

AusVELS Englishac - Scope & Sequence (Includes STRANDS & SUB-STRANDS)

PROGRESSION IS HIGHLIGHTED IN THE FOLLOWING DOCUMENT VIA BOLDDED TEXT.

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

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

Strand	Sub Strand	Focus of thread	Reception	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
Speaking & Listening	Language Variation and Change	Language variation and change <i>How English varies according to context and purpose including cultural and historical contexts</i>	Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1443)	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)	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)	Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1476)	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 (ACELA1500)	Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)	Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (ACELA1516)	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)
	Language for interaction	Language for social interactions <i>How language used for different formal and informal social interactions is influenced by the purpose and audience</i>	Explore how language is used differently at home and school depending on the relationships between people (ACELA1428)	Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1444)	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)	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)	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 (ACELA1489)	Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1500)	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516)	Understand how accents, styles of speech and idioms express and create personal and social identities (ACELA1529)
Reading & Viewing	Evaluative language	Evaluative language <i>How language is used to express opinions, and make evaluative judgments about people, places, things and texts</i>	Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)	Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787)	Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462)	Examine how evaluative language can be varied to be more or less forceful (ACELA1477)	Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1502)	Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)	Understand the uses of objective and subjective language and bias (ACELA1517)	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)
	Purpose audience and structures of different types of texts	Purpose audience and structures of different types of texts <i>How texts serve different purposes and how the structures of types of texts vary according to the text purpose</i>	Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430)	Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447)	Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)	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)	Understand how texts vary in purpose, structure and topic depending on the approach to the topic, the purpose and the intended audience (ACELA1490)	Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)	Understand and explain how the text structures and features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors (ACELA1520)
Writing	Text cohesion	Text cohesion <i>How texts work as cohesive wholes through language features which link the parts of the text together, such as paragraphs, connectives, nouns and associated pronouns</i>	Understand that some language in written texts is unlike everyday spoken language (ACELA1431)	Understand patterns of repetition and contrast in simple texts (ACELA1448)	Understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms (ACELA1464)	Understand that paragraphs are a key organisational feature of written texts (ACELA1479)	Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491)	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)	Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520)	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 (ACELA1521)
	Punctuation	Punctuation <i>How punctuation works to perform different functions in a text.</i>	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)	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)	Recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465)	Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480)	Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492)	Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (ACELA1506)	Understand the uses of commas to separate clauses (ACELA1521)	Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses (ACELA1532)
Reading & Viewing	Punctuation	Punctuation <i>How punctuation works to perform different functions in a text.</i>					Investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494)			
	Concepts of print and screen	Concepts of print and screen <i>The different conventions that apply to how text is presented on a page or screen</i>	Understands concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality	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	Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1790)	Identify the features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793)	Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793)	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		
Multiple	Expressing and developing ideas	Sentences and clause level grammar <i>What a clause is and how simple, compound and complex sentences are constructed through one clause (simple) or by combining clauses using different types of conjunctions (compound and complex)</i>	Recognises that clauses are key units for expressing ideas (ACELA1435)	Identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is involved?' and the surrounding circumstances (ACELA1451)	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)	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)	Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (ACELA1493)	Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507)	Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522)	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)
			Word level grammar <i>The different classes of words used in English (nouns, verbs etc) and the functions they perform in sentences and when they are combined in particular recognisable groups such as phrases and noun groups</i>	Recognises that texts are made up of words and groups of words that make meaning (ACELA1434)	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)	Understand that nouns represent people, places, things and ideas and can be, for example, common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives (ACELA1468)	Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (ACELA1482)	Understand how noun groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495)	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)	Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523)
Multiple	Expressing and developing ideas	Visual language <i>How images work in texts to communicate meanings, especially in conjunction with other elements such as print and sound</i>	Explores the different contribution of words and images to meaning in stories and informative texts (ACELA1786)	Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)	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)	Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (ACELA1483)	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)	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)	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)	Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (ACELA1764)
			Vocabulary <i>The meanings of words including everyday and specialist meanings and how words take their meanings from the context of the text</i>	Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)	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)	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)	Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1485)	Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)	Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)
Multiple	Expressing and developing ideas	Spelling <i>Knowledge for spelling including knowledge about how the sounds of words are represented by various letters and knowledge of irregular spellings and spelling rules</i>	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)	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)	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)	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)	Understand how to use strategies for spelling words, including spelling rules, knowledge of morpheme word families, spelling generalisations, and letter combinations including double letters (ACELA1470)	Understand how to use banks of known words, as well as word origins, prefixes and suffixes, to learn and spell new words (ACELA1513)	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)	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)
			Know how to use onset and rime to spell words (ACELA1438)	Recognise and know how to use morphemes in word families for example 'play' in 'played' and 'playing' (ACELA1455)	Recognise common prefixes and suffixes and how they change a word's meaning (ACELA1472)	Recognise high frequency sight words (ACELA1486)	Recognise homophones and know how to use context to identify correct spelling (ACELA1780)			

