



# Australian Curriculum: English

## Year views (F-10)

- This document presents the curriculum with content descriptions and achievement standards for each year.
- These documents are based on the Australian Curriculum as published as version 5.0 on 20/05/2013.
- The content description codes are hyperlinked to the Australian Curriculum Website where the elaborations and links to the General Capabilities and Cross-Curriculum Priorities can be viewed.
- Note that the Achievement Standards are presented in the modes view, i.e. organised by reading and viewing, writing, speaking and listening.

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## Australian Curriculum: English (Foundation Year)

	Sub-strands	Content Descriptions	Achievement Standard <i>(organised by reading and viewing, writing, speaking and listening)</i>
Language	Language variation and change	<ul style="list-style-type: none"> <li>Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426)</li> </ul>	<p><b>Reading and viewing</b></p> <p>By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience. They read short predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters. They identify the letters of the English alphabet and use the sounds represented by most letters.</p> <p><b>Writing</b></p> <p>When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.</p> <p><b>Speaking and listening</b></p> <p>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. Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events. In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words.</p>
	Language for interaction	<ul style="list-style-type: none"> <li>Explore how language is used differently at home and school depending on the relationships between people (ACELA1428)</li> <li>Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)</li> </ul>	
	Text structure and organisation	<ul style="list-style-type: none"> <li>Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430)</li> <li>Understand that some language in written texts is unlike everyday spoken language (ACELA1431)</li> <li>Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (ACELA1432)</li> <li>Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality (ACELA1433)</li> </ul>	
	Expressing and developing ideas	<ul style="list-style-type: none"> <li>Recognise that sentences are key units for expressing ideas (ACELA1435)</li> <li>Recognise that texts are made up of words and groups of words that make meaning (ACELA1434)</li> <li>Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786)</li> <li>Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)</li> <li>Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words (ACELA1758)</li> <li>Know how to use onset and rime to spell words (ACELA1438)</li> </ul>	
	Sound and letter knowledge	<ul style="list-style-type: none"> <li>Recognise rhymes, syllables and sounds (phonemes) in spoken words (ACELA1439)</li> <li>Recognise the letters of the alphabet and know there are lower and upper case letters (ACELA1440)</li> </ul>	
Literacy	Texts in context	<ul style="list-style-type: none"> <li>Identify some familiar texts and the contexts in which they are used (ACELY1645)</li> </ul>	
	Interacting with others	<ul style="list-style-type: none"> <li>Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)</li> <li>Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)</li> <li>Deliver short oral presentations to peers (ACELY1647)</li> </ul>	
	Interpreting, analysing and evaluating	<ul style="list-style-type: none"> <li>Identify some differences between imaginative and informative texts (ACELY1648)</li> <li>Read predictable texts, practicing phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649)</li> <li>Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)</li> </ul>	
	Creating texts	<ul style="list-style-type: none"> <li>Create short texts to explore, record and report ideas and events using familiar words and phrases and beginning writing knowledge (ACELY1651)</li> <li>Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (ACELY1652)</li> <li>Produce some lower case and upper case letters using learned letter formations (ACELY1653)</li> <li>Construct texts using software including word processing programs (ACELY1654)</li> </ul>	
Literature	Literature and context	<ul style="list-style-type: none"> <li>Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)</li> </ul>	
	Responding to literature	<ul style="list-style-type: none"> <li>Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577)</li> <li>Share feelings and thoughts about the events and characters in texts (ACELT1783)</li> </ul>	
	Examining literature	<ul style="list-style-type: none"> <li>Identify some features of texts including events and characters and retell events from a text (ACELT1578)</li> <li>Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785)</li> <li>Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579)</li> </ul>	
	Creating literature	<ul style="list-style-type: none"> <li>Retell familiar literary texts through performance, use of illustrations and images (ACELT1580)</li> </ul>	
<b>General Capabilities</b> <ul style="list-style-type: none"> <li>Literacy</li> <li>Numeracy</li> <li>Information and communication technology (ICT) capability</li> <li>Critical and creative thinking</li> <li>Ethical behaviour</li> <li>Personal and social capability</li> <li>Intercultural understanding</li> </ul>		<b>Cross-Curriculum Priorities</b> <ul style="list-style-type: none"> <li>Aboriginal and Torres Strait Islander histories and cultures</li> <li>Asia and Australia's engagement with Asia</li> <li>Sustainability</li> </ul>	<b>Notes:</b>

