AusVELS English_{AC} - Reading & Viewing - Strands and Sub-Strands with Elaborations

PROGRESSION IS HIGHLIGHTED IN THE FOLLOWING DOCUMENT VIA **BOLDED** TEXT.

Based on Australian Curriculum, Assessment and Reporting Authority (ACARA) materials

Cross-curriculum priorities		
Aboriginal and Torres Strait Islander histories and cultures (Cross curriculum priorities in the Australian Curriculum)	Asia and Australia's engagement with Asia (Cross curriculum priorities in the Australian Curriculum)	Sustainability (Cross curriculum priorities in the Australian Curriculum)

Year Level Indicators	Sourced from Level descriptions			Language		Literature		Literacy	
	Text Details	Who (Audience)	How	Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations
Foundation (Beginner readers)	Students engage with a variety of texts for enjoyment. These include ►traditional oral texts, ►picture books, ►various types of stories, ►rhyming verse, ►poetry, ►non-fiction, ►film, ►multimodal texts, and ►dramatic performances. The range of literary texts for Foundation to Level 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia. Literary texts that support and extend Foundation students as beginner readers include predictable texts that range from caption books to books with one or more sentences per page. These texts involve straightforward sequences of events and everyday happenings with recognisable, realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest; a small range of language features, including simple and compound sentences; mostly familiar vocabulary, known high-frequency words and single-syllable words that can be decoded phonically, and illustrations that strongly support the printed text.	In the Foundation level, students communicate with peers, teachers, known adults, and students from other classes.	They listen to, read and view spoken, written and multimodal texts in which the primary purpose is to entertain, as well as some texts designed to inform. They participate in shared reading, viewing and storytelling using a range of literary texts, and recognise the entertaining nature of literature.	Understands 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)	* Sharing experiences of different texts and discussing some differences * Discussing the purpose of texts, for example 'This text will tell a story', 'This text will give information' * Repeating parts of texts, for example characteristic refrains, predicting cumulative storylines, reciting poetic and rhyming phrases	Recognises 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)	* Recognising cultural patterns of storytelling, for example 'Once upon a time', 'A long, long time ago', 'Before the Dreamtime…'	Identify some familiar texts and the contexts in which they are used (ACELY1645)	* Recognising the meaning of symbols in everyday contexts, for example exit signs, logos, hearts and flowers on greeting cards
				Recognises that sentences are key units for expressing ideas (ACELA1435)	* Learning that word order in sentences is important for meaning (for example 'The boy sat on the dog', 'The dog sat on the boy') * Creating students' own written texts and reading aloud to the teacher and others	Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)	* Recognising that there are storytellers in all cultures * Viewing stories by Aboriginal and Torres Strait Islander storytellers from online sources * Comparing experiences depicted in stories with students' own * Engaging with texts that reflect the social and cultural groups to which students belong	Identify some differences between imaginative and informative texts (ACELY1648)	* Talking about what is 'real' and what is imagined in texts * Identifying and selecting texts for information purposes and commenting on how the text might help with a task
				Recognises that texts are made up of words and groups of words that make meaning (ACELA1434)	* Exploring spoken, written and multimodal texts and identifying elements, for example words and images	Identify some features of texts including events and characters and retell events from a text (ACELT1578)	* Identifying some features of culture related to characters and events in literary texts, for example dress, food and daily routines * Listening, responding to and joining in with rhymes, poems, chants and songs	Read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649)	* Navigating a text correctly, starting at the right place and reading in the right direction, returning to the next line as needed, matching one spoken word to one written word * Reading aloud with attempts at fluency and intonation * Attempting to work out unknown words by combining contextual, semantic, grammatical and phonic knowledge * Predicting what might happen on the basis of experience of this kind of text; at the sentence level predicting the meaning on the basis of syntax and word meaning
				Explores the different contribution of words and images to meaning in stories and informative texts (ACELA1786)	* Talking about how a 'different' story is told if we read only the words, or only the pictures; and the story that words and pictures make when combined * Exploring how the combination of print and images in texts create meaning				
				Understands concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality (ACELA1433)	* Learning about print: direction of print and return sweep, spaces between words * Learning that Standard Australian English in written texts is read from left to right and from top to bottom of the page and that direction of print may differ in other cultures, for example Japanese texts * Learning about front and back covers; title and author, layout and navigation of digital/screen texts * Learning about simple functions of keyboard and mouse including typing letters, scrolling, selecting icons and drop-down menu			Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)	* Talking about the meanings in texts listened to, viewed and read * Visualising elements in a text (for example drawing an event or character from a text read aloud) * Providing a simple, correctly sequenced retelling of narrative texts * Relating one or two key facts from informative texts * Finding a key word in a text to answer a literal question * Making links between events in a text and students' own experiences * Making an inference about a character's feelings * Discussing and sequencing events in stories * Drawing events in sequence, recognising that for some Aboriginal and Torres Strait Islander stories the sequence of events may be cyclical
				Recognises the letters of the alphabet and know there are lower and upper case letters (ACELA1440)	* Identifying familiar and recurring letters and the use of upper and lower case in written texts in the classroom and community * Using familiar and common letters in handwritten and digital communications				
Foundation Level Achievement Standard	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.								

