure these make sense; examples include: <i>If you want to achieve, you need to work hard</i> becomes <i>You need to work hard, if you want to enjoy achievement</i>; <i>Making friends is dependent on how you act</i> becomes <i>Making friends is dependent on your actions.</i></li> </ul>	<p>Understand how abstract nouns and nominalisation can be used to summarise ideas in text</p> <p>For example:</p> <ul style="list-style-type: none"> <li>exploring sections of academic and technical texts, and analysing the use of abstract nouns, such as 'the previous argument', 'the prologue', to summarise and distil information and preceding explanations, and structure the argument</li> <li>comparing the effect of different types of analytical paragraphs, including those that use nominalisation and those that do not</li> </ul>	<p>Analyse how meaning and style are achieved through syntax</p> <p>For example:</p> <ul style="list-style-type: none"> <li>identifying how logical relations between ideas are built up by combining main with subordinate clauses that indicate cause, result, manner, concession, condition and so on, such as 'Although the poet was not generally well-received by critics during her life (concession), her reputation grew substantially after her death.'</li> </ul>

Year 7	Year 8	Year 9	Year 10
<p>Analyse how techniques, such as vectors, angle and/or framing in visual and multimodal texts can be used to create a perspective</p> <p>For example:</p> <ul style="list-style-type: none"> <li>comparing how two advertisements present the same product for different target audiences, and how their use of techniques creates different perspectives</li> <li>exploring how the illustrations in picture books and graphic novels use salience to influence the reader to adopt a perspective</li> </ul>	<p>Investigate how visual and multimodal texts use intertextual references to enhance and layer meaning</p> <p>For example:</p> <ul style="list-style-type: none"> <li>identifying intertextual references in picture books and discussing how they create meaning</li> </ul>	<p>Analyse how symbols in visual and multimodal texts augment meaning</p> <p>For example:</p> <ul style="list-style-type: none"> <li>investigating the symbolism of specific seasons, weather and colours in a film, and their contribution to viewers' understanding</li> <li>exploring how symbols have different meanings for different groups and cultures</li> </ul>	<p>Evaluate the features of visual and multimodal texts, and the effects of those choices on representations</p> <p>For example:</p> <ul style="list-style-type: none"> <li>examining features of television shows (e.g. drama, reality television) that create representations, such as evaluating the use of light and dark</li> </ul>
<p>Investigate the role of vocabulary in building specialist and technical knowledge, including terms that have both everyday and technical meanings</p> <p>For example:</p> <ul style="list-style-type: none"> <li>applying vocabulary used to write about graphic novels, such as gutter, bleed, panel, splash, transitions and emanata</li> </ul>	<p>Identify and use vocabulary typical of academic texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>employing vocabulary of academic report writing, such as the use of 'evidence', 'consequence', 'contradiction' and 'acknowledgement' for the topic 'sustainability'</li> </ul>	<p>Analyse how vocabulary choices contribute to style, mood and tone</p> <p>For example:</p> <ul style="list-style-type: none"> <li>identifying vocabulary choices that create mood in a text</li> <li>changing the tone of a narrative by changing the vocabulary in dialogue tags, such as 'Sit down,' she whispered; 'Sit down!' she screamed; 'Sit down?' she argued.</li> </ul>	<p>Use an expanded technical and academic vocabulary for precision when writing academic texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>writing an analytical essay about rhythm in poetry with appropriate use of terms, such as enjambment, end-stop, caesura</li> </ul>
<p>Understand and use punctuation, including colons and brackets to support meaning</p> <p>For example:</p>	<p>Understand and use punctuation conventions, including semicolons and dashes, to extend ideas and support meaning</p>	<p>Understand and use punctuation conventions for referencing and citing others for formal and informal purposes</p> <p>For example:</p>	<p>Understand how authors use and experiment with punctuation</p> <p>For example:</p> <ul style="list-style-type: none"> <li>examining an author's use of</li> </ul>

