Australian Curriculum: English - Strands and Sub-strands with Elaborations

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

General Capabilities

Literacy | Numeracy | ICT capability | Critical and creative thinking | Personal and social capability | Ethical understanding | Intercultural understanding

Cross-curriculum priorities

Aboriginal and Torres Strait Islander histories and cultures | Asia and Australia's engagement with Asia | Sustainability

Year Level Indicators	Sourced from Year level descriptions			Language		Literature		Literacy	
	Text Details	**Who (Audience)**	**How**	**Content Descriptor**	**Elaborations**	**Content Descriptor**	**Elaborations**	**Content Descriptor**	**Elaborations**
Foundation	',...Students engage with a variety of texts for enjoyment. 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. These include ► traditional oral texts, ► picture books, ► various types of stories, ► rhyming verse, ► poetry, ► non-fiction, ► film, ► multimodal texts, and ► dramatic performances...,' ',...Students create a range of ► imaginative, ► informative and ► persuasive texts including ► pictorial representations, ► short statements, ► performances, ► recounts and ► poetry...,' ',...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....' acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY	',...In the Foundation level, students communicate with peers, teachers, known adults, and students from other classes...,' acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY	',...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...,' acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY	**Language variation and change**		**Literature and context**		**Texts in context**	
				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	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 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
				Language for interaction		**Responding to literature**		**Interacting with others**	
				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	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
				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	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		
				Text structure and organisation		**Examining 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	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	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 that some language in written texts is unlike everyday spoken language (ACELA1431)	* Learning that written text in Standard Australian English has conventions about words, spaces between words, layout on the page and consistent spelling because it has to communicate when the speaker/writer is not present	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'		
				Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (ACELA1432)	* Pointing to the letters and the punctuation in a text * Commenting on punctuation encountered in the everyday texts, for example 'That's the letter that starts my name', 'The name of my family and my town has a capital letter'	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		
				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	**Creating literature**			
						Retell familiar literary texts through performance, use of illustrations and images (ACELT1580)	* Drawing, labelling and role playing representations of characters or events * Reciting rhymes with actions * Using digital technologies to retell events and recreate characters from favourite print and film texts	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

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Foundation				**Expressing and developing ideas**			**Interpreting, analysing, evaluating**	
				Recognises that texts are made up of words and groups of words that make meaning	* Exploring spoken, written and multimodal texts and identifying elements, for example words and images		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 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		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 creates meaning			
				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		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
				Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words (ACELA1758)	* Recognising the most common sound made by each letter of the alphabet, including consonants and short vowel sounds * Writing consonant-vowel-consonant words by writing letters to represent the sounds in the spoken words * Knowing that spoken words are written down by listening to the sounds heard in the word and then writing letters to represent those sounds			
				Know how to use onset and rime to spell words (ACELA1438)	* Breaking words into onset and rime, for example c/at * Building word families using onset and rime, for example h/ot, g/ot, n/ot, sh/ot, sp/ot			
				Sound and letter knowledge				
				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			
				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		**Creating texts**	
							Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)	* Using image making and beginning writing to represent characters and events in written, film and web-based texts * Using speaking, writing and drawing to represent and communicate personal responses to ideas and events experienced through texts * Creating short spoken, written and multimodal observations, recounts and descriptions, extending vocabulary and including some content-specific words in spoken and written texts * Using beginning concepts about print, sound–letter and word knowledge and punctuation to create short texts
							Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (ACELY1652)	* Rereading collaboratively developed texts to check that they communicate what the authors intended

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Foundation						Produce some lower case and upper case letters using learned letter formations (ACELY1653)	* Adopting correct posture and pencil grip * Learning to produce simple handwriting movements * Following clear demonstrations of how to construct each letter (for example where to start; which direction to write) * Learning to construct lower case letters and to combine these into words * Learning to construct some upper case letters
						Construct texts using software including word processing programs (ACELY1654)	* Using simple functions of keyboard and mouse including typing letters, scrolling, selecting icons and drop-down menu
Foundation Year Achievement Standard acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY	**Receptive modes (listening, reading and viewing)** 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. They listen for rhyme, letter patterns and sounds in words. They listen **to and use appropriate language features to respond to others in a familiar environment.** **Productive modes (speaking, writing and creating)** Students understand **that their texts can reflect** their own experiences. They **identify and describe** likes and dislikes **about familiar texts, objects, characters and events.** **In informal group and whole class settings, students communicate clearly.** **They retell events and experiences with peers and known adults.** They identify and **use** rhyme, letter patterns and sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.						

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Year Level Indicators	Sourced from Year level descriptions			Language		Literature		Literacy	
	Text Details	**Who (Audience)**	**How**	**Content Descriptor**	**Elaborations**	**Content Descriptor**	**Elaborations**	**Content Descriptor**	**Elaborations**
Year 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**...,' '...Students create a variety of ► imaginative, ► informative and ► persuasive texts including ► recounts ► **procedures,** ► **performances,** ► **literary retellings** and ► poetry...,' '...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 Year 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...,' acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY	'...In Year 1, students communicate with peers, teachers, known adults and students from other classes...,' acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY		**Language variation and change**		**Literature and context**		**Texts in context**	
				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	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 * Identifying 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	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
				Language for interaction		**Responding to literature**		**Interacting with others**	
				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	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 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 the difference between closed questions, for example 'Are you ready?', 'Did they enjoy their holidays?' and open questions, for example 'What made this text so exciting?'	**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 * Identifying who is telling the story in different texts	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
				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				
				Text structure and organisation		**Examining literature**			
				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	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 **patterns of repetition and contrast** in simple texts (ACELA1448)	* Identifying patterns of vocabulary items in texts (for example class/subclass patterns, part/whole patterns, compare/contrast patterns, cause-and-effect patterns, word associations/collocation) * Discussing different types of texts and identifying some characteristic features and elements (for example language patterns and repetition) in stories and poetry	**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	**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