## Australian Curriculum: English (Year 1)

	Sub-strands	Content Descriptions	Achievement Standard <i>(organised by reading and viewing, writing, speaking and listening)</i>
Language	Language variation and change	<ul style="list-style-type: none"> <li>Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others (ACELA1443)</li> </ul>	<p><b>Reading and viewing</b></p> <p>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. Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts.</p> <p><b>Writing</b></p> <p>When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper- and lower-case letters.</p> <p><b>Speaking and listening</b></p> <p>They listen to others when taking part in conversations using appropriate language features. They listen for and reproduce letter patterns and letter clusters. Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images. They create short texts for a small range of purposes. 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.</p>
	Language for interaction	<ul style="list-style-type: none"> <li>Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1444)</li> <li>Understand that there are different ways of asking for information, making offers and giving commands (ACELA1446)</li> <li>Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787)</li> </ul>	
	Text structure and organisation	<ul style="list-style-type: none"> <li>Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447)</li> <li>Understand patterns of repetition and contrast in simple texts (ACELA1448)</li> <li>Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449)</li> <li>Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links (ACELA1450)</li> </ul>	
	Expressing and developing ideas	<ul style="list-style-type: none"> <li>Identify the parts of a simple sentence that represent ‘What’s happening?’, ‘What state is being described?’, ‘Who or what is involved?’ and the surrounding circumstances (ACELA1451)</li> <li>Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452)</li> <li>Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)</li> <li>Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454)</li> <li>Know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words (ACELA1778)</li> <li>Recognise and know how to use morphemes in word families for example ‘play’ in ‘played’ and ‘playing’ (ACELA1455)</li> </ul>	
	Sound and letter knowledge	<ul style="list-style-type: none"> <li>Manipulate sounds in spoken words including phoneme deletion and substitution (ACELA1457)</li> <li>Recognise sound–letter matches including common vowel and consonant digraphs and consonant blends (ACELA1458)</li> <li>Understand the variability of sound–letter matches (ACELA1458)</li> </ul>	
Literacy	Texts in context	<ul style="list-style-type: none"> <li>Respond to texts drawn from a range of cultures and experiences (ACELY1655)</li> </ul>	
	Interacting with others	<ul style="list-style-type: none"> <li>Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)</li> <li>Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788)</li> <li>Make short presentations using some introduced text structures and language, for example opening statements (ACELY1657)</li> </ul>	
	Interpreting, analysing and evaluating	<ul style="list-style-type: none"> <li>Describe some differences between imaginative informative and persuasive texts (ACELY1658)</li> <li>Read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading (ACELY1659)</li> <li>Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660)</li> </ul>	
	Creating texts	<ul style="list-style-type: none"> <li>Create short imaginative and information texts that show emerging use of appropriate text structure, sentence level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661)</li> <li>Reread student’s own texts and discuss possible changes to improve meaning, spelling and punctuation (ACELY1662)</li> <li>Write using unjoined lower case and upper case letters (ACELY1663)</li> <li>Construct texts that incorporate supporting images using software including word processing programs (ACELY1664)</li> </ul>	
Literature	Literature and context	<ul style="list-style-type: none"> <li>Discuss how authors create characters using language and images (ACELT1581)</li> </ul>	
	Responding to literature	<ul style="list-style-type: none"> <li>Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students’ own experiences (ACELT1582)</li> <li>Express preferences for specific texts and authors and listen to the opinions of others (ACELT1583)</li> </ul>	
	Examining literature	<ul style="list-style-type: none"> <li>Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584)</li> <li>Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585)</li> </ul>	
	Creating literature	<ul style="list-style-type: none"> <li>Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)</li> </ul>	
<b>General Capabilities</b> <ul style="list-style-type: none"> <li>Literacy</li> <li>Numeracy</li> <li>Information and communication technology (ICT) capability</li> <li>Critical and creative thinking</li> <li>Ethical behaviour</li> <li>Personal and social capability</li> <li>Intercultural understanding</li> </ul>		<b>Cross-Curriculum Priorities</b> <ul style="list-style-type: none"> <li>Aboriginal and Torres Strait Islander histories and cultures</li> <li>Asia and Australia’s engagement with Asia</li> <li>Sustainability</li> </ul>	<b>Notes:</b>