Year 7	Year 8	Year 9	Year 10
<ul style="list-style-type: none"> <li>examining ways to add information to sentences by using different forms of punctuation</li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>creating dialogue in drama showing interruptions, asides and pauses for effect</li> <li>experimenting with connecting related independent clauses, such as <i>I love that film; the graphics were incredible.</i></li> </ul>	<ul style="list-style-type: none"> <li>producing accurate references in formal writing and identifying when it is appropriate to use direct quotations or to report sources more generally</li> <li>including a reference list at the end of a slideshow in a multimodal presentation</li> </ul>	<p>ellipses to create tentativeness in a character's speech</p> <ul style="list-style-type: none"> <li>reviewing the use of punctuation to represent emotions, such as the use of multiple exclamation marks or punctuation emojis</li> </ul>

## Sub-strand: Word knowledge

Year 7	Year 8	Year 9	Year 10
<p>Understand how to use spelling rules and word origins; for example, Greek and Latin roots, base words, suffixes, prefixes and spelling patterns to learn new words and how to spell them</p> <p>For example:</p> <ul style="list-style-type: none"> <li>using spelling generalisations (rules), such as <i>change final y to i before adding a suffix, unless the y is preceded by a vowel or unless the suffix begins with i</i> in words like <i>cried, crying</i></li> <li>using knowledge of Greek and Latin roots to understand and spell words with prefixes, such as anti (antidote, antibiotic) or pre</li> </ul>	<p>Apply learnt word knowledge to spell new words and apply strategies to maintain accuracy</p> <p>For example:</p> <ul style="list-style-type: none"> <li>drawing on knowledge of spelling generalisations, base words and affixes when spelling new words</li> <li>drawing on increasing knowledge of word origins to understand and spell new words, such as using circum (around) to spell circumstance, circumference</li> <li>applying strategies to maintain accuracy, such as proofreading, checking an authority or using spell check</li> </ul>	<p>Use word knowledge to maintain conventional spelling, and recognise that spelling can be varied for particular effects</p> <p>For example:</p> <ul style="list-style-type: none"> <li>exploring the spelling of neologisms and their effect in media texts, such as 'selfie' and 'Paralympics'</li> <li>analysing how spelling is used to represent the distinctive speech of a character by noting where authors have dropped letters from words to emulate the sound of spoken words</li> </ul>	<p>Use word knowledge to maintain conventional spelling and to manipulate standard spelling for particular effects</p> <p>For example:</p> <ul style="list-style-type: none"> <li>exploring the use of 'sensational spelling' in which words are deliberately spelt in non-standard ways, such as kwik-e-mart</li> </ul>

Year 7	Year 8	Year 9	Year 10
<p>(presume, prepare)</p> <ul style="list-style-type: none"> <li>• using spelling patterns to learn new words, such as drought, bough, plough</li> </ul>			

## Strand: Literature

### Sub-strand: Literature and contexts

Year 7	Year 8	Year 9	Year 10
<p>Identify and explore ideas, perspectives, characters, events and/or issues in literary texts drawn from historical, social and/or cultural contexts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and creators</p> <p>For example:</p> <ul style="list-style-type: none"> <li>investigating different perspectives about the Australian landscape (e.g. the bush, city, sea) in a range of poems</li> </ul>	<p>Explain the ways that ideas and perspectives may represent the values of individuals and groups in literary texts drawn from historical, social and cultural contexts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and creators</p> <p>For example:</p> <ul style="list-style-type: none"> <li>investigating the ways films and television by Aboriginal and Torres Strait Islander creators represent unique ways of being, knowing, thinking and doing</li> <li>exploring how short stories by migrant Australian authors represent values of particular groups</li> </ul>	<p>Analyse the representations of people and places in literary texts drawn from historical, social and cultural contexts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and creators</p> <p>For example:</p> <ul style="list-style-type: none"> <li>exploring and comparing representations of values of characters, such as exploring the values associated with family in short stories drawn from different cultures and times</li> <li>examining how picture books and graphic novels by Aboriginal and Torres Strait Islander authors and creators represent places in particular ways</li> </ul>	<p>Analyse representations of individuals, groups and places and evaluate how they relate to contexts in literary texts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and creators</p> <p>For example:</p> <ul style="list-style-type: none"> <li>analysing how stories written by Aboriginal and Torres Strait Islander authors modernise traditional stories and evaluate the responses of contemporary audiences</li> <li>investigating how a creator's personal, cultural and/or social context influences the ways in which they represent an individual, group or place in a literary text</li> </ul>

