AusVELS EnglishAC - Speaking & Listening (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	Asia and Australia's engagement with Asia	Sustainability

		Sourced from Level descriptions			Strands					
					Language		Literature		Literacy	
Year Level Indicators	Text Details	Text Types	Who (Audience)	How	Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations
Foundation	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.	Students create a range of ► imaginative, ► informative, and ► persuasive texts including ► pictorial representations, ► short statements, ► performances, ► recounts and ► poetry.	In the Foundation level, students communicate with peers, teachers, known adults, and students from other classes.		Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426)	* Learning that different languages exist; discussing the various languages encountered in the community and at school; acknowledging the home languages of students who speak another language, and valuing the ability to speak more than one language * Recognising that some texts can include both Standard Australian English and elements of other languages including Aboriginal and Torres Strait Islander languages	Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577)	* Talking about stories and authors, choosing favourites, discussing how students feel about what happens in stories * Engaging with the humour in some stories and repeating favourite lines, jokes and ideas * Returning to preferred texts and commenting on reasons for selection	Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)	* Listening to, remembering and following simple instructions * Sequencing ideas in spoken texts, retelling well known stories, retelling stories with picture cues, retelling information using story maps * Listening for specific things, for example the main idea of a short statement, the details of a story, or to answer a given question * Participating in informal situations, for example play-based experiences which involve the imaginative use of spoken language * Participating in class, group and pair discussions about shared experiences including shared texts * Asking and answering questions to clarify understanding
					Explore how language is used differently at home and school depending on the relationships between people (ACELA1428)	* Learning that language varies according to the relationships between people, for example between parent and child, teacher and student, siblings, friends, shopkeepers and customers * Learning that we use a different tone and style of language with different people * Learning to ask relevant questions and to express requests and opinions in ways that suit different contexts	Share feelings and thoughts about the events and characters in texts (ACELT1783)	* Talking about stories and authors, choosing favourites, discussing how students feel about what happens in stories * Using art forms and beginning forms of writing to express personal responses to literature and film experiences * Talking about people, events and ideas in texts, enabling students to connect them to their own experiences and to express their own opinions about what is depicted	Deliver short oral presentations to peers (ACELY1647)	* Sharing a personal experience, interest or discovery with peers in a semi-formal situation * Using visual cues to practise staying on topic
					Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)	* Recognising some of the ways we can use speech, gesture, writing and media to communicate feelings * Recognising some of the ways emotions and feelings can be conveyed and influenced by visual representations, for example in advertising and animations	Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579)	* Using music and actions to enhance appreciation of rhymes, poems, chants and songs * Reciting rhymes with actions	Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)	* Learning how to use different voice levels appropriate to a situation, for example learning about 'inside voices' and 'outside voices' * Learning to ask questions and provide answers that are more than one or two words * Participating in speaking and listening situations, exchanging ideas with peers in pairs and small groups and engaging in class discussions, listening to others and contributing ideas * Showing understanding of appropriate listening behaviour, such as listening without interrupting, and looking at the speaker if culturally appropriate * Listening and responding to oral and multimodal texts including rhymes and poems, texts read aloud and various types of digital texts * Engaging in conversations with peers and adults in home language or dialect * Asking and answering questions using appropriate intonation * Speaking so that the student can be heard and understood * Altering volume for inside and outside situations and when speaking to an audience
					Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)	* Building vocabulary through multiple speaking and listening experiences * Discussing new vocabulary found in texts * Bringing vocabulary from personal experiences, relating this to new experiences and building a vocabulary for thinking and talking about school topics				
					Recognise rhymes, syllables and sounds (phonemes) in spoken words (ACELA1439)	* Listening to the sounds a student hears in the word, and writing letters to represent those sounds * Identifying rhyme and syllables in spoken words * Identifying and manipulating sounds (phonemes) in spoken words * Identifying onset and rime in one-syllable spoken words				
