Australian Curriculum: English

Achievement Standards (F-10)

- Achievement standards are designed to provide a holistic statement of the level of student achievement at the end of each year of schooling.

- This representation enables teachers to identify differences in the achievement standards through the phases of schooling.

- They should be used alongside the Content description for each Year.

- They have been organised in a way that shows that progression of skills and understandings through the years.

- They have been presented in Year groups of F-2, 3-6 and 7-10.

Australian Curriculum: English Achievement Standards (Foundation – Year 2)		
F	**1**	**2**
By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They identify connections between texts and their personal experience. They understand that there are different types of texts and that these can have similar characteristics.	By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify the language features, images and vocabulary used to describe characters and events.	By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events.
They recall one or two events from texts with familiar topics.	They recall key ideas and recognise literal and implied meaning in texts.	They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content.
They read short predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters.	Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images.	They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information.
They identify the letters of the English alphabet and use the sounds represented by most letters. They identify and use rhyme, letter patterns and sounds in words.	When reading, they use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning.	They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge.
When writing, students use familiar words and phrases and images to convey ideas. Students understand that their texts can reflect their own experiences.	When writing, students provide details about ideas or events.	When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary.
Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops.	They accurately spell words with regular spelling patterns and use capital letters and full stops.	They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately.
They correctly form known upper- and lower-case letters.	They correctly form all upper- and lower-case letters.	They legibly write unjoined upper- and lower-case letters.
They listen to and use appropriate language features to respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.	They listen to others when taking part in conversations using appropriate language features. They listen for and reproduce letter patterns and letter clusters.	They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.
They identify and describe likes and dislikes about familiar texts, objects, characters and events.	Students understand how characters in texts are developed and give reasons for personal preferences.	They explain their preferences for aspects of texts using other texts as comparisons.
	They create texts that show understanding of the connection between writing, speech and images.	Students create texts that show how images support the meaning of the text.
	They create short texts for a small range of purposes.	Students create texts, drawing on their own experiences, their imagination and information they have learned.

Based on Australian Curriculum, Assessment and Reporting Authority (ACARA) materials (v5.0 May 2013)

In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults.	They interact in pair, group and class discussions, taking turns when responding. They make short presentations of a few connected sentences on familiar and learned topics.		Students use a variety of strategies to engage in group and class discussions and make presentations.

<table>
<tr><td colspan="4" align="center">Australian Curriculum: English   Achievement Standards (Year 3 – 6)</td></tr>
<tr><td align="center">3</td><td align="center">4</td><td align="center">5</td><td align="center">6</td></tr>
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<td>By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text.</td>
<td>By the end of Year 4, students understand that texts have different structures depending on the purpose and audience.</td>
<td>By the end of Year 5, students explain how text structures assist in understanding the text.</td>
<td>By the end of Year 6, students understand how the use of text structures can achieve particular effects.</td>
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<td>They understand how language features, images and vocabulary choices are used for different effects.
They understand how language features are used to link and sequence ideas.
Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters.</td>
<td>They explain how language features, images and vocabulary are used to engage the interest of audiences.
They use language features to create coherence and add detail to their texts.
They create texts that show understanding of how images and detail can be used to extend key ideas.</td>
<td>They use language features to show how ideas can be extended.
They understand how language features, images and vocabulary influence interpretations of characters, settings and events.</td>
<td>They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.
They understand how language features and language patterns can be used for emphasis.
They explain how their choices of language features and images are used.</td>
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<td>They identify literal and implied meaning connecting ideas in different parts of a text.</td>
<td>They describe literal and implied meaning connecting ideas in different texts.</td>
<td>They analyse and explain literal and implied information from a variety of texts.</td>
<td>They compare and analyse information in different texts, explaining literal and implied meaning.</td>
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<td>They select information, ideas and events in texts that relate to their own lives and to other texts.</td>
<td>They express preferences for particular texts, and respond to others' viewpoints.</td>
<td>They describe how events, characters and settings in texts are depicted and explain their own responses to them.</td>
<td>They select and use evidence from a text to explain their response to it.</td>
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<td>They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information.</td>
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<td>They create a range of texts for familiar and unfamiliar audiences.</td>
<td>Students create structured texts to explain ideas for different audiences.</td>
<td>They create a variety of sequenced texts for different purposes and audiences.</td>
<td>They create detailed texts, elaborating on key ideas for a range of purposes and audiences.</td>
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<td>They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing.
They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning.</td>
<td>They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work to improve meaning.</td>
<td>When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.</td>
<td>They demonstrate understanding of grammar, make considered choices from an expanding vocabulary, use, accurate spelling and punctuation for clarity and make and explain editorial choices.</td>
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<td>They write using joined letters that are accurately formed and consistent in size.</td>
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<td>Students listen to others' views and respond appropriately.</td>
<td>Students listen for key points in discussions.</td>
<td>Students listen and ask questions to clarify content.</td>
<td>Students listen to discussions, clarifying content and challenging others' ideas.</td>
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<td>They understand how language can be used to express feelings and opinions on topics.</td>
<td>They understand how to express an opinion based on information in a text.</td>
<td>They develop and explain a point of view about a text selecting information, ideas and images from a range of resources.</td>
<td>They show how specific details can be used to support a point of view.</td>
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They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations.	They make presentations and contribute actively to class and group discussions, varying language according to context.	They make presentations and contribute actively to class and group discussions, taking into account other perspectives.	They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.