## Australian Curriculum: English (Year 2)

	Sub-strands	Content Descriptions	Achievement Standard <i>(organised by reading and viewing, writing, speaking and listening)</i>
Language	Language variation and change	<ul style="list-style-type: none"> <li>Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460)</li> </ul>	<p><b>Reading and viewing</b></p> <p>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 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 monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content.</p> <p><b>Writing</b></p> <p>Students create texts that show how images support the meaning of the text. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters.</p> <p><b>Speaking and listening</b></p> <p>They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns. When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text. Students create texts, drawing on their own experiences, their imagination and information they have learned. Students use a variety of strategies to engage in group and class discussions and make presentations.</p>
	Language for interaction	<ul style="list-style-type: none"> <li>Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (ACELA1461)</li> <li>Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462)</li> </ul>	
	Text structure and organisation	<ul style="list-style-type: none"> <li>Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)</li> <li>Understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms (ACELA1464)</li> <li>Recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465)</li> <li>Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466)</li> </ul>	
	Expressing and developing ideas	<ul style="list-style-type: none"> <li>Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (ACELA1467)</li> <li>Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives (ACELA1468)</li> <li>Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469)</li> <li>Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470)</li> <li>Understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words (ACELA1471)</li> <li>Recognise common prefixes and suffixes and how they change a word's meaning (ACELA1472)</li> </ul>	
	Sound and letter knowledge	<ul style="list-style-type: none"> <li>Recognise most sound–letter matches including silent letters, vowel/consonant digraphs and many less common sound–letter combinations (ACELA1474)</li> </ul>	
Literacy	Texts in context	<ul style="list-style-type: none"> <li>Discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)</li> </ul>	
	Interacting with others	<ul style="list-style-type: none"> <li>Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)</li> <li>Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789)</li> <li>Rehearse and deliver short presentations on familiar and new topics (ACELY1667)</li> </ul>	
	Interpreting, analysing and evaluating	<ul style="list-style-type: none"> <li>Identify the audience of imaginative, informative and persuasive texts (ACELY1668)</li> <li>Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting (ACELY1669)</li> <li>Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670)</li> </ul>	
	Creating texts	<ul style="list-style-type: none"> <li>Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)</li> <li>Reread and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1672)</li> <li>Write legibly and with growing fluency using unjoined upper case and lower case letters (ACELY1673)</li> <li>Construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1674)</li> </ul>	
Literature	Literature and context	<ul style="list-style-type: none"> <li>Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)</li> </ul>	
	Responding to literature	<ul style="list-style-type: none"> <li>Compare opinions about characters, events and settings in and between texts (ACELT1589)</li> <li>Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)</li> </ul>	
	Examining literature	<ul style="list-style-type: none"> <li>Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591)</li> <li>Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)</li> </ul>	
	Creating literature	<ul style="list-style-type: none"> <li>Create events and characters using different media that develop key events and characters from literary texts (ACELT1593)</li> </ul>	
<b>General Capabilities</b> <ul style="list-style-type: none"> <li>Literacy</li> <li>Numeracy</li> <li>Information and communication technology (ICT) capability</li> <li>Critical and creative thinking</li> <li>Ethical behaviour</li> <li>Personal and social capability</li> <li>Intercultural understanding</li> </ul>		<b>Cross-Curriculum Priorities</b> <ul style="list-style-type: none"> <li>Aboriginal and Torres Strait Islander histories and cultures</li> <li>Asia and Australia's engagement with Asia</li> <li>Sustainability</li> </ul>	<b>Notes:</b>

## Australian Curriculum: English (Year 3)

	Sub-strands	Content Descriptions	Achievement Standard <i>(organised by reading and viewing, writing, speaking and listening)</i>
Language	Language variation and change	<ul style="list-style-type: none"> <li>Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475)</li> </ul>	<p><b>Reading and viewing</b></p> <p>By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts.</p> <p><b>Writing</b></p> <p>Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters. 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. They write using joined letters that are accurately formed and consistent in size.</p> <p><b>Speaking and listening</b></p> <p>Students listen to others' views and respond appropriately. They understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. They create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations.</p>
	Language for interaction	<ul style="list-style-type: none"> <li>Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476)</li> <li>Examine how evaluative language can be varied to be more or less forceful (ACELA1477)</li> </ul>	
	Text structure and organisation	<ul style="list-style-type: none"> <li>Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)</li> <li>Understand that paragraphs are a key organisational feature of written texts (ACELA1479)</li> <li>Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480)</li> <li>Identify the features of online texts that enhance navigation (ACELA1790)</li> </ul>	
	Expressing and developing ideas	<ul style="list-style-type: none"> <li>Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (ACELA1481)</li> <li>Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (ACELA1482)</li> <li>Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (ACELA1483)</li> <li>Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484)</li> <li>Understand how to use sound-letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example 'tion' (ACELA1485)</li> <li>Recognise high frequency sight words (ACELA1486)</li> </ul>	
Literacy	Texts in context	<ul style="list-style-type: none"> <li>Identify the point of view in a text and suggest alternative points of view (ACELY1675)</li> </ul>	
	Interacting with others	<ul style="list-style-type: none"> <li>Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)</li> <li>Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792)</li> <li>Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677)</li> </ul>	
	Interpreting, analysing and evaluating	<ul style="list-style-type: none"> <li>Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)</li> <li>Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting (ACELY1679)</li> <li>Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on growing knowledge of context, text structures and language features (ACELY1680)</li> </ul>	
	Creating texts	<ul style="list-style-type: none"> <li>Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682)</li> <li>Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683)</li> <li>Write using joined letters that are clearly formed and consistent in size (ACELY1684)</li> <li>Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685)</li> </ul>	
Literature	Literature and context	<ul style="list-style-type: none"> <li>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594)</li> </ul>	
	Responding to literature	<ul style="list-style-type: none"> <li>Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)</li> <li>Develop criteria for establishing personal preferences for literature (ACELT1598)</li> </ul>	
	Examining literature	<ul style="list-style-type: none"> <li>Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (ACELT1599)</li> <li>Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose (ACELT1600)</li> </ul>	
	Creating literature	<ul style="list-style-type: none"> <li>Create imaginative texts based on characters, settings and events from a students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601)</li> <li>Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)</li> </ul>	
<b>General Capabilities</b> <ul style="list-style-type: none"> <li>Literacy</li> <li>Numeracy</li> <li>Information and communication technology (ICT) capability</li> <li>Critical and creative thinking</li> <li>Ethical behaviour</li> <li>Personal and social capability</li> <li>Intercultural understanding</li> </ul>		<b>Cross-Curriculum Priorities</b> <ul style="list-style-type: none"> <li>Aboriginal and Torres Strait Islander histories and cultures</li> <li>Asia and Australia's engagement with Asia</li> <li>Sustainability</li> </ul>	<b>Notes:</b>