## Sub-strand: Engaging with and responding to literature

Year 7	Year 8	Year 9	Year 10
<p>Form an opinion about characters, settings and events in texts, identifying areas of agreement and difference with others' opinions and justifying a response</p> <p>For example:</p> <ul style="list-style-type: none"> <li>participating in a class discussion about a favourite character or event from a novel</li> </ul>	<p>Share opinions about the language features, literary devices and text structures that contribute to the styles of literary texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>comparing reviews of a novel and evaluate whether these challenge or support personal opinions</li> </ul>	<p>Present a personal response to a literary text comparing initial impressions and subsequent analysis of the whole text</p> <p>For example:</p> <ul style="list-style-type: none"> <li>recording evolving responses to a novel in a reading journal</li> </ul>	<p>Reflect on and extend others' interpretations of and responses to literary texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>presenting an argument based on close textual analysis and further research to support an interpretation of a play, such as creating a set of director's notes</li> </ul>
<p>Explain the ways that literary devices and language features, such as dialogue, and visual and audio features are used to create character, and to influence emotions and opinions in different types of texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>identifying how the protagonist or antagonist in a film is constructed through visual and audio features, such as dialogue, music, costuming, lighting, framing, camera angles, and camera movement</li> <li>comparing the representations of the same character in a comic book and a film, and exploring how they prompt similar or different responses</li> </ul>	<p>Explain how language and/or visual and audio features in texts position listeners, readers and viewers to respond and form perspectives</p> <p>For example:</p> <ul style="list-style-type: none"> <li>sharing opinions in an online class blog or forum about how a short story positions the reader to respond to a theme</li> </ul>	<p>Analyse how features of literary texts influence readers' preference for texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>devising, analysing and presenting the results of a survey that asks friends and family to vote on why readers prefer particular literary texts by considering reasons, such as characterisation, setting details, plot events, themes and literary devices</li> <li>discussing how language features are crafted for an intended audience in a range of picture books aimed at young children</li> </ul>	<p>Analyse how the aesthetic qualities associated with text structures, language features, literary devices and visual features, and the context in which these texts are experienced, influence audience response</p> <p>For example:</p> <ul style="list-style-type: none"> <li>discussing how audiences responded to a classic film at its time of production and how they might respond to the film today</li> <li>exploring the aesthetic qualities of a popular literary text</li> </ul>

Year 7	Year 8	Year 9	Year 10
<p>Discuss the aesthetic and social value of literary texts using relevant and appropriate metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> <li>exploring how fairytales or fables convey important social values</li> <li>examining how the covers of different picture books are visually appealing</li> </ul>	No content	No content	<p>Evaluate the social, moral or ethical perspectives represented in literary texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>identifying and analysing ethical perspectives in a novel on a significant issue, including values and/or principles involved, and evaluating the strengths and weaknesses of the perspective presented</li> <li>considering the moral perspective adopted by a documentary and evaluating whether it aligns with the viewer's personal stance</li> </ul>

### Sub-strand: Examining literature

Year 7	Year 8	Year 9	Year 10
<p>Identify and explain the ways that characters, settings and events combine to create meaning in narratives</p> <p>For example:</p> <ul style="list-style-type: none"> <li>exploring traditional stories from Asia and discussing their features, such as use of the oral mode or visual elements to convey the narrative</li> </ul>	<p>Identify intertextual references in literary texts and explain how the references enable new understanding of the aesthetic quality of the text</p> <p>For example:</p> <ul style="list-style-type: none"> <li>identifying intertextual references through allusion within a poem and discuss how knowledge of other texts influences the reader's</li> </ul>	<p>Analyse texts and evaluate the aesthetic qualities and appeal of an author's and creator's literary style</p> <p>For example:</p> <ul style="list-style-type: none"> <li>comparing poems created by the same author to determine literary style, assessing their appeal and presenting comparisons to others</li> <li>discussing similarities and</li> </ul>	<p>Analyse how text structure, language features, literary devices and intertextual connections shape interpretations of texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>examining satirical representations of events or ideas and determine how satire shapes interpretations and responses</li> </ul>