Strand	Sub Strand	Focus of thread	Reception	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
Multiple	Sound and letter knowledge	Phonemic awareness (sounds of language) <i>Basic knowledge of sounds of language and how these are combined in spoken words</i>	Recognise rhymes, syllables and sounds (phonemes) in spoken words (ACELA1439)	Manipulate sounds in spoken words including phoneme deletion and substitution (ACELA1457)	Recognise most sound-letter matches including silent letters, vowel/consonant digraphs and many less common sound-letter combinations (ACELA1474)					
			Alphabet knowledge <i>The written code of English (the letters) and how these are combined in words</i>	Recognises the letters of the alphabet and know there are lower and upper case letters (ACELA1440)	Recognise sound letter – matches including common vowel and consonant digraphs and consonant blends (ACELA1458)					
Multiple	Literature and context	How texts reflect the context of culture and situation in which they are created	Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)	Discuss how authors create characters using language and images (ACFI T1581)	Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACFI T1587)	Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACFI T1604)	Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACFI T1609)	Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACFI T1609)	Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACFI T1609)	Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACFI T1610)
			Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785)	Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584)	Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACFI T1591)	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)	Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACFI T1610)	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)	Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACFI T1609)	
Multiple	Responding to literature	Personal responses to the ideas, characters and viewpoints in texts <i>An individual response to the ideas, characters and viewpoints in literary texts, including relating texts to their own experiences</i>	Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577)	Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)	Compare opinions about characters, events and settings in and between texts (ACELT1589)	Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)	Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)	Present a point of view about particular literary texts using appropriate meta-language, and reflecting on the viewpoints of others (ACE T1609)	Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)	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)
			Expressing preferences and evaluating texts <i>Expressing a personal preference for different texts and types of texts, and identifying the features of texts that influence personal preference</i>	Share feelings and thoughts about the events and characters in texts (ACELT1783)	Express preferences for specific texts and authors and listen to the opinions of others (ACELT1583)	Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACFI T1600)	Develop criteria for establishing personal preferences for literature (ACELT1598)	Use meta-language to describe the effects of ideas, text structures and language features of literary texts (ACELT1604)	Use meta-language to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795)	Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)
Multiple	Examining literature	Features of literary texts <i>The key features of literary texts and how they work to construct a literary work, such as plot, setting, characterisation, mood and theme</i>	Identify some features of texts including events and characters and retell events from a text (ACELT1578)	Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584)	Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACFI T1591)	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)	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)	Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACFI T1610)	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)	Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACFI T1609)
			Language devices in literary texts including figurative language <i>The language devices that authors use and how these create certain meanings and effects in literary texts, especially devices in poetry</i>	Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579)	Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACFI T1605)	Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACFI T1602)	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 (ACFI T1600)	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)	Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACFI T1611)	Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617)
Writing	Creating literature	Creating literary texts <i>Creating their own literary texts based on the ideas, features and structures of texts experienced</i>	Retell familiar literary texts through performance, use of illustrations and images (ACELT1580)	Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)	Create events and characters using different media that develop key events and characters from literary texts (ACELT1593)	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)	Create literary texts that explore students' own experiences and imagining (ACELT1607)	Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612)	Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)	Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625)
			Experimentation and adaptation <i>Creating a variety of texts, including multimodal texts, adapting ideas and devices from literary texts</i>			Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACFI T1601)	Create literary texts by developing storylines, characters and settings (ACELT1794)	Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)	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)	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 (ACFI T1805)
Multiple	Texts in context	Texts and the contexts in which they are used <i>How texts relate to their contexts and reflect the society and culture in which they were created</i>	Identify some familiar texts and the contexts in which they are used (ACEY1645)	Respond to texts drawn from a range of cultures and experiences (ACFI Y1645)	Discuss different texts on a similar topic, identifying similarities and differences between the texts (ACFI Y1666)	Identify the point of view in a text and suggest alternative points of view (ACEY1675)	Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACEY1686)	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 (ACEY1698)	Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACEY1708)	Analyse and explain the effect of technological innovations on texts, particularly media texts (ACEY1765)
			Listening and speaking interactions <i>The purposes and contexts through which students engage in listening and speaking interactions</i>	Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACEY1646)	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACEY1656)	Listen for specific purposes and information, including instructions, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACEY1789)	Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACEY1676)	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 (ACEY1687)	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 (ACEY1699)	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACEY1707)
Speaking & Listening	Interacting with others	Listening and speaking interactions <i>The skills students use when engaging in listening and speaking interactions</i>	Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact interactions (ACEY1784)	Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACEY1788)	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 (ACEY1789)	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 (ACEY1792)	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 (ACEY1688)	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACEY1796)	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 (ACEY1816)	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 (ACEY1804)
			Oral presentations <i>The formal oral presentations that students engage in including presenting recounts and information, and presenting and arguing a point of view</i>	Deliver short oral presentations to peers (ACEY1647)	Make short presentations using some introduced text structures and language, for example opening statements (ACEY1657)	Rehearse and deliver short presentations on familiar and new topics (ACEY1667)	Plan and deliver short presentations, providing some key details in logical sequence (ACEY1677)	Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACEY1689)	Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACEY1700)	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 (ACEY1710)