## Australian Curriculum: English (Year 4)

	Sub-strands	Content Descriptions	Achievement Standard <i>(organised by reading and viewing, writing, speaking and listening)</i>
Language	Language variation and change	<ul style="list-style-type: none"> <li>Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (ACELA1487)</li> </ul>	<p><b>Reading and viewing</b></p> <p>By the end of Year 4, students understand that texts have different structures depending on the purpose and audience. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts. They express preferences for particular texts, and respond to others' viewpoints.</p> <p><b>Writing</b></p> <p>Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create structured texts to explain ideas for different audiences. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work to improve meaning.</p> <p><b>Speaking and listening</b></p> <p>Students listen for key points in discussions. They use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context.</p>
	Language for interaction	<ul style="list-style-type: none"> <li>Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising students' own views and reporting them to a larger group (ACELA1488)</li> <li>Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)</li> </ul>	
	Text structure and organisation	<ul style="list-style-type: none"> <li>Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)</li> <li>Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491)</li> <li>Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492)</li> <li>Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793)</li> </ul>	
	Expressing and developing ideas	<ul style="list-style-type: none"> <li>Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (ACELA1493)</li> <li>Investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494)</li> <li>Understand how adverbs and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495)</li> <li>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 a range of types of texts (ACELA1496)</li> <li>Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)</li> <li>Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters (ACELA1779)</li> <li>Recognise homophones and know how to use context to identify correct spelling (ACELA1780)</li> </ul>	
Literacy	Texts in context	<ul style="list-style-type: none"> <li>Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686)</li> </ul>	
	Interacting with others	<ul style="list-style-type: none"> <li>Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)</li> <li>Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688)</li> <li>Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689)</li> </ul>	
	Interpreting, analysing and evaluating	<ul style="list-style-type: none"> <li>Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)</li> <li>Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, cross checking and reviewing (ACELY1691)</li> <li>Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)</li> </ul>	
	Creating texts	<ul style="list-style-type: none"> <li>Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694)</li> <li>Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695)</li> <li>Write using clearly-formed joined letters, and develop increased fluency and automaticity</li> <li>Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1696)</li> </ul>	
Literature	Literature and context	<ul style="list-style-type: none"> <li>Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)</li> </ul>	
	Responding to literature	<ul style="list-style-type: none"> <li>Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)</li> <li>Use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604)</li> </ul>	
	Examining literature	<ul style="list-style-type: none"> <li>Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605)</li> <li>Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns (ACELT1606)</li> </ul>	
	Creating literature	<ul style="list-style-type: none"> <li>Create literary texts that explore students' own experiences and imagining (ACELT1607)</li> <li>Create literary texts by developing storylines, characters and settings (ACELT1794)</li> </ul>	
<b>General Capabilities</b> <ul style="list-style-type: none"> <li>Literacy</li> <li>Numeracy</li> <li>Information and communication technology (ICT) capability</li> <li>Critical and creative thinking</li> <li>Ethical behaviour</li> <li>Personal and social capability</li> <li>Intercultural understanding</li> </ul>		<b>Cross-Curriculum Priorities</b> <ul style="list-style-type: none"> <li>Aboriginal and Torres Strait Islander histories and cultures</li> <li>Asia and Australia's engagement with Asia</li> <li>Sustainability</li> </ul>	<b>Notes:</b>