Foundation Level Achievement Standard			NOTE: The standards are not divided into sub-strands in the AusVELS documents. However, logic would dictate that the standards could be put into sub-strands, as demonstrated to the right.		**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. They listen for rhyme, letter patterns and sounds in words.	**Students understand that their texts can reflect** their own experiences.		**They listen to and use appropriate language features to respond to others in a familiar environment.**	

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Year Level Indicators	Sourced from Level descriptions				Language		Literature		Literacy	
	Text Details	Text Types	Who (Audience)	How	Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations
Level 1	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.	Students create a variety of ► imaginative, ► informative and ► persuasive texts including ► recounts ► **procedures,** ► **performances,** ► **literary retellings** and ► poetry.	In Level 1, students communicate with peers, teachers, known adults and students from other classes.		**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)	* Recognising how and where signs and symbols are used and placed in students' school and community * Learning some signs in Auslan and finding out about 'Hear a Book' and Braille technologies for hearing and visually impaired people	**Express preferences for specific texts and authors and listen to the opinions of others** (ACELT1583)	* Sharing favourite texts and authors and some reasons for preferences * Discussing different texts and considering what is entertaining or appealing * Using arts methods and role play to express personal responses to characters and events in stories * Discussing different texts and considering what is entertaining or appealing and why * Identifying who is telling the story in different texts	**Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions** (ACELY1656)	* Listening for details in spoken informative texts * Participating in informal and structured class, group and pair discussions about content area topics, ideas and information * Speaking clearly and with appropriate volume * Interacting confidently and appropriately with peers, teachers, visitors and community members * Learning to value listening, questioning and positive body language and understanding that different cultures may approach these differently * Formulating different types of questions to ask a speaker, such as open and closed questions and 'when', 'why' and 'how' questions
					Understand that language **is used in combination with other means of communication, for example facial expressions and gestures to interact with others** (ACELA1444)	* Recognising the effect of words, symbols, gestures and body language on the way communications are received by others	Discuss **characters and events in a range** of literary texts and **share personal responses to these texts, making connections with students' own experiences** (ACELT1582)	* Discussing characters from books and films and whether these are life-like or imaginary (for example talking animals) * Comparing characters and events in texts to students' own experiences	Use interaction skills including **turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace** (ACELY1788)	* Identifying turn-taking patterns in group and pair work (for example initiating a topic, changing a topic when appropriate, staying on task, supporting other speakers, eliciting responses, being supportive and attentive listeners, asking relevant questions, providing useful feedback, prompting, checking understanding, 'sharing the talking space') * Participating in pair, group and class speaking and listening situations, including informal conversations and class discussions, contributing ideas and listening to the contributions of others * Taking turns, asking and answering questions and attempting to involve others in discussions * Demonstrating active listening behaviour and responding to what others say in pair, group and class discussions * Experimenting with voice volume and pace for particular purposes including making presentations, retelling stories and reciting rhymes and poems * Attempting correct pronunciation of new vocabulary
					Understand that there are **different ways of asking for information, making offers and giving commands** (ACELA1446)	* Learning the difference between questions and statements, requests and commands * Learning about different types of questions including closed and open questions and 'where', 'what', 'who' and 'why' questions	Discuss how **authors create characters using language and images** (ACELT1581)	* Identifying similarities between texts from different cultural traditions, for example representations of dragons in traditional European and Asian texts, and how spiritual beings are represented in Aboriginal and Torres Strait Islander stories * Identifying some features of characters and how particular words and images convey qualities of their nature, for example some characters are portrayed as shy, others adventurous * Discussing the characters of fictional animals and how they relate to those of humans	**Make short** presentations using some introduced text structures and language, for example opening statements (ACELY1657)	* Reporting the results of group discussions * Providing simple explanations about how to do or make something * Giving short oral presentations about areas of interest or content area topics, speaking clearly and with appropriate volume and using extended vocabulary and a growing knowledge of content-specific words