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Year 1				Recognise that different types of punctuation, including full stops, **question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands** (ACELA1449)	* Using intonation and pauses in response to punctuation when reading * Reading texts and identifying different sentence-level punctuation * Writing different types of sentences, for example statements and questions, and discussing appropriate punctuation	**Creating literature**		**Interpreting, analysing, evaluating**	
				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	**Recreate** texts imaginatively using drawing, **writing**, performance and **digital forms of communication** (ACELT1586)	* Creating visual representations of literary texts from Aboriginal, Torres Strait Islander or Asian cultures * Writing character descriptions drawn from illustrations in stories * Retelling key events in stories using oral language, arts, digital technologies and performance media	**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
								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
				Expressing and developing ideas					
				Identify the parts of a simple sentence **that represent 'What's happening?', 'What state is being described?', 'Who or what is involved?' and the surrounding circumstances** (ACELA1451)	* 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')			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
				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			**Creating texts**	
				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'			Create short **imaginative and informative** texts **that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements**, for example illustrations and **diagrams** (ACELY1661)	* Referring to learned knowledge of text structure and grammar when creating a new text * Applying new vocabulary appropriately in creating text * Learning how to plan spoken and written communications so that listeners and readers might follow the sequence of ideas or events * Beginning to consider audience in designing a communication involving visual components, selecting images for maximum impact
				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				
				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')			**Reread** student's **own** texts and discuss possible changes to improve meaning, **spelling and punctuation** (ACELY1662)	* Adding or deleting words on page or screen to improve meaning, for example adding an adjective to a noun * Reading the students' own work aloud to listen for grammatical correctness: checking use of capital letters, full stops, question marks and exclamation marks * Checking for inclusion of capital letters and full stops * Identifying words which might not be spelt correctly * Beginning to use dictionaries and classroom charts to check and correct spelling of less familiar words

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Year 1

Recognise and know how to use **morphemes in word families for example 'play' in 'played' and 'playing'** (ACELA1455)	* Building word families from common morphemes (for example 'play', 'plays', 'playing', 'played', 'playground') * Using morphemes to read words (for example by recognising the 'stem' in words such as 'walk/ed')		**Write** using unjoined lower case and upper case letters (ACELY1663)	* Using correct posture and pencil grip * Learning how each letter is constructed including where to start and the direction to follow * Writing words legibly using unjoined print script of consistent size
Sound and letter knowledge				
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)		Construct texts **that incorporate supporting images using software including** word processing programs (ACELY1664)	* Creating digital images and composing a story or information sequence on screen using images and captions * Adding images to digital written communications such as emails with pictures of self, classmates or location
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')			

Year 1 Achievement Standard

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Receptive modes (listening, reading and viewing)
By the end of Year 1, students understand the **different purposes** of texts.
They make connections to personal experience when **explaining** characters and **main** events in **short** texts.
They **identify** the language features, images and **vocabulary used to describe** characters and **events**.
Students read **aloud**, with developing fluency and **intonation**, short texts with some **unfamiliar** vocabulary, simple and **compound sentences** and supportive images.
When reading, they use knowledge of sounds and letters, **high frequency** words, **sentence boundary punctuation** and **directionality** to make meaning.
They recall **key** ideas and recognise **literal and implied meaning** in texts.
They listen to others when taking part in **conversations**, using appropriate language features.
They listen for and **reproduce** letter patterns and letter clusters.
Productive modes (speaking, writing and creating)
Students **understand** how characters in texts are **developed** and **give reasons for personal preferences**.
They create texts that show understanding of the connection between writing, **speech** and images.
They create short texts for a **small range of purposes**.
They **interact in pair**, group and class discussions, taking turns when responding.
They make short presentations **of a few connected sentences on familiar and learned topics**.
When writing, students **provide details** about ideas or events.
They **accurately** spell words with **regular** spelling patterns and **use** capital letters and full stops.
They correctly form **all** upper- and lower-case letters.

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Year Level Indicators	Sourced from Year level descriptions			Language		Literature		Literacy	
	Text Details	Who (Audience)	How	Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations
Year 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...,' '...Students create a range of ► imaginative, ► informative and ► persuasive texts including ► **imaginative retellings,** ► **reports,** ► **performances,** ► poetry and ► **expositions**...,' '...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 Year 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.' acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY	'...In Year 2, students communicate with peers, teachers, students from other classes, and **community members**...,' acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY		**Language variation and change**		**Literature and context**		**Texts in context**	
				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	**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
				Language for interaction		**Language for interaction**		**Interacting with others**	
				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	**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	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
				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'	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
				Text structure and organisation		**Examining literature**			
				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	**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 how texts are made **cohesive through resources, for example word associations, synonyms, and antonyms** (ACELA1464)	* Exploring how texts develop their themes and ideas, building information through connecting similar and contrasting dissimilar things * Mapping examples of word associations in texts, for example words that refer to the main character				
				Recognise that capital letters **signal proper nouns** and **commas are used to separate items in lists** (ACELA1465)	* Talking about how a comma can be used to separate two or more elements in a list, for example 'At the museum they saw a tiger, a dinosaur and two snakes'			**Interpreting, analysing, evaluating**	
								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