## Australian Curriculum: English (Year 5)

	Sub-strands	Content Descriptions	Achievement Standard <i>(organised by reading and viewing, writing, speaking and listening)</i>
Language	Language variation and change	<ul style="list-style-type: none"> <li>Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)</li> </ul>	<p><b>Reading and viewing</b></p> <p>By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them.</p> <p><b>Writing</b></p> <p>Students use language features to show how ideas can be extended. They develop and explain a point of view about a text. They create a variety of sequenced texts for different purposes and audiences. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.</p> <p><b>Speaking and listening</b></p> <p>Students listen and ask questions to clarify content. They use language features to show how ideas can be extended. They develop and explain a point of view about a text selecting information, ideas and images from a range of resources. They create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives.</p>
	Language for interaction	<ul style="list-style-type: none"> <li>Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501)</li> <li>Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)</li> </ul>	
	Text structure and organisation	<ul style="list-style-type: none"> <li>Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)</li> <li>Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (ACELA1505)</li> <li>Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (ACELA1506)</li> <li>Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub-pages for online texts and according to chronology or topic can be used to predict content and assist navigation (ACELA1797)</li> </ul>	
	Expressing and developing ideas	<ul style="list-style-type: none"> <li>Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507)</li> <li>Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508)</li> <li>Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations (ACELA1511)</li> <li>Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)</li> <li>Understand how to use banks of known words, as well as word origins, prefixes and suffixes, to learn and spell new words (ACELA1513)</li> <li>Recognise uncommon plurals, for example 'foci' (ACELA1514)</li> </ul>	
Literacy	Texts in context	<ul style="list-style-type: none"> <li>Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698)</li> </ul>	
	Interacting with others	<ul style="list-style-type: none"> <li>Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699)</li> <li>Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)</li> <li>Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)</li> </ul>	
	Interpreting, analysing and evaluating	<ul style="list-style-type: none"> <li>Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)</li> <li>Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)</li> <li>Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)</li> </ul>	
	Creating texts	<ul style="list-style-type: none"> <li>Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)</li> <li>Reread and edit student's own and others' work using agreed criteria for text structures and language features (ACELY1705)</li> <li>Develop a handwriting style that is becoming legible, fluent and automatic (ACELY1706)</li> <li>Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707)</li> </ul>	
Literature	Literature and context	<ul style="list-style-type: none"> <li>Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)</li> </ul>	
	Responding to literature	<ul style="list-style-type: none"> <li>Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)</li> <li>Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795)</li> </ul>	
	Examining literature	<ul style="list-style-type: none"> <li>Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)</li> <li>Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)</li> </ul>	
	Creating literature	<ul style="list-style-type: none"> <li>Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612)</li> <li>Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)</li> </ul>	
<b>General Capabilities</b> <ul style="list-style-type: none"> <li>Literacy</li> <li>Numeracy</li> <li>Information and communication technology (ICT) capability</li> <li>Critical and creative thinking</li> <li>Ethical behaviour</li> <li>Personal and social capability</li> <li>Intercultural understanding</li> </ul>		<b>Cross-Curriculum Priorities</b> <ul style="list-style-type: none"> <li>Aboriginal and Torres Strait Islander histories and cultures</li> <li>Asia and Australia's engagement with Asia</li> <li>Sustainability</li> </ul>	<b>Notes:</b>

## Australian Curriculum: English (Year 6)

	Sub-strands	Content Descriptions	Achievement Standard <i>(organised by reading and viewing, writing, speaking and listening)</i>
<b>Language</b>	<b>Language variation and change</b>	<ul style="list-style-type: none"> <li>Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (ACELA1515)</li> </ul>	<p><b>Reading and viewing</b></p> <p>By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. They compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it.</p> <p><b>Writing</b></p> <p>Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used. They create detailed texts elaborating upon key ideas for a range of purposes and audiences. 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.</p> <p><b>Speaking and listening</b></p> <p>Students listen to discussions, clarifying content and challenging others' ideas. They understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used. They create detailed texts, elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.</p>
	<b>Language for interaction</b>	<ul style="list-style-type: none"> <li>Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516)</li> <li>Understand the uses of objective and subjective language and bias (ACELA1517)</li> </ul>	
	<b>Text structure and organisation</b>	<ul style="list-style-type: none"> <li>Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)</li> <li>Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520)</li> <li>Understand the uses of commas to separate clauses (ACELA1521)</li> </ul>	
	<b>Expressing and developing ideas</b>	<ul style="list-style-type: none"> <li>Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522)</li> <li>Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523)</li> <li>Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)</li> <li>Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)</li> <li>Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages (ACELA1526)</li> </ul>	
<b>Literacy</b>	<b>Texts in context</b>	<ul style="list-style-type: none"> <li>Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)</li> </ul>	
	<b>Interacting with others</b>	<ul style="list-style-type: none"> <li>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)</li> <li>Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)</li> <li>Plan, rehearse and deliver presentations selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710)</li> </ul>	
	<b>Interpreting, analysing and evaluating</b>	<ul style="list-style-type: none"> <li>Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)</li> <li>Select, navigate and read texts for a range of purposes applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712)</li> <li>Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)</li> <li>Analyse strategies authors use to influence readers (ACELY1801)</li> </ul>	
	<b>Creating texts</b>	<ul style="list-style-type: none"> <li>Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)</li> <li>Reread and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1715)</li> <li>Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose (ACELY1716)</li> <li>Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717)</li> </ul>	
<b>Literature</b>	<b>Literature and context</b>	<ul style="list-style-type: none"> <li>Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)</li> </ul>	
	<b>Responding to literature</b>	<ul style="list-style-type: none"> <li>Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)</li> <li>Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)</li> </ul>	
	<b>Examining literature</b>	<ul style="list-style-type: none"> <li>Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT1616)</li> <li>Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617)</li> </ul>	
	<b>Creating literature</b>	<ul style="list-style-type: none"> <li>Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)</li> <li>Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)</li> </ul>	
<b>General Capabilities</b>		<b>Cross-Curriculum Priorities</b>	<b>Notes:</b>
<ul style="list-style-type: none"> <li>Literacy</li> <li>Numeracy</li> <li>Information and communication technology (ICT) capability</li> <li>Critical and creative thinking</li> <li>Ethical behaviour</li> <li>Personal and social capability</li> <li>Intercultural understanding</li> </ul>		<ul style="list-style-type: none"> <li>Aboriginal and Torres Strait Islander histories and cultures</li> <li>Asia and Australia's engagement with Asia</li> <li>Sustainability.</li> </ul>	