					Explore different ways of **expressing emotions, including verbal, visual, body language and facial expressions** (ACELA1787)	* Extending students' vocabularies for the expression of feelings and emotions * Considering how others might respond before students express their views and how students might respond to others' views in civil and constructive ways	Discuss **features of plot, character and setting in different types of literature and explore some features of characters in different texts** (ACELT1584)	* Examining different types of literature including traditional tales, humorous stories and poetry * Discussing similarities and differences between texts (for example features of main characters in different stories) * Discussing features of book settings including time (level, season) and place (country or city, realistic or imagined) * Discussing how plots develop including: beginnings (orientation), how the problem (complication) is introduced and solved (resolution)		
					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)	* Learning forms of address for visitors and how to use language appropriately to ask directions and for information, for example on excursions	**Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme** (ACELT1585)	* Exploring performance poetry, chants and songs from Aboriginal and Torres Strait Islander peoples and Asian cultures * Listening to and performing simple haiku poems about familiar topics such as nature and the seasons		
Level 1 Achievement Standard			NOTE: The standards are not divided into sub-strands in the AusVELS documents. However, logic would dictate that the standards could be put into sub-strands, as demonstrated to the right.		They listen to others when taking part in conversations using appropriate language features.		Students understand **how** characters in texts **are developed and give reasons for personal preferences.**	They **interact** in **pair,** group and class discussions, taking turns when responding.	They **create texts that show understanding of the connection between writing, speech and images.**	They listen for and **reproduce** letter patterns and **letter clusters.**
									They create **short** texts **for a small range of purposes.**	They make short presentations **of a few connected sentences on familiar and learned topics.**

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Year Level Indicators	Sourced from Level descriptions				Language		Literature		Literacy	
	Text Details	Text Types	Who (Audience)	How	Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations
Level 2	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 students 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.	Students create a range of ► imaginative, ► informative and ► persuasive texts including ► **imaginative retellings,** ► **reports,** ► **performances,** ► poetry and ► **expositions.**	In Level 2, students communicate with peers, teachers, students from other classes, and **community members.**		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)	* 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, and associating those features with particular communities * Recognising some phrases in the languages of the class and community, for example greetings and expressions of politeness	Discuss how **depictions of characters in print, sound and images reflect the contexts in which they were created** (ACELT1587)	* Exploring iconography of Aboriginal and Torres Strait Islander cultures * Recognising recurring characters, settings and themes in Dreaming stories experienced through texts, films and online sources * Discussing moral and teaching stories from varied cultures, identifying and comparing their central messages	Listen **for specific purposes and information, including instructions, and extend students' own and others' ideas** in discussions (ACELY1666)	* Using spoken language for problem solving, and exploring ideas and concepts * Listening for specific information and providing two or more key facts from an informative text spoken or read aloud * Listening to, remembering and responding to detailed instructions
					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)	* Exploring how terms of address are used to signal different kinds of relationships * Exploring the differences between giving a presentation and talking to friends * Exploring culturally specific greetings and expressions of politeness	Identify **aspects** of different types of literary texts **that entertain, and give reasons for personal preferences** (ACELT1590)	* Describing features of texts from different cultures including recurring language patterns, style of illustrations, elements of humour or drama, and identifying the features which give rise to their personal preferences * Connecting the feelings and behaviours of animals in anthropomorphic stories with human emotions and relationships * Drawing, writing and using digital technologies to capture and communicate favourite characters and events	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)	* Discussing appropriate conventions to use in group discussions * Exploring ways to comment on what others say, including using sentence starters such as 'I like the way you…', 'I agree that …', 'I have a different thought…', 'I'd like to say something different…' * Participating in pair, group and class speaking and listening situations, including informal conversations, class discussions and presentations * Demonstrating appropriate listening behaviour, responding to and paraphrasing a partner's contribution to a discussion, such as think/pair/share activities * Asking relevant questions and making connections with personal experiences and the contributions of others * Brainstorming topics, contributing ideas and acknowledging the ideas of others * Speaking clearly and with appropriate intonation * Understanding how to disagree with a point of view or offer an alternative idea courteously * Experimenting with presentation strategies such as pitch, volume and intonation