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Year 2				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, 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	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
				Expressing and developing ideas		**Creating literature**		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 **simple connections can be made between ideas 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	**Create events and characters** using different media **that develop key events and characters from literary texts** (ACELT1593)	* Creating imaginative reconstructions of stories and poetry using a range of print and digital media * Telling known stories from a different point of view * Orally, in writing or using digital media, constructing a sequel to a known story		
									Creating texts
				Understand that nouns represent people, places, **concrete objects and abstract concepts**; that there are **three types of nouns: common, proper and pronouns**; and that **noun groups/phrases can be expanded using articles and adjectives** (ACELA1468)	* 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			Create short imaginative, informative and **persuasive** texts using **growing knowledge** of text structures and **language features** for **familiar and some less familiar audiences**, **selecting** print and multimodal elements **appropriate to the audience and purpose** (ACELY1671)	* Learning how to plan spoken and written communications so that listeners and readers might follow the sequence of ideas or events * Sequencing content according to text structure * Using appropriate simple and compound sentence to express and combine ideas * Using vocabulary, including technical vocabulary, appropriate to text type and purpose
				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			Reread and **edit** text for spelling, **sentence-boundary** punctuation and **text structure** (ACELY1672)	* Reading their work and adding, deleting or changing words, prepositional phrases or sentences to improve meaning, for example replacing an everyday noun with a technical one in an informative text * Checking spelling using a dictionary * Checking for inclusion of relevant punctuation including capital letters to signal names, as well as sentence beginnings, full stops, question marks and exclamation marks * Making significant changes to their texts using a word processing program (for example add, delete or move sentences)
				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			Write **legibly** and **with growing fluency** using unjoined upper case and lower case letters (ACELY1673)	* Using correct pencil grip and posture * Writing sentences legibly and fluently using unjoined print script of consistent size
				Understand how to use **digraphs, long vowels, blends and silent letters** to spell words, and use morphemes and **syllabification to break up simple words and use visual memory to write irregular words** (ACELA1471)	* Drawing on knowledge of high-frequency sight words * Drawing on knowledge of sound–letter relationships (for example breaking words into syllables and phonemes) * Using known words in writing and spell unknown words using developing visual, graphophonic and morphemic knowledge			Construct texts featuring **print, visual and audio elements** using software, including word processing programs (ACELY1674)	* Experimenting with and combining elements of software programs to create texts
				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'				
				Sound and letter knowledge					
				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'				

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Year 2 Achievement Standard

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Receptive modes (listening, reading and viewing)

By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and **language features used to describe characters, settings and events.**

They read texts that contain **varied sentence structures**, some unfamiliar vocabulary, a significant number of **high frequency sight words** and **images that provide additional information**.

They monitor meaning and self-correct using context, **prior knowledge, punctuation, language and phonic knowledge**.

They **identify** literal and implied meaning, **main ideas and supporting detail.**

Students make connections between texts by **comparing content**.

They **listen** for particular purposes.

They listen for and **manipulate sound combinations** and **rhythmic sound patterns**.

Productive modes (speaking, writing and creating)

When discussing their ideas and experiences, students **use** everyday language features and topic specific vocabulary.

They **explain** their preferences for **aspects of** texts **using other texts as comparisons**.

They create texts that show **how images support the meaning of the text**.

Students create texts, **drawing on their own experiences, their imagination and information they have learned**.

Students use **a variety of strategies** to engage in group and class discussions and make presentations.

They accurately spell **familiar** words **and attempt to spell less familiar words** and use **punctuation accurately**.

They **legibly** write unjoined upper- and lower-case letters.

Year Level Indicators

Sourced from Year level descriptions

Text Details	Who (Audience)	How
'....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...,' '....Students create a range of ►imaginative, ►informative and ►persuasive texts including ► **narratives**, ► procedures, ► performances, ► reports, ► **reviews**, ► poetry and ► expositions...,' '....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 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 Years 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**...,'	

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Year 3

Language

Language variation and change

Content Descriptor	Elaborations
Understand that languages have **different written and visual communication systems, different oral traditions and different ways of constructing meaning** (ACELA1475)	* 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

Language for interaction

Content Descriptor	Elaborations
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)	* 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)
Examine how evaluative language **can be varied to be more or less forceful** (ACELA1477)	* Exploring how modal verbs, for example 'must', 'might',' or 'could' indicate degrees of certainty, probability or obligation * Distinguishing how choice of adverbs, nouns and verbs present different evaluations of characters in texts

Text structure and organisation

Content Descriptor	Elaborations
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
Understand that **paragraphs are a key organisational feature of written texts** (ACELA1479)	* Noticing how longer texts are organised into paragraphs, each beginning with a topic sentence/paragraph opener which predicts how the paragraph will develop and is then elaborated in various ways
Know that word **contractions are a feature of informal language** and that **apostrophes of contraction are used to signal missing letters** (ACELA1480)	* Recognising both grammatically accurate and inaccurate usage of the apostrophe in everyday texts such as signs in the community and newspaper advertisements
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