Year 7	Year 8	Year 9	Year 10
	understanding and appreciation	differences in aesthetic qualities and appeal in two film versions of the same story by different creators	
<p>Identify and explain how literary devices create layers of meaning in texts including poetry</p> <p>For example:</p> <ul style="list-style-type: none"> <li>discussing the layers of meaning created by imagery in poems and songs by Aboriginal and Torres Strait Islander authors</li> <li>using metalanguage, such as simile, metaphor, onomatopoeia and alliteration to explain how the use of figurative language and sound devices in poetry creates layers of meaning</li> </ul>	<p>Analyse how language features, such as sentence patterns create tone, and literary devices, such as imagery create meaning and effect</p> <p>For example:</p> <ul style="list-style-type: none"> <li>explaining how Aboriginal and Torres Strait Islander authors use words and language to set tone when writing or speaking about specific themes, such as words used to set the tone when writing or speaking about Country/Place</li> <li>exploring how the use of sensory imagery draws the reader into the world of a poem or narrative</li> </ul>	<p>Analyse the effect of text structures, language features and literary devices, such as extended metaphor, metonymy, allegory, symbolism and intertextual references</p> <p>For example:</p> <ul style="list-style-type: none"> <li>analysing how text structures, language features and literary devices are used in a play to influence the emotional response of the audience</li> <li>investigating the effect of metonymy in song lyrics and poetry</li> </ul>	<p>Compare and evaluate how ‘voice’ as a literary device is used in different types of texts, such as poetry, novels and film, to evoke emotional responses</p> <p>For example:</p> <ul style="list-style-type: none"> <li>comparing the ‘voice’ of protest in a range of poems and songs, evaluating how different voices evoke a response</li> </ul>
No content	No content	No content	<p>Analyse and evaluate the aesthetic qualities of texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>considering how the two parts of the glossary definition of aesthetic – ‘concerned with a sense of beauty’ and ‘an appreciation of artistic expression’ – are different and how they intertwine</li> </ul>

## Sub-strand: Creating literature

Year 7	Year 8	Year 9	Year 10
<p>Create and edit literary texts that experiment with language features and literary devices encountered in texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>developing a prequel or sequel using an imagined series of life events of a character presented in a scripted monologue</li> <li>experimenting with different narrative structures, such as the epistolary form, flashback and multiple narrators</li> </ul>	<p>Create and edit literary texts that experiment with language features and literary devices for particular purposes and effects</p> <p>For example:</p> <ul style="list-style-type: none"> <li>collaborating with a peer, to write a short script with two characters, focusing on dialogue choices to establish character</li> <li>editing the use of imagery and word choices when creating a literary text and reflecting on the effect of those changes</li> </ul>	<p>Create and edit literary texts, which may be hybrid, that experiment with text structures, language features and literary devices for purposes and audiences</p> <p>For example:</p> <ul style="list-style-type: none"> <li>taking an existing short story in print form and making a short film</li> <li>producing a hybrid literary text, that combines features of different genres, such as a coming of age/science fiction narrative</li> </ul>	<p>Create and edit literary texts with a sustained 'voice', selecting and adapting text structures, literary devices, and language, auditory and visual features for purposes and audiences</p> <p>For example:</p> <ul style="list-style-type: none"> <li>creating and editing a suite of short texts that focus on a key idea expressed in different voices</li> <li>composing an autobiographical narrative in the form of a digital story that incorporates written, visual and auditory features</li> </ul>

## Strand: Literacy

### Sub-strand: Texts in context

Year 7	Year 8	Year 9	Year 10
<p>Explain the effect of current technology on reading, creating and responding to texts, including media texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>exploring new forms of digital texts, such as social media and vlogs, and the interactive nature of the responses they generate</li> <li>investigating how picture books have been adapted into different forms, such as short films, animations and audiobooks using current technology</li> </ul>	<p>Identify how texts relate to contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>identifying how famous advertisements and posters relate to the context in which they were created</li> <li>exploring how a popular song relates to an historical context</li> </ul>	<p>Analyse how representations of people, places, events and concepts relate to contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>analysing the representation of a public figure in different types of news media and biographies and recognising how these vary in different contexts</li> <li>analysing the language features used to represent individuals or groups in advertisements from different time periods</li> </ul>	<p>Analyse and evaluate how people, places, events and concepts are represented in texts and relate to contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>identifying stereotypes about Australia and Australian people in popular media and exploring how these representations are influenced by context</li> </ul>