					Identify language **that can be used for appreciating texts and the qualities of people and things** (ACELA1462)	* Exploring how language is used to express feelings including learning vocabulary to express a gradation of feeling, for example 'happy', 'joyful', 'pleased', 'contented' * Exploring in stories, everyday and media texts moral and social dilemmas; such as right and wrong, fairness/unfairness, inclusion and exclusion; learning to use language to describe actions and consider consequences * Exploring how language is used to construct characters and settings in narratives, including choice of nouns such as 'girl', 'princess' or 'orphan', and choice of adjectives such as 'gentle', 'timid' or 'frightened'	**Compare opinions about characters, events and settings in and between texts** (ACELT1589)	* Discussing each others' preferences for stories set in familiar or unfamiliar worlds, or about people whose lives are like or unlike their own	**Rehearse and deliver** short presentations **on familiar and new topics** (ACELY1667)	* Adjusting presentation for different audiences * Preparing and giving oral presentations, including reports of group discussions, using more formal speech and specific vocabulary about content area topics * Listening and responding to presentations, including those using multimedia, on familiar and learned topics, recording key information, and connecting new and existing knowledge about a topic
					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)	* Interpreting new terminology drawing on prior knowledge, analogies and connections with known words	Identify, reproduce and **experiment** with **rhythmic, sound and word patterns** in poems, chants, rhymes and songs (ACELT1592)	* Exploring poems, chants, rhymes or songs from different cultures which class members may bring from home * Learning to recite, sing or create interpretations of poems, chants, rhymes or songs from students' own and other different cultures		
Level 2 Achievement Standard			NOTE: The standards are not divided into sub-strands in the AusVELS documents. However, logic would dictate that the standards could be put into sub-strands, as demonstrated to the right.		They listen for and **manipulate sound combinations** and **rhythmic sound patterns.** They **listen** for particular purposes.		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. When discussing their ideas and experiences, students **use** everyday language features and topic specific vocabulary.	

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Year Level Indicators	Sourced from Level descriptions				Language		Literature		Literacy	
	Text Details	Text Types	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 the illustrations and diagrams that both support and extend the printed text.	Students create a range of ▶ imaginative, ▶ informative and ▶ persuasive texts including ▶ **narratives,** ▶ procedures, ▶ performances, ▶ reports, ▶ **reviews,** ▶ poetry and ▶ expositions.	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 that languages have **different written and visual communication systems, different oral traditions and different ways of constructing meaning** (ACELA1475) 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) Examine how evaluative language **can be varied to be more or less forceful** (ACELA1477) Learn **extended and technical** vocabulary and **ways of expressing opinion** including **modal verbs and adverbs** (ACELA1484)	* Learning that a word or sign can carry different weight in different cultural contexts, for example that particular respect is due to some people and creatures and that stories can be passed on to teach us how to live appropriately * Identifying roles and collaborative patterns in students' own groups and pair work (for example initiating a topic, changing a topic through negotiation, affirming other speakers and building on their comments, asking relevant questions, providing useful feedback, prompting and checking individual and group understanding) * Exploring how modal verbs, for example 'must', 'might,' or 'could' indicate degrees of certainty, command or obligation * Distinguishing how choice of adverbs, nouns and verbs present different evaluations of characters in texts * Exploring examples of language which demonstrate a range of feelings and positions, and building a vocabulary to express judgments about characters or events, acknowledging that language and judgments might differ depending on the cultural context	Discuss texts in which characters, events and settings **are portrayed in different ways, and speculate on the authors' reasons** (ACELT1594)	* Reading texts in which Aboriginal and Torres Strait Islander children/young people are the central characters/protagonists and making links to students' own lives, noting similarities * Exploring the ways that the same story can be told in many cultures, identifying variations in the storyline and in music (for example 'The Ramayana' story which is told to children in India, Indonesia, Thailand, Cambodia, Burma, Laos, Tibet and Malaysia)	Listen to and contribute to conversations and discussions **to share information and ideas** and **negotiate in collaborative** situations (ACELY1676) 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) **Plan** and deliver short presentations, providing **some key details in logical sequence** (ACELY1677)	* Participating in collaborative discussions, building on and connecting ideas and opinions expressed by others, and checking students' own understanding against group views * Participating in pair, group and class speaking and listening situations, including