## Australian Curriculum: English (Year 7)

	Sub-strands	Content Descriptions	Achievement Standard <i>(organised by reading and viewing, writing, speaking and listening)</i>
Language	Language variation and change	<ul style="list-style-type: none"> <li>Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating (ACELA1528)</li> </ul>	<p><b>Reading and viewing</b></p> <p>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. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning. They explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints.</p> <p><b>Writing</b></p> <p>Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features, text structures, and images from other texts can be combined for effect. They create structured and coherent texts for a range of purposes and audiences. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, use accurate spelling and punctuation.</p> <p><b>Speaking and listening</b></p> <p>Students listen for and explain different perspectives in texts. They understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect. They create texts structured and coherent texts for a range purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience.</p>
	Language for interaction	<ul style="list-style-type: none"> <li>Understand how accents, styles of speech and idioms express and create personal and social identities (ACELA1529)</li> <li>Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources (ACELA1782)</li> </ul>	
	Text structure and organisation	<ul style="list-style-type: none"> <li>Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors (ACELA1531)</li> <li>Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts (ACELA1763)</li> <li>Understand the use of punctuation to support meaning in complex sentences with phrases and embedded clauses (ACELA1532)</li> </ul>	
	Expressing and developing ideas	<ul style="list-style-type: none"> <li>Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information (ACELA1534)</li> <li>Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (ACELA1536)</li> <li>Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (ACELA1764)</li> <li>Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language (ACELA1537)</li> <li>Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them (ACELA1539)</li> </ul>	
Literacy	Texts in context	<ul style="list-style-type: none"> <li>Analyse and explain the effect of technological innovations on texts, particularly media texts (ACELY1765)</li> </ul>	
	Interacting with others	<ul style="list-style-type: none"> <li>Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition (ACELY1719)</li> <li>Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning (ACELY1804)</li> <li>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing (ACELY1720)</li> </ul>	
	Interpreting, analysing and evaluating	<ul style="list-style-type: none"> <li>Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)</li> <li>Use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722)</li> <li>Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723)</li> <li>Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences (ACELY1724)</li> </ul>	
	Creating texts	<ul style="list-style-type: none"> <li>Plan, draft and publish imaginative, informative and persuasive texts selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)</li> <li>Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726)</li> <li>Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (ACELY1727)</li> <li>Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728)</li> </ul>	
Literature	Literature and context	<ul style="list-style-type: none"> <li>Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)</li> </ul>	
	Responding to literature	<ul style="list-style-type: none"> <li>Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620)</li> <li>Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)</li> <li>Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803)</li> </ul>	
	Examining literature	<ul style="list-style-type: none"> <li>Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)</li> <li>Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels (ACELT1623)</li> </ul>	
	Creating literature	<ul style="list-style-type: none"> <li>Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625)</li> <li>Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour (ACELT1805)</li> </ul>	
<b>General Capabilities</b> <ul style="list-style-type: none"> <li>Literacy</li> <li>Numeracy</li> <li>Information and communication technology (ICT) capability</li> <li>Critical and creative thinking</li> <li>Ethical behaviour</li> <li>Personal and social capability</li> <li>Intercultural understanding</li> </ul>		<b>Cross-Curriculum Priorities</b> <ul style="list-style-type: none"> <li>Aboriginal and Torres Strait Islander histories and cultures</li> <li>Asia and Australia’s engagement with Asia</li> <li>Sustainability</li> </ul>	<b>Notes:</b>