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Year Level Indicators	Sourced from Level descriptions			Language		Literature		Literacy	
	Text Details	Who (Audience)	How	Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations
Level 1 (Independent readers)	Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts designed to entertain and inform. These encompass ► traditional oral texts including Aboriginal stories, ► picture books, ► various types of stories, ► rhyming verse, ► poetry, ► non-fiction, ► film, ► dramatic performances, and ► texts used by students as models for constructing their own texts. The range of literary texts for Foundation to Level 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia. Literary texts that support and extend Level 1 students as independent readers involve straightforward sequences of events and everyday happenings with recognisably realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest and topics being studied in other areas of the curriculum. These texts also present a small range of language features, including simple and compound sentences, some unfamiliar vocabulary, a small number of high frequency words and words that need to be decoded phonically, and sentence boundary punctuation, as well as illustrations and diagrams that support the printed text.	In Level 1, students communicate with peers, teachers, known adults and students from other classes.		Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447)	* Discussing and comparing the purposes of familiar texts drawn from local contexts and interests * Becoming familiar with the typical stages of types of text including recount and procedure * Using different types of texts, for example procedures (including recipes) and discussing the text structure			Respond to texts drawn from a range of cultures and experiences (ACELY1655)	* Exploring some of the meanings and teachings embedded in Dreaming stories * Using drawing and writing to depict and comment on people and places beyond their immediate experience
				Identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is involved?' and the surrounding circumstances (ACELA1451)	* Knowing that, in terms of meaning, a basic clause represents: a happening or a state (verb), who or what is involved (noun group/phrase), and the surrounding circumstances (adverb group/phrase) * Understanding that a simple sentence expresses a single idea, represented grammatically by a single independent clause (for example 'A kangaroo is a mammal. A mammal suckles its young')			Describe some differences between imaginative, informative and persuasive texts (ACELY1658)	* Comparing and discussing texts identifying some features that distinguish those that 'tell stories' from those that 'give opinions' * Selecting texts for a particular purpose or task, for example a website that will give information about whales, a book that will tell a story about a possum
				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)	* Talking about effective words that describe a place, person or event * Learning how a sentence can be made more vivid by adding adjectives, adverbs and unusual verbs			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)	* Using contextual and semantic knowledge to make predictions about a text's purpose and content * Combining knowledge of context, meaning, grammar and phonics to decode text * Recognising most high frequency sight words when reading text * Self-correcting when reading does not make sense, using pictures, context, meaning, phonics and grammatical knowledge * Reading aloud with developing fluency and intonation
				Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)	* Talking about what is 'real' and what is imagined in texts, for example 'This is the section about platypuses in the book about mammals'			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)	* Using elements in books and screen texts, for example illustrations, diagrams, sound and movement, to support reading * Making connections between the text and students' own experiences, and between information in print and images * Finding key information in a text * Making inferences about characters' feelings and motives * Building knowledge about the topic of the text and learning new vocabulary before and during reading * Making predictions from the cover, from illustrations and at points in the text before reading on * Retelling the events or key information in the text orally, in writing and/or through digital or arts media
				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)	* Learning about how books and digital texts are organised including page numbers, table of contents, headings, images with captions and the use of scrolling to access digital texts				
				Recognise sound letter-matches including common vowel and consonant digraphs and consonant blends (ACELA1458)	* Saying words with the same onset as a given word (for example words that begin like 'd/og', 'bl/ue') * Saying words with the same rime as a given word (for example words that end like 'c/at', 'pl/ay')				
				Understand the variability of sound letter matches (ACELA1459)	* Recognising that letters can have more than one sound (for example 'u' in 'cut', 'put', 'use' and a in 'cat', 'father', 'any') * Recognising sounds that can be produced by different letters (for example the /s/ sound in 'sat', 'cent', 'scene')				
				Manipulate sounds in spoken words including phoneme deletion and substitution (ACELA1457)	* Recognising words that start with a given sound, end with a given sound, have a given medial sound, rhyme with a given word * Recognising and producing rhyming words * Replacing sounds in spoken words (for example replace the 'm' in 'mat' with 'c' to form a new word 'cat') * Saying sounds in order for a given spoken word (for example f/i/sh, th/i/s)				
				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)	* Writing one-syllable words containing known blends, for example 'bl', 'st' * Learning an increasing number of high frequency sight words recognised in shared texts and in texts being read independently (for example 'one', 'have', 'them', 'about')				
Level 1 Achievement Standard	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.								