informal conversations, class discussions and presentations *Listening actively including listening for specific information, recognising the value of others' contributions and responding through comments, recounts and summaries of information * Learning the specific speaking or listening skills of different group roles, for example group leader, note taker and reporter * Acquiring new vocabulary in all curriculum areas through listening, reading, viewing and discussion and using this vocabulary in specific ways such as describing people, places, things and processes * Using language appropriately in different situations such as making a request of a teacher, explaining a procedure to a classmate, engaging in a game with friends * Experimenting with voice effects in formal presentations such as tone, volume and pace * Drawing on relevant research into a topic to prepare an oral or multimodal presentation, using devices such as storyboards to plan the sequence of ideas and information
Level 3 Achievement Standard			NOTE: The standards are not divided into sub-strands in the AusVELS documents. However, logic would dictate that the standards could be put into sub-strands, as demonstrated to the right.		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.**		Students listen to others' views and respond **appropriately.**		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.	

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Year Level Indicators	Sourced from Level descriptions				Language		Literature		Literacy	
	Text Details	Text Types	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. 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.	Students create a range of ► imaginative, ► informative and ► persuasive texts including ► narratives, ► procedures, ► performances, ► reports, ► reviews, ► poetry and ► expositions.	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 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) 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 their own views and reporting them** to a larger group (ACELA1488) Understand **differences** between the language of opinion and feeling and the language of **factual reporting or recording** (ACELA1489)	* Identifying words used in Standard Australian English that are derived from other languages, including Aboriginal and Torres Strait Islander languages, and determining if the original meaning is reflected in English usage, for example kangaroo, tsunami, typhoon, amok, orangutan * Identifying commonly used words derived from other cultures * Recognising that we can use language differently with our friends and families, but that Standard Australian English is typically used in written school texts and more formal contexts * Recognising that language is adjusted in different contexts, for example in degree of formality when moving between group discussions and presenting a group report * Understanding how age, status, expertise and familiarity influence the ways in which we interact with people and how these codes and conventions vary across cultures * Recognising the importance of using inclusive language * Identifying ways thinking verbs are used to express opinion, for example 'I think', 'I believe', and ways summary verbs are used to report findings, for example 'we concluded'	Discuss literary **experiences** with others, sharing responses and expressing a point of view (ACELT1603)	* Sharing and discussing students' own and others' understanding of the effects of particular literary techniques on their appreciation of texts * Drawing comparisons between multiple texts and students' own experiences. Commenting orally, in written form and in digital reviews on aspects such as: 'Do I recognise this in my own world?'; 'How is this text similar to or different from other texts I've read?'; 'How common is it to human experience in the real world?'; 'What new ideas does it bring?'; 'How do they fit with what I believe?'	**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) 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) Plan, rehearse and deliver presentations **incorporating learned content and taking into account the particular purposes and audiences** (ACELY1689)	* Making notes about a task, asking questions to clarify or follow up information, and seeking assistance if required * Discussing levels of language — slang, colloquial (everyday) and formal language — and how their appropriateness changes with the situation and audience. Presenting ideas and opinions at levels of formality appropriate to the context and audience * Participating in pair, group, class and school speaking and listening situations, including informal conversations, class discussions and presentations * Developing appropriate speaking and listening behaviours including acknowledging and extending others' contributions, presenting ideas and opinions clearly and coherently * Choosing a variety of appropriate words and prepositional phrases, including descriptive words and some technical vocabulary, to communicate meaning accurately * Exploring the effects of changing voice tone, volume, pitch and pace in formal and informal contexts * Reporting on a topic in an organised manner, providing relevant facts and descriptive detail to enhance audience understanding, and beginning to refer to reliable sources to support claims
Level 4 Achievement Standard			NOTE: The standards are not divided into sub-strands in the AusVELS documents. However, logic would dictate that the standards could be put into sub-strands, as demonstrated to the right.		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. Students listen for key points in discussions.				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**.	