Expressing and developing ideas

Content Descriptor	Elaborations
Understand that **a clause** is a unit of grammar usually **containing a subject and a verb and that these need to be in agreement** (ACELA1481)	* Knowing that a clause is basically a group of words that contains a verb * Knowing that, in terms of meaning, a basic clause represents: what is happening; what state is being described, who or what is involved, and the surrounding circumstances

Literature

Literature and context

Content Descriptor	Elaborations
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)

Responding to literature

Content Descriptor	Elaborations
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
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

Examining literature

Content Descriptor	Elaborations
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'
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

Creating literature

Content Descriptor	Elaborations
Create imaginative texts **based on characters, settings and events from students' own and other cultures** using visual features, for example **perspective, distance and angle** (ACELT1601)	* Drawing on literary texts read, viewed and listened to for inspiration and ideas, appropriating language to create mood and characterisation * Innovating on texts read, viewed and listened to by changing the point of view, revising an ending or creating a sequel

Literacy

Texts in context

Content Descriptor	Elaborations
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')

Interacting with others

Content Descriptor	Elaborations
Listen to and contribute to conversations and discussions **to share information and ideas** and **negotiate in collaborative** situations (ACELY1676)	* Participating in collaborative discussions, building on and connecting ideas and opinions expressed by others, and checking students' own understanding against group views
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)	* 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
Plan and deliver short presentations, providing **some key details in logical sequence** (ACELY1677)	* 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

Interpreting, analysing, evaluating

Content Descriptor	Elaborations
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

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Year 3			Understand that **verbs represent different processes** for example **doing, thinking, saying, and relating** and that **these processes are anchored in time through tense** (ACELA1482)	* Identifying different types of verbs and the way they add meaning to a sentence * Exploring doing and saying verbs in narrative texts to show how they give information about what characters do and say * Exploring the use of sensing verbs and how they allow readers to know what characters think and feel * Exploring the use of relating verbs in constructing definitions and descriptions * Learning how time is represented through the tense of a verb, for example 'She arrived', 'She is arriving' and adverbials of time, for example 'She arrived yesterday', 'She is arriving in the morning'	Create texts **that adapt language features and patterns encountered in literary texts**, for example **characterisation, rhyme, rhythm, mood, music, sound effects and dialogue** (ACELT1791)	* Creating visual and multimodal texts based on Aboriginal and Torres Strait Islander or Asian literature, applying one or more visual elements to convey the intent of the original text * Creating multimodal texts that combine visual images, sound effects, music and voice overs to convey settings and events in a fantasy world	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
			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			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 (ACELY1680)	* 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
			Learn **extended and technical** vocabulary and **ways of expressing opinion** including **modal verbs and adverbs** (ACELA1484)	* 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				
			Understand how to use sound–letter relationships and knowledge of spelling **rules, compound words, prefixes, suffixes**, morphemes and **less common letter combinations**, for example **'tion'** (ACELA1485)	* Using spelling strategies such as: phonological knowledge (for example diphthongs and other vowel sounds that have multiple representations in spelling); three letter clusters, for example 'thr', 'shr', 'squ'; visual knowledge, for example more complex single syllable homophones such as 'break/brake', 'ate/eight'; morphemic knowledge, for example inflectional endings in single syllable words, plural and past tense; generalisations, for example to make a word plural when it ends in 's', 'sh', 'ch', or 'z' add 'es'			**Creating texts**	
							Plan, draft and publish imaginative, informative and persuasive texts **demonstrating increasing control over** text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682)	* Using print and digital resources to gather information about a topic * Selecting appropriate text structure for a writing purpose and sequencing content for clarity and audience impact * Using appropriate simple, compound and complex sentences to express and combine ideas * Using vocabulary, including technical vocabulary, relevant to the text type and purpose, and appropriate sentence structures to express and combine ideas
			Recognise high-frequency sight words (ACELA1486)	* Becoming familiar with most high-frequency sight words			Reread and edit texts for **meaning, appropriate structure, grammatical choices** and punctuation (ACELY1683)	* Using glossaries, print and digital dictionaries and spell check to edit spelling, realising that spell check accuracy depends on understanding the word function, for example there/their; rain/reign
							Write using **joined** letters **that are clearly formed and consistent in size** (ACELY1684)	* Practising how to join letters to construct a fluent handwriting style
							Use software including word processing programs **with growing speed and efficiency** to construct and **edit** texts featuring visual, **print** and audio elements (ACELY1685)	* Using features of relevant technologies to plan, sequence, compose and edit multimodal texts

Year 3 Achievement Standard
Receptive modes (listening, reading and viewing)
By the end of Year 3, students understand how **content** can be organised using different text structures depending on the purpose of the text.
They understand how language features, images and vocabulary choices are used **for different effects**.
They read texts that contain varied sentence structures, **a range of punctuation conventions**, and images that provide additional information.
They identify literal and implied meaning **connecting ideas in different parts of a text**.
They **select information, ideas and events in texts that relate to their own lives and to other texts**.
They listen to others' views and respond **appropriately**.
Productive modes (speaking, writing and creating)
Students 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**.
Their texts include writing and **images to express and develop in some detail** experiences, events, information, ideas and characters.
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.
They **demonstrate understanding** of grammar and choose vocabulary and punctuation **appropriate to the purpose and context** of their writing.
They use knowledge of sounds and high frequency words to spell words **accurately**, checking their work **for meaning**.
They legibly write using consistently sized joined letters.