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Year Level Indicators	Sourced from Level descriptions			Language		Literature		Literacy	
	Text Details	Who (Audience)	How	Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations
Level 2 (Independent readers)	Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is to entertain, as well as texts designed to inform and persuade. These encompass ▶traditional oral texts, ▶picture books, ▶various types of print and digital stories, ▶simple chapter books, ▶rhyming verse, ▶poetry, ▶non-fiction, ▶film, ▶multimodal texts, ▶dramatic performances, and ▶texts used by students as models for constructing their own work. The range of literary texts for Foundation to Level 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia. Literary texts that support and extend Level 2 as independent readers involve sequences of events **that span several pages and present unusual happenings within a framework of familiar experiences.** Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts include language features such as **varied sentence structures**, some unfamiliar vocabulary, a **significant** number of high-frequency sight words and words that need to be decoded phonically, and **a range of** punctuation conventions, as well as illustrations and diagrams that both support **and extend** the printed text.	In Level 2, students communicate with peers, teachers, students from other classes, and **community members**.		Understand that different types of texts have **identifiable** text structures and **language features that help** the text serve its purpose (ACELA1463)	* Identifying the topic and type of a text through its visual presentation, for example cover design, packaging, title/subtitle and images * Becoming familiar with the typical stages of text types, for example simple narratives, instructions and expositions	Discuss the **characters and settings** of different texts and **explore how language is used to present these features in different ways** (ACELT1591)	* Describing features of text settings including time, colours used to portray level, season, and place (country or city) and how this impacts on the characters * Describing plots including beginnings (orientation), how the problem (complication) is introduced and solved (resolution), and considering how these features construct meanings * Identifying features of imaginary or fantasy texts, for example magic powers, shifts in time * Investigating Aboriginal stories, found from online sources, that explain physical features of the landscape and identify and describe the common features of language used * Comparing two or more versions of the same story by different authors or from different cultures, describing similarities and differences in authors' points of view	**Discuss** different texts **on a similar topic, identifying similarities and differences between the texts** (ACELY1665)	* Identifying examples and features of different kinds of spoken, non-verbal, written and visual communication from Aboriginal and Torres Strait Islander communities and from several Asian cultures within Australia * Comparing two or more versions of the same topic by different authors or from different cultures, describing similarities and differences
				Know some features of text organisation including page and screen **layouts, alphabetical order**, and **different types of diagrams**, for example **timelines** (ACELA1466)	* Recognising how chapters and table of contents, alphabetical order of index and glossary operate to guide access to information * Learning about features of screen texts including menu buttons, drop down menus, links and live connections			Identify **the audience** of imaginative, informative and persuasive texts (ACELY1668)	* Identifying the main purpose of a text, including whether the author wants to entertain, explain or persuade and considering how audiences might respond to those texts
				Understand that **simple connections can be made between clauses by using a compound sentence with two or more clauses usually linked by a coordinating conjunction** (ACELA1467)	* Learning how to express ideas using compound sentences * Learning how to join simple sentences with conjunctions, for example 'and', 'but' or 's o', to construct compound sentences			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)	* Using prior and learned knowledge and vocabulary to make and confirm predictions when reading text * Using grammatical knowledge to predict likely sentence patterns when reading more complex narratives and informative texts * Using knowledge of sound–letter relationships and high frequency sight words when decoding text * Monitoring own reading and self-correcting when reading does not make sense, using illustrations, context, phonics, grammar knowledge and prior and learned topic knowledge * Using grammar and meaning to read aloud with fluency and intonation
				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)	* Comparing two versions of the same story, for example 'Jack and the Beanstalk', identifying how a character's actions and reactions are depicted differently by different illustrators			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)	* Making connections between the text and students' own experiences and experiences with other texts, comparing authors' differing point of view on a topic * Making connections between information in print and images * Building on and using prior knowledge and vocabulary * Making valid inferences using information in a text and students' own prior knowledge * Predicting, asking and answering questions as they read, and summarising and reviewing meaning
				Understand that nouns represent people, places, things and **ideas and can be, for example, common, proper, concrete or abstract**, and that **noun groups/phrases can be expanded using articles and adjectives** (ACELA1468)	* Exploring texts and identifying nouns that refer to characters, elements of the setting, and ideas * Exploring illustrations and noun groups/phrases in picture books to identify how the participants have been represented by an illustrator * Exploring names of people and places and how to write them using capital letters * Building extended noun groups/phrases that provide a clear description of an item				
				Recognise **most** sound–letter matches including **silent letters**, vowel/consonant digraphs and **many less common** sound–letter combinations (ACELA1474)	* Recognising when some letters are silent, for example knife, listen, castle, and providing the sound for less common sound-letter matches, for example 'tion'				
				Recognise **common prefixes and suffixes and how they change a word's meaning** (ACELA1472)	* joining discussion about how a prefix or suffix affects meaning, for example uncomfortable, older, and division				
Level 2 Achievement Standard	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**.								