## Australian Curriculum: English (Year 8)

	Sub-strands	Content Descriptions	Achievement Standard <i>(organised by reading and viewing, writing, speaking and listening)</i>
Language	Language variation and change	<ul style="list-style-type: none"> <li>Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return (ACELA1540)</li> </ul>	<p><b>Reading and viewing</b></p> <p>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. They explain how language features, images and vocabulary are used to represent different ideas and issues in texts. They interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints.</p> <p><b>Writing</b></p> <p>Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways. They create texts for different purposes selecting language to influence audience response. When creating and editing texts for specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.</p> <p><b>Speaking and listening</b></p> <p>Students listen for and identify different emphases in texts, using that understanding to elaborate upon discussions. They understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways. They create texts for different purposes selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect.</p>
	Language for interaction	<ul style="list-style-type: none"> <li>Understand how conventions of speech adopted by communities influence the identities of people in those communities (ACELA1541)</li> <li>Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (ACELA1542)</li> </ul>	
	Text structure and organisation	<ul style="list-style-type: none"> <li>Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication (ACELA1543)</li> <li>Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims (ACELA1766)</li> <li>Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives (ACELA1809)</li> <li>Understand the use of punctuation conventions including colons, semicolons, dashes and brackets in formal and informal texts (ACELA1544)</li> </ul>	
	Expressing and developing ideas	<ul style="list-style-type: none"> <li>Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause (ACELA1545)</li> <li>Understand the effect of nominalisation in the writing of informative and persuasive texts (ACELA1546)</li> <li>Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning (ACELA1548)</li> <li>Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts (ACELA1547)</li> <li>Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations (ACELA1549)</li> </ul>	
Literacy	Texts in context	<ul style="list-style-type: none"> <li>Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication (ACELY1729)</li> </ul>	
	Interacting with others	<ul style="list-style-type: none"> <li>Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives (ACELY1730)</li> <li>Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects (ACELY1808)</li> <li>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints (ACELY1731)</li> </ul>	
	Interpreting, analysing and evaluating	<ul style="list-style-type: none"> <li>Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (ACELY1732)</li> <li>Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (ACELY1733)</li> <li>Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view (ACELY1734)</li> <li>Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener (ACELY1735)</li> </ul>	
	Creating texts	<ul style="list-style-type: none"> <li>Create imaginative, informative and persuasive texts that raise issues, report events, and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736)</li> <li>Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts (ACELY1810)</li> <li>Use a range of software, including word processing programs to create, edit and publish texts imaginatively (ACELY1738)</li> </ul>	
Literature	Literature and context	<ul style="list-style-type: none"> <li>Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT1626)</li> <li>Explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (ACELT1806)</li> </ul>	
	Responding to literature	<ul style="list-style-type: none"> <li>Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (ACELT1627)</li> <li>Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups (ACELT1628)</li> <li>Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807)</li> </ul>	
	Examining literature	<ul style="list-style-type: none"> <li>Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understandings and appreciation of aesthetic qualities (ACELT1629)</li> <li>Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts (ACELT1630)</li> <li>Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (ACELT1767)</li> </ul>	
	Creating literature	<ul style="list-style-type: none"> <li>Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (ACELT1632)</li> <li>Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts (ACELT1768)</li> </ul>	
<b>General Capabilities</b> <ul style="list-style-type: none"> <li>Literacy</li> <li>Numeracy</li> <li>Information and communication technology (ICT) capability</li> <li>Critical and creative thinking</li> <li>Ethical behaviour</li> <li>Personal and social capability</li> <li>Intercultural understanding</li> </ul>		<b>Cross-Curriculum Priorities</b> <ul style="list-style-type: none"> <li>Aboriginal and Torres Strait Islander histories and cultures</li> <li>Asia and Australia's engagement with Asia</li> <li>Sustainability</li> </ul>	<b>Notes:</b>

## Australian Curriculum: English (Year 9)

	Sub-strands	Content Descriptions	Achievement Standard <i>(organised by reading and viewing, writing, speaking and listening)</i>
Language	Language variation and change	<ul style="list-style-type: none"> <li>Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing (ACELA1550)</li> </ul>	<p><b>Reading and viewing</b></p> <p>By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience.</p> <p><b>Writing</b></p> <p>Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts students demonstrate how manipulating language features and images can create innovative texts. They create texts that respond to issues interpreting and integrating ideas from other texts. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.</p> <p><b>Speaking and listening</b></p> <p>They listen for ways texts position an audience. They understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts. They create texts that respond to issues, interpreting and integrating ideas from texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.</p>
	Language for interaction	<ul style="list-style-type: none"> <li>Understand that roles and relationships are developed and challenged through language and interpersonal skills (ACELA1551)</li> <li>Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor (ACELA1552)</li> </ul>	
	Text structure and organisation	<ul style="list-style-type: none"> <li>Understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553)</li> <li>Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas (ACELA1770)</li> <li>Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (ACELA1556)</li> </ul>	
	Expressing and developing ideas	<ul style="list-style-type: none"> <li>Explain how authors creatively use the structures of sentences and clauses for particular effects (ACELA1557)</li> <li>Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text (ACELA1559)</li> <li>Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560)</li> <li>Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (ACELA1561)</li> <li>Understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech (ACELA1562)</li> </ul>	
Literacy	Texts in context	<ul style="list-style-type: none"> <li>Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739)</li> </ul>	
	Interacting with others	<ul style="list-style-type: none"> <li>Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways (ACELY1740)</li> <li>Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects (ACELY1811)</li> <li>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (ACELY1741)</li> </ul>	
	Interpreting, analysing and evaluating	<ul style="list-style-type: none"> <li>Interpret, analyse and evaluate how different perspectives of an issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742)</li> <li>Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension (ACELY1743)</li> <li>Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744)</li> <li>Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)</li> </ul>	
	Creating texts	<ul style="list-style-type: none"> <li>Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746)</li> <li>Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/ visual features (ACELY1747)</li> <li>Use a range of software, including word processing programs, flexibly and imaginatively to publish texts (ACELY1748)</li> </ul>	
Literature	Literature and context	<ul style="list-style-type: none"> <li>Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633)</li> </ul>	
	Responding to literature	<ul style="list-style-type: none"> <li>Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text (ACELT1771)</li> <li>Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context (ACELT1634)</li> <li>Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635)</li> </ul>	
	Examining literature	<ul style="list-style-type: none"> <li>Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style (ACELT1636)</li> <li>Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels and plays on similar themes (ACELT1637)</li> <li>Analyse text structures and language features of literary texts, and make relevant comparisons with other texts (ACELT1772)</li> </ul>	
	Creating literature	<ul style="list-style-type: none"> <li>Create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation (ACELT1773)</li> <li>Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and comedy, pun and hyperlink (ACELT1638)</li> </ul>	
<b>General Capabilities</b> <ul style="list-style-type: none"> <li>Literacy</li> <li>Numeracy</li> <li>Information and communication technology (ICT) capability</li> <li>Critical and creative thinking</li> <li>Ethical behaviour</li> <li>Personal and social capability</li> <li>Intercultural understanding</li> </ul>		<b>Cross-Curriculum Priorities</b> <ul style="list-style-type: none"> <li>Aboriginal and Torres Strait Islander histories and cultures</li> <li>Asia and Australia's engagement with Asia</li> <li>Sustainability</li> </ul>	<b>Notes:</b>