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Last Update: April 10, 2015

Year Level Indicators	Sourced from Year level descriptions			Language		Literature		Literacy	
	Text Details	Who (Audience)	How	Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations
Year 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...,' '...Students create a range of ► imaginative, ► informative and ► persuasive texts including ► narratives, ► procedures, ► performances, ► reports, ► reviews, ► poetry and ► expositions...,' '...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 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...,'	'...They interact with peers and teachers from other classes and schools in a range of face-to-face and online/virtual environments...,'	'...In Years 3 and 4, students **experience learning in familiar contexts and a range of contexts that relate to study in other areas of the curriculum**...,'	**Language variation and change**		**Literature and context**			
				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)	* 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 example 'kangaroo', 'tsunami',' typhoon', 'amok', 'orang–utan' * Identifying commonly used words derived from other cultures	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 and explain language features **of texts from earlier times** and **compare with the vocabulary, images, layout and content of contemporary texts** (ACELY1686)	**Texts in context** * 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
				Language for interaction		**Responding to literature**			
				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)	* 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	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)	**Interacting with others** * 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
				Understand **differences** between the language of opinion and feeling and the language of **factual reporting or recording** (ACELA1489)	* 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'	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 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)	* 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
				Text structure and organisation		**Examining literature**			
				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	Plan, rehearse and deliver presentations **incorporating learned content and taking into account the particular purposes and audiences** (ACELY1689)	* 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
				Understand how texts are made cohesive through **the use of linking devices including pronoun reference and text connectives** (ACELA1491)	* Knowing how authors construct text that are cohesive and coherent through the use of: pronouns that link to something previously mentioned; determiners (for example 'this', 'that', 'these', 'those', 'the',); text connectives that create links between sentences (for example 'however', 'therefore', 'nevertheless', 'in addition', 'by contrast', 'in summary') * Identifying how participants are tracked through a text by, for example, using pronouns to refer back to noun groups/phrases * Describing how texts connectives link sections of a text providing sequences through time, for example 'firstly', 'then', 'next', and 'finally'	**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')		**Interpreting, analysing, evaluating**
								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
						Creating literature			
				Recognise how **quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech** (ACELA1492)	* Exploring texts to identify the use of quotation marks * Experimenting with the use of quotation marks in students' own writing	Create literary texts that **explore** students' own **experiences and imagining** (ACELT1607)	* Drawing upon literary texts students have encountered and experimenting with changing particular aspects, for example the time or place of the setting, adding characters or changing their personalities, or offering an alternative point of view on key ideas	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
				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	Create literary texts by developing **storylines**, characters and **settings** (ACELT1794)	* Collaboratively plan, compose, sequence and prepare a literary text along a familiar storyline, using film, sound and images to convey setting, characters and points of drama in the plot		

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Year 4				**Expressing and developing ideas**			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
				Understand that **the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases** (ACELA1493)	* Creating richer, more specific descriptions through the use of noun groups/phrases (for example, in narrative texts, 'their very old Siamese cat'; in reports, 'its extremely high mountain ranges')			
				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			
				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)'			
							Creating texts	
				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		Plan, draft and publish imaginative, informative and persuasive texts **containing key information** and supporting **details for a widening range of audiences**, demonstrating increasing control over text structures and language features (ACELY1694)	* Using research from print and digital resources to gather ideas, integrating information from a range of sources; selecting text structure and planning how to group ideas into paragraphs to sequence content, and choosing vocabulary to suit topic and communication purpose * Using appropriate simple, compound and complex sentences to express and combine ideas * Using grammatical features including different types of verb groups/phrases, noun groups/phrases, adverb groups/phrases and prepositional phrases for effective descriptions as related to purpose and context (for example, development of a character's actions or a description in a report)
				Incorporate new vocabulary **from a range of sources into students' own texts** including **vocabulary encountered in research** (ACELA1498)	* Building etymological knowledge about word origins (for example 'thermometer') and building vocabulary from research about technical and subject specific topics		Reread and edit for meaning **by adding, deleting or moving words or word groups to improve content and structure** (ACELY1695)	* Revising written texts: editing for grammatical and spelling accuracy and clarity of the text, to improve the connection between ideas and the overall flow of the piece
				Understand how to use **strategies** for spelling words, including spelling rules, knowledge of morphemic word families, spelling **generalisations**, and **letter combinations including double letters** (ACELA1779)	* Using phonological knowledge (for example long vowel patterns in multi-syllabic words); consonant clusters (for example 'straight', 'throat', 'screen', 'squawk') * Using visual knowledge, for example diphthongs in more complex words and other vowel sounds that have multiple representations in spelling, as in 'oy', 'oi', 'ou', 'ow', 'ould', 'u', 'ough', 'au', 'aw'); silent beginning consonant patterns, (for example 'gn' and 'kn') * Applying generalisations, for example doubling (for example 'running'); 'e'-drop (for example 'hoping')		Write using clearly formed joined letters, and **develop increased fluency and automaticity** (ACELY1696)	* Using handwriting fluency with speed for a wide range of tasks
				Recognise **homophones and know how to use context to identify correct spelling** (ACELA1780)	* Using meaning and context when spelling words (for example when differentiating between homophones such as 'to', 'too', 'two')		Use a **range** of software including word processing **programs to** construct, edit and publish written text, and **select**, edit and **place** visual, print and audio elements (ACELY1697)	* Identifying and selecting appropriate software programs for constructing text
Year 4 Achievement Standard acara	**Receptive modes (listening, reading and viewing)** By the end of Year 4, Students understand that texts have different structures depending on the purpose and **audience**. They **explain** how language features, images and vocabulary are used **to engage the interest of audiences**. They **describe** literal and implied meaning connecting ideas in **different** texts. They **express** preferences for particular texts, and respond to **others' viewpoints**. Students listen for key points in discussions. **Productive modes (speaking, writing and creating)** Students use language features to **create coherence** and **add detail to their texts**. They understand how to express an opinion **based on information** in a text. They create texts that show understanding of how images and detail can be used **to extend key ideas**. Students create structured texts to explain ideas for **different** audiences. They make presentations and contribute actively to class and group discussions, varying language according to **context**. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work **to improve** meaning.							