### Sub-strand: Interacting with others

Year 7	Year 8	Year 9	Year 10
<p>Use interaction skills when discussing and presenting ideas and information including evaluations of the features of spoken texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>listening to a peer's oral presentation about an</li> </ul>	<p>Use interaction skills for identified purposes and situations, including when supporting or challenging the stated or implied meanings of spoken texts in presentations or discussion</p> <p>For example:</p> <ul style="list-style-type: none"> <li>using appropriate linguistic, vocal</li> </ul>	<p>Listen to spoken texts that have different purposes and audiences, analysing how language features position listeners to respond in particular ways, and use interaction skills to present and discuss opinions regarding these texts</p>	<p>Listen to spoken texts and explain the purposes and effects of text structures and language features, and use interaction skills to discuss and present an opinion about these texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>presenting opinions about a</li> </ul>

Year 7	Year 8	Year 9	Year 10
<p>autobiographical event and asking a clarifying question</p> <ul style="list-style-type: none"> <li>choosing appropriate vocabulary and sentence structures for purposes and audiences</li> </ul>	<p>and non-verbal protocols in a panel discussion about a social issue</p> <ul style="list-style-type: none"> <li>demonstrating active listening skills, such as using positive body language, rephrasing to confirm understanding, offering suitable responses and asking open questions</li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>presenting a tutorial to the class analysing the purpose, audience and language features of a famous speech</li> <li>using effective strategies for dialogue and discussion in a range of formal and informal contexts, including speaking clearly and coherently and at appropriate length, asking questions about stated and implied ideas, and restating and summarising main ideas</li> </ul>	<p>podcast or radio interview in a group discussion</p>

### Sub-strand: Analysing, interpreting and evaluating

Year 7	Year 8	Year 9	Year 10
<p>Analyse the ways in which language features shape meaning and vary according to audience and purpose For example:</p> <ul style="list-style-type: none"> <li>explaining the relationship between language features, and audience and purpose, such as identifying the most likely target audience for a television show</li> </ul>	<p>Analyse and evaluate the ways that language features vary according to the purpose and audience of the text, and the ways that sources and quotations are used in a text For example:</p> <ul style="list-style-type: none"> <li>exploring how a persuasive text uses sources and quotations to strengthen its purpose and to appeal to a particular audience</li> </ul>	<p>Analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group For example:</p> <ul style="list-style-type: none"> <li>evaluating how a documentary uses language features to represent a perspective on a contentious issue</li> </ul>	<p>Analyse and evaluate how language features are used to implicitly or explicitly represent values, beliefs and attitudes For example:</p> <ul style="list-style-type: none"> <li>exploring the implicit and explicit values, beliefs and attitudes expressed and critiqued in social or political cartoons</li> </ul>

Year 7	Year 8	Year 9	Year 10
<p>Explain how ideas are organised through the use of text structures, such as taxonomies, cause and effect, extended metaphors and chronology</p> <p>For example:</p> <ul style="list-style-type: none"> <li>identifying cause and effect in persuasive texts and how an audience may be convinced to take a course of action</li> <li>explaining how a key idea in a speech is represented through an extended metaphor</li> </ul>	<p>Analyse how authors and creators use text structures to organise ideas and develop and shape meaning</p> <p>For example:</p> <ul style="list-style-type: none"> <li>analysing how the organisation of an infographic shapes its meaning</li> <li>explaining how the structure of a webpage signals its visual hierarchy</li> </ul>	<p>Analyse the use of text structures within paragraphs and extended texts, and evaluate their impact on ideas and meaning</p> <p>For example:</p> <ul style="list-style-type: none"> <li>evaluating text structures used in non-fiction texts to shape reader response, such as comparison, contrast, juxtaposition, the changing of chronological order, and the expansion and compression of time</li> </ul>	<p>Analyse and evaluate how authors and creators use text structures to organise ideas and achieve a purpose</p> <p>For example:</p> <ul style="list-style-type: none"> <li>identifying the organisation of ideas in a documentary and evaluating their purpose and effect</li> </ul>
<p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to analyse and summarise information and ideas when listening, reading and viewing</p> <p>For example:</p> <ul style="list-style-type: none"> <li>determining and summarising the key idea/s of paragraphs or chapters in an informative text</li> <li>comparing the presentation of ideas in formal and informal speeches and determining the reasons for the differences</li> </ul>	<p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to interpret and evaluate ideas when listening, reading and viewing</p> <p>For example:</p> <ul style="list-style-type: none"> <li>analysing the selection and composition of an image or graphic in a news or online feature article and evaluate its effect on the audience</li> <li>participating in before, during and after reading activities, such as class discussions, completing graphic organisers and keeping a</li> </ul>	<p>Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to compare and contrast ideas and opinions in and between texts when listening, reading and viewing</p> <p>For example:</p> <ul style="list-style-type: none"> <li>comparing the representation of a news event across spoken, print and online sources, summarising their qualities, identifying opinions and analysing evidence</li> <li>connecting information explored in a speech to prior knowledge about a social issue</li> </ul>	<p>Integrate comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to analyse and interpret complex and abstract ideas when listening, reading and viewing</p> <p>For example:</p> <ul style="list-style-type: none"> <li>interpreting how visual, written and audio features represent abstract concepts in advertising, such as the representation of parenthood</li> <li>watching or listening to a speech about the meaning of success and consider what the concept means to the viewer or listener</li> </ul>