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Year Level Indicators	Sourced from Level descriptions				Language		Literature		Literacy	
	Text Details	Text Types	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.	Students create a range of ▶imaginative, ▶informative and ▶persuasive texts including ▶narratives, ▶procedures, ▶performances, ▶reports, ▶reviews, ▶explanations and ▶discussions.	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 that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)	* Recognising that a knowledge of word origins is not only interesting in its own right, but that it extends students' knowledge of vocabulary and spelling * Exploring examples of words in which pronunciation, writing and meaning has changed over time, including words from a range of cultures	Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)	* Posing and discussing questions, such as 'Should this character have behaved as they did?', and beginning to make balanced judgments about the dilemmas characters face and relative merit and harm	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)	* Asking specific questions to clarify a speaker's meaning, making constructive comments that keep conversation moving, reviewing ideas expressed and conveying tentative conclusions
					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)	* Identifying ways in which cultures differ in making and responding to common requests, for example periods of silence, degrees of formality			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)	* Participating in pair, group, class and school speaking and listening situations, including informal conversations, discussions and presentations * Using effective strategies for dialogue and discussion including speaking clearly and to the point, pausing in appropriate places for others to respond, asking pertinent questions and linking students' own responses to the contributions of others * Choosing vocabulary and sentence structures for particular purposes including formal and informal contexts, to report and explain new concepts and topics, to offer a point of view and to persuade others * Experimenting with voice effects in formal presentations such as tone, volume, pitch and pace, recognising the effects these have on audience understanding
					Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)	* Recognising that a bare assertion (for example 'It's the best film this level') often needs to be tempered by: using the 'impersonal it' to distance oneself (for example 'It could be that it is the best film this level'); recruiting anonymous support (for example 'It is generally agreed that it is the best film this level.'); indicating a general source of the opinion (for example 'Most critics agree that it is the best film this level.'); specifying the source of the opinion (for example 'David and Margaret both agree that it is the best film this level') and reflecting on the effect of these different choices			Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)	* Planning a report on a topic, sequencing ideas logically and providing supporting detail, including graphics, sound and visuals to enhance audience engagement and understanding
Level 5 Achievement Standard			NOTE: The standards are not divided into sub-strands in the AusVELS documents. However, logic would dictate that the standards could be put into sub-strands, as demonstrated to the right.		They use language features to show how ideas can be extended. Students listen and ask questions to clarify content.		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.	

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Year Level Indicators	Sourced from Level descriptions				Language		Literature		Literacy	
	Text Details	Text Types	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. 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.	Students create a range of ►imaginative, ►informative and ►persuasive texts including ►narratives, ►procedures, ►performances, ►reports, ►reviews, ►explanations and ►discussions.	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 that different **social and geographical dialects or accents are used in Australia in addition** to Standard Australian English (ACELA1515)	* Recognising that there are more than 150 Aboriginal languages and two Torres Strait Islander languages and that they relate to geographic areas in Australia * Recognising that all languages and dialects are of equal value, although we use different ones in different contexts, for example the use of Standard Australian English, Aboriginal English and forms of Creole used by some Torres Strait Islander groups and some of Australia's near neighbours	Make connections between students' own experiences and those **of characters and events** represented in texts **drawn from different historical, social and cultural contexts** (ACELT1613)	* Recognising the influence our different historical, social and cultural experiences may have on the meaning we make from the text and the attitudes we may develop towards characters, actions and events	Participate in and contribute to discussions, clarifying and **interrogating** ideas, **developing and supporting arguments,** sharing and **evaluating** information, experiences and opinions (ACELY1709)	* Using strategies, for example pausing, questioning, rephrasing, repeating, summarising, reviewing and asking clarifying questions * Exploring personal reasons for acceptance or rejection of opinions offered and linking the reasons to the way our cultural experiences can affect our responses * Recognising that closed questions ask for precise responses while open questions prompt a speaker to provide more information