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Year Level Indicators	Sourced from Year level descriptions			Language		Literature		Literacy	
	Text Details	Who (Audience)	How	Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations
Year 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...,' '...Students create a range of ► imaginative, ► informative and ► persuasive texts including ► narratives, ► procedures, ► performances, ► reports, ► reviews, ► **explanations** and ► **discussions**...,' '...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 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 Years 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...,'							
				Language variation and change		**Literature and context**		**Texts in context**	
				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	**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	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
				Language for interaction		**Responding to literature**		**Interacting with others**	
				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	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 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	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 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
				Text structure and organisation		**Examining literature**			
				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 on how this affects significance, interpretation and response		
				Understand that **the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold** (ACELA1505)	* Observing how writers use the beginning of a sentence to signal to the reader how the text is developing (for example 'Snakes are reptiles. They have scales and no legs. Many snakes are poisonous. However, in Australia they are protected')			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
				Understand how the grammatical category of **possessives is signalled through** apostrophes and **how to use apostrophes with common and proper nouns** (ACELA1506)	* Learning that in Standard Australian English regular plural nouns ending in 's' form the possessive by adding just the apostrophe (for example 'my parents' car') * Learning that in Standard Australian English for proper nouns the regular possessive form is always possible but a variant form without the second 's' is sometimes found, for example 'James's house' or 'James' house'	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	**Interpreting, analysing, evaluating**	
				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 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
								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
								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

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			Expressing and developing ideas		Creating literature		Creating texts	
Year 5			Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507)	* Knowing that complex sentences make connections between ideas, such as: to provide a reason, for example 'He jumped up because the bell rang.'; to state a purpose, for example 'She raced home in order to confront her brother.'); to express a condition, for example 'It will break if you push it.'; to make a concession, for example 'She went to work even though she was not feeling well.'; to link two ideas in terms of various time relations, for example 'Nero fiddled while Rome burned.' * Knowing that a complex sentence typically consists of a main clause and a subordinate clause	Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612)	* Using texts with computer-based graphics, animation and 2D qualities, consider how and why particular traits for a character have been chosen	Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)	* Using research from print and digital resources to gather and organise information for writing * Selecting an appropriate text structure for the writing purpose and sequencing content according to that text structure, introducing the topic, and grouping related information in well-sequenced paragraphs with a concluding statement * Using vocabulary, including technical vocabulary, appropriate to purpose and context * Using paragraphs to present and sequence a text * Using appropriate grammatical features, including more complex sentences and relevant verb tense, pronoun reference, adverb and noun groups/phrases for effective descriptions
			Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508)	* Learning how to expand a description noun groups/phrases by adding adjectives or nouns as modifiers, for example, 'the old brown cattle dogs sat on the ruined front veranda of the deserted house' * Observing how descriptive details can be built up around a noun or an adjective, forming a group/phrase (for example, 'this very smelly cleaning cloth in the sink' is a noun group/phrase and 'as pretty as the flowers in May' is an adjective group/phrase)	Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)	* Drawing upon fiction elements in a range of model texts for example main idea, characterisation, setting (time and place), narrative point of view; and devices, for example figurative language (simile, metaphor, personification), as well as non-verbal conventions in digital and screen texts - in order to experiment with new, creative ways of communicating ideas, experiences and stories in literary texts		
			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			Reread and edit student's own and others' work using agreed criteria for text structures and language features (ACELY1705)	* Editing for flow and sense, organisation of ideas and choice of language, revising and trying new approaches if an element is not having the desired impact
			Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)	* Moving from general, 'all-purpose' words, for example 'cut', to more specific words, for example 'slice', 'dice', 'fillet', 'segment'			Develop a handwriting style that is becoming legible, fluent and automatic (ACELY1706)	* Using handwriting with increasing fluency and legibility appropriate to a wide range of writing purposes
			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 are now written without a hyphen, for example '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 a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707)	* Writing letters in print and by email, composing with increasing fluency, accuracy and legibility and demonstrating understanding of what the audience may want to hear
			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				

Year 5 Achievement Standard
Receptive modes (listening, reading and viewing)
By the end of Year 5, students explain how text structures assist in understanding the text.
They understand how language features, images and vocabulary influence interpretations of characters, settings and events.
They analyse and explain literal and implied information from a variety of texts.
They describe how events, characters and settings in texts are depicted and explain their own responses to them.
Students listen and ask questions to clarify content.
Productive modes (speaking, writing and creating)
Students use language features to show how ideas can be extended.
They develop and explain a point of view about a text selecting information, ideas and images from a range of resources.
Students 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.
When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