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Year Level Indicators	Sourced from Level descriptions			Language		Literature		Literacy	
	Text Details	Who (Audience)	How	Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations
Level 3	Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is to entertain, as well as texts designed to inform and persuade. These encompass ►traditional oral texts including ►picture books, ►various types of print and digital **texts,** ►simple chapter books, ►rhyming verse, ►poetry, ►**non-fiction** film, ►multimodal texts, ►dramatic performances, and ►texts used by students as models for constructing their own work. The range of literary texts for Foundation to Level 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia. Literary texts that support and extend students in Levels 3 and 4 as independent readers describe complex sequences of events that **extend over** several pages and involve unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts use **complex** language features, including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a range of punctuation conventions, as well as illustrations and diagrams that both support and extend the printed text.	In Levels 3 and 4, students communicate with peers and teachers from other classes **and schools in a range of face-to-face and online/virtual environments.**		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)	* Becoming familiar with typical structural stages and language features of various types of text, for example narratives, procedures, reports, reviews and expositions	**Draw** connections between personal experiences and the **worlds** of texts, and **share responses with others** (ACELT1596)	* Discussing relevant prior knowledge and past experiences to make meaningful connections to the people, places, events, issues and ideas in the text * Exploring texts that highlight issues and problems in making moral decisions and discussing these with others * Drawing on literature from Aboriginal, Torres Strait Islander or Asian cultures, to explore commonalities of experience and ideas as well as recognising difference in lifestyle and world view	Identify the **point of view** in a text and **suggest alternative points of view** (ACELY1675)	* Discussing how a text presents the point of view of the main character, and speculating on what other characters might think or feel * Recognising that there is more than one way of looking at the same event and that stories seen through the eyes of one character privileges some aspects of the story over others * Speculating about what other characters might think or feel and retelling the story from other perspectives (for example 'Cinderella' from the view of the 'Ugly Sisters')
				Identify the features of **online** texts **that enhance navigation** (ACELA1790)	* Becoming familiar with the typical features of online texts, for example navigation bars and buttons, hyperlinks and sitemaps	**Develop criteria for establishing personal preferences for literature** (ACELT1598)	* Building a conscious understanding of preference regarding topics and genres of personal interest (for example humorous short stories, school and family stories, mysteries, fantasy and quest, series books) * Selecting and discussing favourite texts and explaining their reasons for assigning greater or lesser merit to particular texts or types of texts	Identify the audience and **purpose** of imaginative, informative and persuasive texts (ACELY1678)	* Identifying the author's point of view on a topic and key words and images that seem intended to persuade listeners, viewers or readers to agree with the view presented
				Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, **advertisements and film segments** (ACELA1483)	* Noting how the relationship between characters can be depicted in illustrations through: the positioning of the characters (for example facing each other or facing away from each other); the distance between them; the relative size; one character looking up (or down) at the other (power relationships); facial expressions and body gesture * Observing how images construct a relationship with the viewer through such strategies as: direct gaze into the viewer's eyes, inviting involvement and how close ups are more engaging than distanced images, which can suggest alienation or loneliness	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)	* Identifying and discussing the use of descriptive adjectives ('in the middle of a vast, bare plain') to establish setting and atmosphere ('the castle loomed dark and forbidding') and to draw readers into events that follow * Discussing the language used to describe the traits of characters in stories, their actions and motivations: 'Claire was so lonely; she desperately wanted a pet and she was afraid she would do anything, just anything, to have one to care for'	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)	* Combining different types of knowledge (for example world knowledge, vocabulary, grammar, phonics) to make decisions about unknown words, reading on, reviewing and summarising meaning * Analysing the way illustrations help to construct meaning and interpreting different types of illustrations and graphics * Reading text types from a student's culture to enhance confidence in building reading strategies * Reading aloud with fluency and intonation * Reading a wider range of texts, including chapter books and informative texts, for pleasure
				Recognise high frequency sight words (ACELA1486)	* Becoming familiar with most high-frequency sight words	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)	* Identifying the effect of imagery in texts, for example the use of imagery related to nature in haiku poems * Exploring how rhythm, onomatopoeia and alliteration give momentum to poetry and prose read aloud, and enhance enjoyment	Use comprehension strategies to build literal and inferred meaning and begin to **evaluate** texts by drawing on a growing knowledge of context, text structures and language features (ACEL_30)	* Making connections between the text and students own experience and other texts * Making connections between the information in print and images * Making predictions and asking and answering questions about the text drawing on knowledge of the topic, subject specific vocabulary and experience of texts on the same topic * Using text features and search tools to locate information in written and digital texts efficiently * Determining important ideas, events or details in texts commenting on things learned or questions raised by reading, referring explicitly to the text for verification * Making considered inferences taking into account topic knowledge or a character's likely actions and feelings