					Understand that **strategies** for interaction **become more complex and demanding as levels of formality and social distance increase** (ACELA1516)	* Identify and appreciate differences in language used in diverse family settings			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)	* Participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations * Using effective strategies for dialogue and discussion in range of familiar and new contexts, including speaking clearly and coherently and at appropriate length, acknowledging and extending the contributions of others, asking pertinent questions and answering others' questions * Choosing vocabulary and spoken text and sentence structures for particular purposes and audiences, adapting language choices to meet the perceived audience needs, such as recounting an excursion to a younger class or welcoming a visitor to a school function * Experimenting with voice effects for different audiences and purposes, such as tone, volume, pitch and pace, recognising the effects these have on audience understanding and engagement
					Understand the **uses of objective and subjective language and bias** (ACELA1517)	* Understanding when it is appropriate to share feelings and opinions (for example in a personal recount) and when it is appropriate to remain more objective (for example in a factual recount) * Differentiating between reporting the facts (for example in a news story) and providing a commentary (for example in an editorial)			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)	* Using technologies to collaboratively prepare a humorous, dynamic group view on a debatable topic, such as 'Kids should be allowed to read and view what they like,' to be presented to teachers and parents
Level 6 Achievement Standard			NOTE: The standards are not divided into sub-strands in the AusVELS documents. However, logic would dictate that the standards could be put into sub-strands, as demonstrated to the right.		They explain **how** their choices of language features and images are **used.**		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 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.** Students listen to discussions, clarifying content and **challenging** others' ideas.	

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Year Level Indicators	Sourced from Level descriptions				Language		Literature		Literacy	
	Text Details	Text Types	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 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.	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.	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.	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) Understand how accents, styles of speech and idioms express and create personal and social identities (ACELA1529)	* Exploring languages and dialects through building webcam relationships with schools across Australia and Asia * Investigating changes in word use and meaning over time and some of the reasons for these changes, for example the influence on spelling and vocabulary of new forms of communication like texting, emoticons and email * Building a database of local idioms and their meanings, accents and styles of speech for different contexts, exploring the possibilities of these choices in drama and role play, and discussing their connection with personal and social identities * Developing dialogues authentic to characters in comics, cartoons and animations	Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619) 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)	* Building knowledge, understanding and skills in relation to the history, culture, and literary heritage of Aboriginal and Torres Strait Islander peoples * Identifying and explaining differences between points of view in texts, for example contrasting the city and the bush or different perspectives based on culture, gender or age * Exploring concepts about the criteria for heroism and testing these criteria in a range of texts, including more complex ones where the hero may be flawed * Establishing forums for discussing the relative merits of fiction and film texts * Comparing personal viewpoints on texts and justifying responses in actual and virtual discussions	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) 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) 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)	* Identifying, discussing and interpreting ideas and concepts that other individuals and groups value * Identifying key evidence supporting an argument in a discussion between two speakers * Participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations * Using effective strategies for dialogue and discussion in range of formal and informal contexts, including speaking clearly and coherently and at appropriate length, clarifying and rephrasing comments of others * Choosing vocabulary and spoken text and sentence structures for particular purposes and audiences, adapting language choices to meet the perceived audience needs, such as debating a topic with a team from another school, introducing a speaker at a school function * Selecting voice effects for different audiences and purposes, such as tone, volume, pitch and pace, recognising the effects these have on audience understanding and engagement * Preparing a presentation combining print, visual and audio elements to explore and interpret ideas, drawing on knowledge and research about perspectives different from students' own
Level 7 Achievement Standard			NOTE: The standards are not divided into sub-strands in the AusVELS documents. However, logic would dictate that the standards could be put into sub-strands, as demonstrated to the right.		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 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. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view.	