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Year Level Indicators	Sourced from Year level descriptions			Language		Literature		Literacy	
	Text Details	Who (Audience)	How	Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations
Year 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**...,' ',...Students create a range of ► imaginative, ► informative and ► persuasive texts including ► narratives, ► procedures, ► performances, ► reports, ► reviews, ► explanations and ► discussions..,' ',...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 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...,' acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY	',...In Years 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...,' acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY		**Language variation and change**		**Literature and context**		**Texts in context**	
				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	**Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches** (ACELY1708)	* Identifying and exploring news reports of the same event, and discuss the language choices and point of view of the writers * Using display advertising as a topic vehicle for close analysis of the ways images and words combine for deliberate effect including examples from the countries of Asia (for example comparing Hollywood film posters with Indian Bollywood film posters)
				Language for interaction		**Responding to literature**		**Interacting with others**	
				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	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	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 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)	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')	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`
				Text structure and organisation		**Examining literature**			
				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	**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		
				Understand that cohesive links can be made in texts **by omitting or replacing words** (ACELA1520)	* Noting how a general word is often used for a more specific word already mentioned, for example 'Look at those apples. Can I have one?' * Recognising how cohesion can be developed through repeating key words or by using synonyms or antonyms * Observing how relationships between concepts can be represented visually through similarity, contrast, juxtaposition, repetition, class-subclass diagrams, part-whole diagrams, cause-and-effect figures, visual continuities and discontinuities	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	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
				Understand the uses of commas to **separate clauses** (ACELA1521)	* Identifying different uses of commas in texts				
				Expressing and developing ideas		**Creating literature**		**Interpreting, analysing, evaluating**	
				Investigate how complex sentences **can be used in a variety of ways to elaborate, extend and explain ideas** (ACELA1522)	* Investigating how the choice of conjunctions enables the construction of complex sentences to extend, elaborate and explain ideas, for example 'the town was flooded when the river broke its banks' and 'the town was flooded because the river broke its banks'	Create literary texts that **adapt or combine** aspects of texts students have experienced **in innovative ways** (ACELT1618)	* Creating narratives in written, spoken or multimodal/digital format for more than one specified audience, requiring adaptation of narrative elements and language features * Planning and creating texts that entertain, inform, inspire and/or emotionally engage familiar and less-familiar audiences	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

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Year 6			Understand **how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases** (ACELA1523)	* Knowing that verbs often represent actions and that the choice of more expressive verbs makes an action more vivid (for example 'She ate her lunch' compared to 'She gobbled up her lunch') * Knowing that adverb groups/phrases and prepositional phrases can provide important details about a happening (for example, 'At nine o'clock the buzzer rang loudly throughout the school') or state (for example, 'The tiger is a member of the cat family') * Knowing the difference between the simple present tense (for example 'Pandas eat bamboo.') and the simple past tense (for example 'She replied.') *Knowing that the simple present tense is typically used to talk about either present states (for example, 'He lives in Darwin') or actions that happen regularly in the present (for example, 'He watches television every night') or that represent 'timeless' happenings, as in information reports (for example, 'Bears hibernate in winter') * Knowing that there are various ways in English to refer to future time, for example auxiliary 'will', as in 'She will call you tomorrow'; present tense, as in 'Tomorrow I leave for Hobart'; and adverbials of time, as in 'She arrives in the morning'	Experiment with text structures and language features and their effects in creating literary texts, for example, **using imagery, sentence variation, metaphor and word choice** (ACELT1800)	* Selecting and using sensory language to convey a vivid picture of places, feelings and events in a semi-structured verse form	**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 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			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
			Investigate how **vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion** (ACELA1525)	* Identifying (for example from reviews) the ways in which evaluative language is used to assess the qualities of the various aspects of the work in question			**Analyse** strategies authors use to influence **readers** (ACELY1801)	* Identify how authors use language to position the reader and give reasons
			Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example **technical words and words adopted from other languages** (ACELA1526)	* Adopting a range of spelling strategies to recall and attempt to spell new words * Using a dictionary to correct students' own spelling			**Creating texts**	
							Plan, draft and publish imaginative, informative and persuasive texts, choosing and **experimenting** with text structures, language features, images and **digital resources** appropriate to purpose and audience (ACELY1714)	* Creating informative texts for two different audiences, such as a visiting academic and a Year 3 class, that explore an aspect of biodiversity * Using rhetorical devices, images, surprise techniques and juxtaposition of people and ideas and modal verbs and modal auxiliaries to enhance the persuasive nature of a text, recognising and exploiting audience susceptibilities
							Reread and edit students' own and others' work using agreed criteria and **explaining editing choices** (ACELY1715)	* Editing for coherence, sequence, effective choice of vocabulary, opening devices, dialogue and description, humour and pathos, as appropriate to the task and audience
							Develop a handwriting style that **is** legible, fluent and automatic **and varies according to audience and purpose** (ACELY1716)	* Using handwriting efficiently as a tool for a wide range of formal and informal text creation tasks
							Use a range of software, including word processing programs, **learning new functions as required** to create texts (ACELY1717)	* Selecting and combining software functions as needed to create texts

Year 6 Achievement Standard
Receptive modes (listening, reading and viewing)
By the end of Year 6, students understand how the use of text structures can **achieve particular effects**.
They **analyse** and explain how language features, images and vocabulary are **used by different authors to represent ideas, characters and events**.
Students 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**.
They listen to discussions, clarifying content and **challenging** others' ideas.
Productive modes (speaking, writing and creating)
Students understand how language features and language patterns can be used for **emphasis**.
They show how specific details can be used to **support** a point of view.
They explain **how** their choices of language features and images are **used**.
Students 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**.
They demonstrate understanding of grammar, **make considered choices from an expanding** vocabulary, use, accurate spelling and punctuation for clarity and make and explain editorial choices.