Level 3 Achievement Standard	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.**								

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Year Level Indicators	Sourced from Level descriptions			Language		Literature		Literacy	
	Text Details	Who (Audience)	How	Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations
Level 4	Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These encompass ► traditional oral texts including ► **Aboriginal stories,** ► picture books, ► various types of print and digital texts, ► simple chapter books, ► rhyming verse, ► poetry, ► non-fiction, ► film, ► multimodal texts, ► dramatic performances, and ► texts used by students as models for constructing their own work. The range of literary texts for Foundation to Level 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.	They interact with peers and teachers from other classes and schools in a range of face-to-face and online/virtual environments.	In Levels 3 and 4, students **experience learning in familiar contexts and a range of contexts that relate to study in other areas of the curriculum.**	Understand how texts vary in **complexity and technicality** depending **on the approach to the topic**, the purpose and **the intended** audience (ACELA1490)	* Becoming familiar with the typical stages and language features of such text types as: simple narrative, procedure, simple persuasion texts and information reports	**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)	* Examining the author's description of a character's appearance, behaviour and speech and noting how the character's development is evident through his or her dialogue and changing relationships and the reactions of other characters to him or her * Identifying pivotal points in the plot where characters are faced with choices and commenting on how the author makes us care about their decisions and consequences	Identify and explain language features **of texts from earlier times** and **compare with the vocabulary, images, layout and content of contemporary texts** (ACELY1686)	* Viewing documentaries and news footage from different periods, comparing the style of presentation, including costumes and iconography with contemporary texts on similar topics and tracking changing views on issues, for example war, race, gender
				Identify features of online texts that enhance **readability** including text, navigation, links, graphics and layout (ACELA1793)	* Participating in online searches for information using navigation tools and discussing similarities and differences between print and digital information	Make connections **between the ways different authors may represent similar storylines, ideas and relationships** (ACELT1602)	* Commenting on how authors have established setting and period in different cultures and times and the relevance of characters, actions and beliefs to their own time * Comparing different authors' treatment of similar themes and text patterns, for example comparing fables and allegories from different cultures and quest novels by different authors	Identify **characteristic features used** in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)	* Describing the language which authors use to create imaginary worlds; how textual features such as headings, subheadings, bold type and graphic organisers are used to order and present information, and how visual codes are used, for example those used in advertising to represent children and families so that viewers identify with them
	Literary texts that support and extend students in Levels 3 and 4 as independent readers describe complex sequences of events that extend over several pages and involve unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts use complex language features, including varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and words that need to be decoded phonically, and a variety of punctuation conventions, as well as illustrations and diagrams that both support and extend the printed text.			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)	* Examining visual and multimodal texts, building a vocabulary to describe visual elements and techniques such as framing, composition and visual point of view and beginning to understand how these choices impact on viewer response	**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)	* Defining spoonerisms, neologisms and puns and exploring how they are used by authors to create a sense of freshness, originality and playfulness * Discussing poetic language, including unusual adjectival use and how it engages us emotionally and brings to life the poet's subject matter (for example 'He grasps the crag with crooked hands'/wee timorous beastie')	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)	* Reading new and different kinds of texts with the use of established word identification strategies, including knowledge of the topic and of text type together with self monitoring strategies; including rereading, self questioning and pausing, and including self correction strategies such confirming and cross-checking * Reading aloud with fluency and expression * Reading a wide range of different types of texts for pleasure