Year 7	Year 8	Year 9	Year 10
	reading journal, to monitor evolving comprehension		

### Sub-strand: Creating texts

Year 7	Year 8	Year 9	Year 10
Plan, create, edit and publish written and multimodal texts, selecting subject matter, and using text structures, language features, literary devices and visual features as appropriate to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive and/or analytical	Plan, create, edit and publish written and multimodal texts, organising and expanding ideas, and selecting text structures, language features, literary devices and visual features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical	Plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas, and selecting text structures, language features, literary devices and multimodal features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical	Plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas through experimenting with text structures, language features, literary devices and multimodal features for specific purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical
Plan, create, rehearse and deliver spoken and multimodal presentations for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical, by selecting text structures, language features, literary devices and visual features, and using features of voice including volume, tone, pitch and pace	Plan, create, rehearse and deliver spoken and multimodal presentations for audiences and purposes, selecting language features, literary devices, visual features and features of voice to suit formal or informal situations, and organising and developing ideas in texts in ways that may be imaginative, reflective, informative, persuasive and/or analytical	Plan, create, rehearse and deliver spoken and multimodal presentations for purpose and audience, using language features, literary devices and features of voice, such as volume, tone, pitch and pace, and organising, expanding and developing ideas in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical	Plan, create, rehearse and deliver spoken and multimodal presentations by experimenting with rhetorical devices, and the organisation and development of ideas, to engage audiences for different purposes in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical

Year 7	Year 8	Year 9	Year 10
Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods	Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods in relevant required contexts	Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods in relevant required contexts	Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods in relevant required contexts
<p>Select and use features of digital tools to create texts for different purposes and audiences</p> <p>For example:</p> <ul style="list-style-type: none"> <li>creating a multimodal book trailer to promote a novel to a specific audience</li> <li>creating an extract from an audio book that incorporates narration, sound effects and music to engage the listener</li> </ul>	<p>Select and vary features of digital tools to create texts for different purposes and audiences</p> <p>For example:</p> <ul style="list-style-type: none"> <li>creating a mock sponsored social media post aimed at a particular audience</li> <li>creating a vlog that reflects the style of a specific video sharing platform</li> </ul>	<p>Select and experiment with features of digital tools to create texts for a range of purposes and audiences</p> <p>For example:</p> <ul style="list-style-type: none"> <li>creating an advertising campaign, including a print advertisement and audio/visual commercial, for a particular audience</li> <li>creating a short interactive graphic novel or picture book that incorporates words, audio and visual elements</li> </ul>	<p>Select, adapt and experiment with features of digital tools to create texts for a range of purposes and audiences</p> <p>For example:</p> <ul style="list-style-type: none"> <li>creating two short radio or podcast interviews focusing on the same topic but for two different audiences</li> <li>creating a playlist of songs that is inspired by a written text using a digital platform or program, and write a rationale justifying the choices of digital features</li> </ul>