## Australian Curriculum: English (Year 10)

	Sub-strands	Content Descriptions	Achievement Standard <i>(organised by reading and viewing, writing, speaking and listening)</i>
Language	Language variation and change	<ul style="list-style-type: none"> <li>Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve (ACELA1563)</li> </ul>	<p><b>Reading and viewing</b></p> <p>By the end of Year 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style. They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them.</p> <p><b>Writing</b></p> <p>Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images. They create a wide range of texts to articulate complex ideas. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.</p> <p><b>Speaking and listening</b></p> <p>Students listen for ways features within texts can be manipulated to achieve particular effects. They show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images. They create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions building on others' ideas, solving problems, justifying opinions and developing and expanding arguments.</p>
	Language for interaction	<ul style="list-style-type: none"> <li>Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1564)</li> <li>Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (ACELA1565)</li> </ul>	
	Text structure and organisation	<ul style="list-style-type: none"> <li>Compare the purposes, text structures and language features of traditional and contemporary texts in different media (ACELA1566)</li> <li>Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (ACELA1567)</li> <li>Understand conventions for citing others, and how to reference these in different ways (ACELA1568)</li> </ul>	
	Expressing and developing ideas	<ul style="list-style-type: none"> <li>Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts (ACELA1569)</li> <li>Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction (ACELA1570)</li> <li>Evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572)</li> <li>Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences (ACELA1571)</li> <li>Understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those based on uncommon Greek and Latin roots (ACELA1573)</li> </ul>	
Literacy	Texts in context	<ul style="list-style-type: none"> <li>Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749)</li> </ul>	
	Interacting with others	<ul style="list-style-type: none"> <li>Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage (ACELY1750)</li> <li>Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences (ACELY1813)</li> <li>Plan, rehearse and deliver presentations selecting and sequencing appropriate content and multimodal elements to influence a course of action (ACELY1751)</li> </ul>	
	Interpreting, analysing and evaluating	<ul style="list-style-type: none"> <li>Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752)</li> <li>Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts (ACELY1753)</li> <li>Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY1754)</li> </ul>	
	Creating texts	<ul style="list-style-type: none"> <li>Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes, and that reflect upon challenging and complex issues (ACELY1756)</li> <li>Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features, to achieve particular purposes and effects (ACELY1757)</li> <li>Use a range of software, including word processing programs, confidently, flexibly and imaginatively to publish texts, considering the identified purpose and the characteristics of the user (ACELY1776)</li> </ul>	
Literature	Literature and context	<ul style="list-style-type: none"> <li>Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELT1639)</li> </ul>	
	Responding to literature	<ul style="list-style-type: none"> <li>Reflect on, extend, endorse or refute others' interpretations of and responses to literature (ACELT1640)</li> <li>Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (ACELT1641)</li> <li>Evaluate the social, moral and ethical positions represented in texts (ACELT1812)</li> </ul>	
	Examining literature	<ul style="list-style-type: none"> <li>Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (ACELT1642)</li> <li>Compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses (ACELT1643)</li> <li>Analyse and evaluate text structures and language features of literary texts and make relevant thematic and inter-textual connections with other texts (ACELT1774)</li> </ul>	
	Creating literature	<ul style="list-style-type: none"> <li>Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (ACELT1814)</li> <li>Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features and for a specific purpose and intended audience (ACELT1815)</li> <li>Create imaginative texts that make relevant thematic and inter-textual connections with other texts (ACELT1644)</li> </ul>	
<b>General Capabilities</b> <ul style="list-style-type: none"> <li>Literacy</li> <li>Numeracy</li> <li>Information and communication technology (ICT) capability</li> <li>Critical and creative thinking</li> <li>Ethical behaviour</li> <li>Personal and social capability</li> <li>Intercultural understanding</li> </ul>		<b>Cross-Curriculum Priorities</b> <ul style="list-style-type: none"> <li>Aboriginal and Torres Strait Islander histories and cultures</li> <li>Asia and Australia's engagement with Asia</li> <li>Sustainability</li> </ul>	<b>Notes:</b>