				Understand how adverb **groups/phrases** and **prepositional phrases** work in different ways to **provide circumstantial details about an activity** (ACELA1495)	* Investigating in texts how adverb group/phrases and prepositional phrases can provide details of the circumstances surrounding a happening or state (for example, 'At midnight (time) he rose slowly (manner) from the chair (place) and went upstairs (place)'	Use **metalanguage to describe the effects of ideas**, text structures and language features of literary texts (ACELT1604)	* Examining the author's description of a character's appearance, behaviour and speech and noting how the character's development is evident through his or her dialogue and changing relationships and the reactions of other characters to him or her * Sharing views using appropriate metalanguage (for example 'The use of the adjectives in describing the character really helps to create images for the reader')	Use comprehension strategies to build literal and inferred meaning to **expand content knowledge, integrating and linking ideas** and analysing and evaluating texts (ACELY1692)	* Making connections between the text and students' own experience and other texts * Making connections between information in print and images * Building and using prior knowledge and vocabulary * Finding specific literal information * Asking and answering questions * Creating mental images * Finding the main idea of a text * Inferring meaning from the ways communication occurs in digital environments including the interplay between words, images, and sounds * Bringing subject and technical vocabulary and concept knowledge to new reading tasks, selecting and using texts for their pertinence to the task and the accuracy of their information
				Investigate how **quoted (direct) and reported (indirect)** speech **work in different types of text** (ACELA1494)	* Investigating examples of quoted (direct) speech ('He said, "I'll go to the park today"') and reported (indirect) speech ('He told me he was going to the park today') and comparing similarities and differences				
Level 4 Achievement Standard	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.**								

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Year Level Indicators	Sourced from Level descriptions			Language		Literature		Literacy	
	Text Details	Who (Audience)	How	Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations
Level 5	Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and **evaluate** spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These **include various types of media texts including** ▶ **newspapers,** ▶ film and ▶ digital texts, ▶ **junior and early adolescent novels,** ▶ poetry, ▶ non-fiction, and ▶ dramatic performances. The range of literary texts for Foundation to Level 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia. Literary texts that support and extend students in Levels 5 and 6 as independent readers describe complex sequences, **a range of non-stereo-typical characters and elaborated events including flashbacks and shifts in time.** These texts **explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings.** Informative texts **supply technical** and content information about **a wide range** of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, **indexes** and **glossaries.** Language features include **complex** sentences, unfamiliar **technical** vocabulary, **figurative** language, and information presented in **various types** of graphics.	In Levels 5 and 6, students communicate with peers and teachers from other classes and schools, **community members,** and **individuals and groups,** in a range of face-to-face and online/virtual environments.		Understand how texts vary in purpose, structure and **topic** as well as **the degree of formality** (ACELA1504)	* Becoming familiar with the typical stages and language features of such text types as: narrative, procedure, exposition, explanation, discussion and informative text and how they can be composed and presented in written, digital and multimedia forms	Recognise that **ideas** in literary texts **can be conveyed** from different viewpoints, **which can lead to different kinds of interpretations and responses** (ACELT1610)	* Identifying the narrative voice (the person or entity through whom the audience experiences the story) in a literary work, discussing the impact of first person narration on empathy and engagement * Examining texts written from different narrative points of view and discussing what information the audience can access, how this impacts on the audience's sympathies, and why an author might choose a particular narrative point of view * Examining the narrative voice in texts from Aboriginal and Torres Strait Islander traditions, which include perspectives of animals and spirits, about how we should care for the Earth, for example reflecting	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)	* Identifying the narrative voice (the person or entity through whom the audience experiences the story) in a literary work, discussing the impact of first person narration on empathy and engagement
				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)	NONE	**Identify aspects** of literary texts **that convey details or information about particular social, cultural and historical contexts** (ACELT1608)	* Describing how aspects of literature, for example visuals, symbolic elements, dialogue and character descriptions, can convey information about cultural elements, such as beliefs, traditions and customs * Identifying variability within cultural contexts in literary texts, recognising the diversity of people's experiences within a cultural group such as differences in setting and lifestyle between urban and remote Aboriginal and Torres Strait Islander peoples	Identify and **explain** characteristic **text structures** and **language** features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)	* Explaining how the features of a text advocating community action, for example action on a local area reservation issue, are used to meet the purpose of the text
				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)	* Interpreting narrative texts told as wordless picture books * Identifying and comparing sequences of images revealed through different hyperlink choices	Understand, interpret and experiment with **sound** devices **and imagery,** including **simile, metaphor and personification,** in narratives, shape poetry, **songs, anthems and odes** (ACELT1611)	* Discussing how figurative language including simile and metaphor can make use of a comparison between different things, for example 'My love is like a red, red rose'; 'Tyger!, Tyger! burning bright, In the forests of the night'; and how by appealing to the imagination, it provides new ways of looking at the world * Investigating the qualities of contemporary protest songs, for example those about Indigenous peoples and those about the environment	Navigate and read texts **for specific purposes** applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, **skimming** and **scanning** (ACELY1702)	* Bringing subject and technical vocabulary and concept knowledge to new reading tasks * Selecting and using texts for their pertinence to the task and the accuracy of their information * Using word identification, self-monitoring and self-correcting strategies to access material on less familiar topics, skimming and scanning to check the pertinence of particular information to students' topic and task * Reading a wide range of imaginative, informative and persuasive texts for pleasure and to find and use information