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Year Level Indicators	Sourced from Year level descriptions			Language		Literature		Literacy	
	Text Details	Who (Audience)	How	Content Descriptor	Elaborations	Content Descriptor	Elaborations	Content Descriptor	Elaborations
Year 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 Years 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**...,'	**Language variation and change**		**Literature and context**		Texts in context	
				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)	* 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	Identify and explore ideas and viewpoints **about events, issues and characters** represented in texts drawn from different historical, social and cultural contexts (ACELT1619)	* 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	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
				Language for interaction		**Responding to literature**		**Interacting with others**	
				Understand how accents, **styles of speech and idioms express and create personal and social identities** (ACELA1529)	* 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	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)	* 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)	* 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
				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	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	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)	* 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
				Text structure and organisation					
				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		
						Examining literature			
				Understand that the coherence **of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts** (ACELA1763)	* Analysing the structure of media texts such as television news items and broadcasts and various types of newspaper and magazine articles * Writing structured paragraphs for use in a range of academic settings such as paragraph responses, reports and presentations	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	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)	* 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
				Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and **embedded** clauses (ACELA1532)	* Discussing how qualifying statements add meaning to opinions and views in spoken texts	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		

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				Expressing and developing ideas		Creating literature		Interpreting, analysing, evaluating	
Year 7				Recognise and understand that subordinate clauses **embedded within** noun groups/phrases **are a common feature of written sentence structures and increase the density of information** (ACELA1534)	* Identifying and experimenting with a range of clause types and discussing the effect of these in the expression and development of ideas	Create literary texts that adapt stylistic features encountered in other texts, for example, **narrative viewpoint, structure of stanzas, contrast and juxtaposition** (ACELT1625)	* Using aspects of texts in imaginative recreations such as re-situating a character from a text in a new situation * Imagining a character's life events (for example misadventures organised retrospectively to be presented as a series of flashbacks in scripted monologue supported by single images), making a sequel or prequel or rewriting an ending * Creating chapters for an autobiography, short story or diary	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
				Understand how **modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns** (ACELA1536)	* Observing and discussing how a sense of certainty, probability and obligation is created in texts	Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, **sound effects, monologue, layout, navigation and colour** (ACELT1805)	* Experimenting with different narrative structures such as the epistolary form, flashback, multiple perspectives * Transforming familiar print narratives into short video or film narratives, drawing on knowledge of the type of text and possible adaptations necessary to a new mode * Drawing on literature and life experiences to create a poem, for example ballad, series of haiku	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
				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			Use comprehension strategies to interpret, analyse and **synthesise** ideas and information, **critiquing ideas and issues** from a variety of textual sources (ACELY1723)	NONE
				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 text structures and language features of multimodal texts, **explaining how they combine** to influence audiences (ACELY1724)	NONE
				Understand how to use spelling rules and word origins, for example **Greek and Latin roots**, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them (ACELA1539)	NONE			**Creating texts**	
								Plan, draft and publish imaginative, informative and persuasive texts, **selecting aspects of subject matter and particular language**, visual, and audio features to convey information and ideas (ACELY1725)	* Compiling a portfolio of texts in a range of modes related to a particular concept, purpose or audience, for example a class anthology of poems or stories * Using appropriate textual conventions, create scripts for interviews, presentations, advertisements and radio segments * Writing and delivering presentations with specific rhetorical devices to engage an audience
								Edit for meaning by **removing repetition, refining ideas, reordering sentences and adding or substituting words for impact** (ACELY1726)	* Using collaborative technologies to jointly construct and edit texts
								Consolidate a **personal** handwriting style that is legible, fluent and automatic and **supports writing for extended periods** (ACELY1727)	NONE
								Use a range of software, including word processing programs, to **confidently** create, edit and publish written and multimodal texts (ACELY1728)	* Understanding conventions associated with particular kinds of software and using them appropriately, for example synthesising information and ideas in dot points and sequencing information in presentations or timing scenes in animation

Year 7 Achievement Standard	
	Receptive modes (listening, reading and viewing)
	By the end of Year 7, students understand how text structures can influence the **complexity** of a text and **are dependent** on audience, purpose and context.
	They demonstrate understanding of how the choice of language features, images and vocabulary **affects** meaning.
	They explain **issues** and ideas from a variety of sources, analysing **supporting** evidence and implied meaning.
	They **select specific details** from texts **to develop their own response**, recognising that texts reflect different viewpoints.
	Students listen for and **explain** different perspectives in texts.
	Productive modes (speaking, writing and creating)
	Students understand how the selection of a variety of language features **can influence** an audience.
	They understand how to draw on **personal knowledge, textual analysis and other sources** to express or challenge a point of view.
	They create texts showing how language features 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.
	When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, use accurate spelling and

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Last Update: April 10, 2015