Strand	Sub Strand	Focus of thread	Reception	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
Reading & Viewing	Interpreting, analysing, evaluating	Purpose and audience <i>Recognising and analysing differences between different types of texts</i>	Identify some differences between imaginative and informative texts (ACELY1648)	Describe some differences between imaginative, informative and persuasive texts (ACELY1658)	Identify the audience of imaginative, informative and persuasive texts (ACELY1668)	Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)	Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACEI Y1701)	Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)
		Reading processes <i>Strategies for using and combining contextual, semantic, grammatical and phonic knowledge to decode texts including predicting, monitoring, cross-checking, self-correcting, skimming and scanning</i>	Read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649)	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)	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)	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 (ACEI Y1702)	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)	Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACEI Y1703)	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)	Use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722)
		Comprehension strategies <i>Strategies of constructing meaning from texts, including literal and inferential meaning</i>	Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)	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)	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)	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 (ACEI Y1704)	Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACEI Y1705)	Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACEI Y1706)	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)	Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723)
		Analysing and evaluating texts <i>Analysis and evaluation of how text structures and language features construct meaning and influence readers/viewers</i>								Analyse strategies authors use to influence readers (ACELY1801)
Writing	Creating literature	Creating texts <i>Creating different types of spoken, written and multi-modal texts using knowledge of text structures and language features</i>	Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)	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)	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)	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)	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 (ACEI Y1707)	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)	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 (ACEI Y1708)	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)
		Editing <i>Editing texts for meaning, structure and grammatical features</i>	Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (ACELY1652)	Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation (ACELY1662)	Reread and edit text for spelling, sentence boundary, punctuation and text structure (ACELY1672)	Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683)	Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACEI Y1709)	Reread and edit student's own and others' work using agreed criteria for text structures and language features (ACELY1705)	Reread and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1715)	Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726)
		Handwriting <i>Developing a fluent, legible handwriting style, beginning with unjoined letters and moving to joined handwriting</i>	Produce some lower case and upper case letters using learned letter formations (ACELY1653)	Write using unjoined lower case and upper case letters (ACELY1663)	Write legibly and with growing fluency using unjoined upper case and lower case letters (ACELY1673)	Write using joined letters that are clearly formed and consistent in size (ACELY1684)	Write using clearly formed joined letters, and develop increased fluency and automaticity (ACELY1696)	Develop a handwriting style that is becoming legible, fluent and automatic (ACELY1706)	Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose (ACELY1716)	Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (ACELY1727)
		Use of software <i>Using a range of software applications to construct and edit print and multimodal texts</i>	Construct texts using software including word processing programs (ACELY1654)	Construct texts that incorporate supporting images using software including word processing programs (ACELY1664)	Construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1674)	Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685)	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)	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)	Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717)	Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728)