				Understand **how to use banks of known words, as well as word origins,** prefixes and suffixes, **to learn and spell new words** (ACELA1513)	* Learning that many complex words were originally hyphenated but have become 'prefixed' as in 'uncommon', 'renew' 'email' and 'refine' * Talking about how suffixes change over time and new forms are invented to reflect changing attitudes to gender, for example 'policewoman', 'salesperson'; 'air hostess'/'steward' or 'flight attendant'	Use metalanguage to describe the effects of ideas, text structures and language features **on particular audiences** (ACELT1795)	* Orally, in writing or using digital media, giving a considered interpretation and opinion about a literary text, recognising that a student's view may not be shared by others and that others have equal claims to divergent views	Use comprehension strategies **to analyse** information, integrating and linking ideas **from a variety of** print and digital sources (ACELY1703)	* Using research skills including identifying research purpose, locating texts, gathering and organising information, evaluating its relative value, and the accuracy and currency of print and digital sources and summarising information from several sources
				Recognise **uncommon plurals, for example 'foci'** (ACELA1514)	* Using knowledge of word origins and roots and related words to interpret and spell unfamiliar words, and learning about how these roots impact on plurals				
Level 5 Achievement Standard	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.**								

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Year Level Indicators	Sourced from Level descriptions			Language		Literature		Literacy	
	Text Details	Who (Audience)	How	Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations
Level 6	Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including ►newspapers, ►film and ►digital texts, ►junior and early adolescent novels, ►poetry ►non-fiction and ►dramatic performances. **Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.** Literary texts that support and extend students in Levels 5 and 6 as independent readers describe complex sequences, a range of non-stereotypical characters and elaborated events including flashbacks and shifts in time. The range of literary texts for Foundation to Level 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings.	In Levels 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments.		Understand how authors **often innovate** on text structures and **play with** language features to achieve particular **aesthetic, humorous** and **persuasive** purposes and effects (ACELA1518)	* Exploring a range of everyday, community, literary and informative texts discussing elements of text structure and language features and comparing the overall structure and effect of authors' choices in two or more texts * Examining different works by an author who specialises in humour or pathos to identify strategies such as exaggeration and character embarrassment to amuse and to offer insights into characters' feelings, so building empathy with their points of view and concern for their welfare	Analyse and evaluate similarities and differences in texts on similar topics, **themes** or **plots** (ACELT1614)	* Exploring texts on a similar topic by authors with very different styles, for example comparing fantasy quest novels or realistic novels on a specific theme, identifying differences in the use of narrator, narrative structure and voice and language style and register	Analyse how text structures and language features **work together to** meet the purpose of a text (ACELY1711)	* Comparing the structures and features of different texts, including print and digital sources on similar topics, and evaluating which features best aid navigation and clear communication about the topic
	Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics.			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)	* Observing how sequential events can be represented visually by a series of images, including comic strips, timelines, photo stories, procedure diagrams and flowcharts, life-cycle diagrams, and the flow of images in picture books * Observing how concepts, information and relationships can be represented visually through such images as tables, maps, graphs, diagrams, and icons	**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)	* Exploring two or more texts by the same author, drawing out the similarities, for example subject or theme, characterisation, text structure, plot development, tone, vocabulary, sense of voice, narrative point of view, favoured grammatical structures and visual techniques in sophisticated picture books	**Analyse** strategies authors use to influence **readers** (ACELY1801)	* Identify how authors use language to position the reader and give reasons
				Identify and explain how choices in language, for example **modality, emphasis, repetition** and metaphor, **influence personal response** to different texts (ACELT1615)		Identify and explain how choices in language, for example **modality, emphasis, repetition** and metaphor, **influence personal response** to different texts (ACELT1615)	* Noting how degrees of possibility are opened up through the use of modal verbs (for example, 'It may be a solution' as compared to 'It could be a solution'), as well as through other resources such as adverbs (for example, 'It's possibly/probably/certainly a solution'), adjectives (for example, 'It's a possible/probable/certain solution'); and nouns (for example, 'It's a possibility/probability')	**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)	* Bringing subject and technical vocabulary and concept knowledge to new reading tasks, selecting, evaluating and using texts for their pertinence to the task and the accuracy of their information * Using word identification, self-monitoring and self-correcting strategies * Using research skills including identifying research purpose, locating texts, gathering and organising information, evaluating and using information *Identifying and using texts for a wide range of purposes, selecting texts by favourite authors and trying new ones