Australian Curriculum: English		Achievement Standards (Year 7 – 10)	
7	**8**	**9**	**10**
By the end of Year 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context.	By the end of Year 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences.	By the end of Year 9, students analyse the ways that text structures can be manipulated for effect.	By the end of Year 10, students evaluate how text structures can be used in innovative ways by different authors.
They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning. Students understand how the selection of a variety of language features can influence an audience.	They explain how language features, images and vocabulary are used to represent different ideas and issues in texts. Students understand how the selection of language features can be used for particular purposes and effects.	They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. Students understand how to use a variety of language features to create different levels of meaning	They explain how the choice of language features, images and vocabulary contributes to the development of individual style. Students show how the selection of language features can achieve precision and stylistic effect.
They explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning.	They interpret texts, questioning the reliability of sources of ideas and information.	They evaluate and integrate ideas and information from texts to form their own interpretations.	They develop and justify their own interpretations of texts.
They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view.	They select evidence from the text to show how events, situations and people can be represented from different viewpoints.	They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience.	
		They understand how interpretations can vary by comparing their responses to texts to the responses of others.	They evaluate other interpretations, analysing the evidence used to support them.
Students listen for and explain different perspectives in texts.	Students listen for and identify different emphases in texts, using that understanding to elaborate upon discussions.	They listen for ways texts position an audience.	Students listen for ways features within texts can be manipulated to achieve particular effects.
They create texts showing how language features, text structures, and images from other texts can be combined for effect.	Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways.	In creating texts students demonstrate how manipulating language features and images can create innovative texts.	They develop their own style by experimenting with language features, stylistic devices, text structures and images.
They create structured and coherent texts for a range purposes and audiences.	They create texts for different purposes selecting language to influence audience response.	They create texts that respond to issues interpreting and integrating ideas from other texts.	They create a wide range of texts to articulate complex ideas.
	When creating and editing texts for specific effects, they take into account intended purposes and the needs and interests of audiences. They explain the effectiveness of language choices they use to influence the audience.		They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments.
When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, use accurate spelling and punctuation.	They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.	They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.	They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.
They make presentations and contribute actively to class and group discussions, using language features to engage the audience.	They make presentations and contribute actively to class and group discussions, using language patterns for effect.	They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.	They make presentations and contribute actively to class and group discussions building on others' ideas, solving problems, justifying opinions and developing and expanding arguments.

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