						Identify the **relationship between words, sounds, imagery and language patterns** in narratives and poetry such as **ballads, limericks and free verse** (ACELT1617)	* Identifying how language choice and imagery build emotional connection and engagement with the story or theme * Describing how a character's experience expressed through a verse novel impacts on students personally, how the author controls the revelation of the experiences and how the verse story builds meaning to its climax when we understand the whole	Use comprehension strategies to **interpret** and analyse information and **ideas, comparing content** from a variety of textual sources including **media** and digital texts (ACELY1713)	* Making connections between the text and students' own experience or other texts *Making connections between information in print and images * Finding specific literal information * Using prior knowledge and textual information to make inferences and predictions * Asking and answering questions * Finding the main idea of a text * Summarising a text or part of a text
Level 6 Achievement Standard	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.**								

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Year Level Indicators	Sourced from Level descriptions			Language		Literature		Literacy	
	Text Details	Who (Audience)	How	Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations
Level 7	',...Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including ▶newspapers, ▶magazines and ▶digital texts, ▶early adolescent novels, ▶non-fiction, ▶poetry and ▶dramatic performances...,' ',...Students create a range of ▶imaginative, ▶informative and ▶persuasive texts for example ▶narratives, ▶procedures, ▶performances, ▶reports, ▶discussions, and are beginning to create literary analyses and transformations of texts..,' ',...Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience...,' ',...The range of literary texts for Foundation to Level 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia. Literary texts that support and extend students in Years 7 and 8 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics presented in visual form...,'	In Levels 7 and 8, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments.	They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.	Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (ACELA1764)	* Comparing choices for point of view in animations, advertisements and other persuasive texts * Comparing how different advertisements use visual elements to advertise the same product * Experimenting with digital storytelling conventions to create personal reflections on shared experiences	Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)	* Analysing and explaining the structure and features of short stories discussing the purposes and appeal of different authorial choices for structure and language * Exploring traditional stories from Asia and discussing their engaging features, for example use of the oral mode, visual elements, verse, use of puppets to convey the narrative * Analysing writers' depictions of challenges in texts, for example those faced by Aboriginal and Torres Strait Islander people * Discussing a text's intended audience, whether the text is typical of its type and whether it has fulfilled its purpose	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)	* Identifying the purpose and possible audience for a text * Explaining the relationship between text features and structures and audience and purpose, such as identifying which group would be the most likely target for the information in an advertisement and justifying why on the basis of textual features
				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)	NONE	Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)	* Identifying stereotypes, prejudice and oversimplifications in texts * Exploring ethical issues in literary texts drawing on a range of examples from the texts to illustrate and substantiate the views expressed	Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences (ACELY1724)	NONE
				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)	* Defending points of view in reading circle discussions * Responding to points of view by developing and elaborating on others' responses * Building a knowledge base about words of evaluation, including words to express emotional responses to texts, judgment of characters and their actions, and appreciation of the aesthetic qualities of text	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)	* Experiencing the sound and rhythm of poetry and using metalanguage, for example 'refrain', 'chant' to discuss the layers of meaning that are created	Use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722)	* Identifying cause and effect in explanations and how these are used to convince an audience of a course of action * Inferring the tone and emotional intent of a character in dialogue in a narrative
				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)	* Learning about the structure of the book or film review and how it moves from context description to text summary and then to a text judgment	Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803)	NONE	Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723)	NONE
								Analyse and explain the effect of technological innovations on texts, particularly media texts (ACELY1765)	* Investigating the influence on written language of communicative technologies like SMS, text, email and Twitter * Analysing the impact of interactive elements of digital magazines
Level 7 Achievement Standard	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.								

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