Victoria English AC - Writing (STRANDS with ELABORATIONS)

PROGRESSION IS HIGHLIGHTED IN THE FOLLOWING DOCUMENT VIA BOLDED TEXT.

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

Year Level Indicators	Sourced from Level descriptions			Strands					
	Text Types	Who (Audience)	How	Language		Literature		Literacy	
				Content descriptions	Elaborations	Content descriptions	Elaborations	Content descriptions	Elaborations
Foundation	Students create a range of ►imaginative, ►informative, and ►persuasive texts including ►pictorial representations, ►short statements, ►performances, ►recounts and ►poetry.	In the Foundation level, students communicate with peers, teachers, known adults, and students from other classes.		**Text structure and organisation**		**Creating literature**		**Creating texts**	
				Understand that some language in written texts is unlike everyday spoken language (ACELA1431) **(VCELA155)**	* 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	Retell familiar literary texts through performance, use of illustrations and images (ACELT1580) **(VCELT159)**	* 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	Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651) **(VCELY160)**	* 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
				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) **(VCELA156)**	* 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'			Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (ACELY1652) **(VCELY161)**	* Rereading collaboratively developed texts to check that they communicate what the authors intended
				Phonics and word knowledge					
				Understand that spoken sounds and words can be written and know how to write some high-frequency words and other familiar words including their name (ACELA1758) **(VCELA157)** **Content description modified**	* 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			Understand that sounds in English are represented by upper- and lower-case letters that can be written using learned letter formation patterns for each case (ACELY1653) **(VCELY162)** **Content description modified**	* 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
				Know how to use onset and rime to spell words where sounds map more directly onto letters (ACELA1438) **(VCELA158)** **Content description modified**	* 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			Construct texts using software including word processing programs (ACELY1654) **(VCELY163)**	* Using simple functions of keyboard and mouse including typing letters, scrolling, selecting icons and drop-down menu
Foundation Level achievement standard	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.								

Year Level Indicators	Sourced from Level descriptions			Language		Literature		Literacy	
	Text Types	Who (Audience)	How	Content descriptions	Elaborations	Content descriptions	Elaborations	Content descriptions	Elaborations
Level 1	Students create a variety of ▶imaginative, ▶informative and ▶persuasive texts including ▶recounts ▶procedures, ▶performances, ▶literary retellings and ▶poetry.	In level 1, students communicate with peers, teachers, known adults and students from other classes.		**Text structure and organisation**		**Creating literature**		**Creating texts**	
				Understand patterns of repetition and contrast in simple texts (ACELA1448) **(VCELA189)**	* 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	Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586) **(VCELT192)**	* 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	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 (ACELY1661) **(VCELY194)**	* 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
				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) **(VCELA190)**	* 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	Build on familiar texts by using similar characters, repetitive patterns or vocabulary **(VCELT193)** **New content description**	* Creating familiar text types in shared or independent writing by drawing on details of characters, repeated phrases and similar vocabulary encountered in known texts	Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation (ACELY1662) **(VCELY195)**	* 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
				Phonics and word knowledge					
				Recognise and know how to use morphemes in word families (ACELA1455) **(VCELA191)**	* 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')			Understand how to use learned formation patterns to represent sounds and write words using combinations of unjoined upper- and lower-case letters (ACELY1663) **(VCELY196)** **Content description modified**	* 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
				Understand how to use visual memory to write high-frequency words, and that some high-frequency words have regular and irregular spelling components **(VCELA184)** **Modified content description** from Reading ACELA1778	* Using strategies such as look-say-cover-write-check to learn an increasing number of high-frequency sight words recognised in texts, including words with regular spelling patterns such as 'them' and 'got' and irregular patterns such as 'one' and 'was'			Construct texts that incorporate supporting images using software including word processing programs (ACELY1664) **(VCELY197)**	* 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
Level 1 achievement standard	Students provide details about ideas or events, and details about the participants in those events. They accurately spell words with regular spelling patterns and use their knowledge of blending and segmenting, and many simple and high-frequency words to write predictable words. They use capital letters and full stops appropriately.								

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	Text Types	Who (Audience)	How	Content descriptions	Elaborations	Content descriptions	Elaborations	Content descriptions	Elaborations
Level 2	Students create a range of ▶imaginative, ▶informative and ▶persuasive texts including ▶**imaginative retellings,** ▶**reports,** ▶**performances,** ▶poetry and ▶**expositions**.	In Level 2, students communicate with peers, teachers, students from other classes, and **community members**.		**Text structure and organisation**		**Creating literature**		**Creating texts**	
				Understand how texts are made **cohesive through resources, for example word associations, synonyms, and antonyms** (ACELA1464) **(VCELA224)**	* 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	**Create events and characters** using different media **that develop key events and characters from literary texts** (ACELT1593) **(VCELT228)**	* 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	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) **(VCELY230)**	* 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
				Recognise that capital letters **signal proper nouns** and **commas are used to separate items in lists** (ACELA1465) **(VCELA225)**	* 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'	Build on familiar texts by **experimenting with** character, **setting or plot** **(VCELT229)** **New content description**	* Innovating on known narratives in shared or independent writing by changing or adding to details of the characters, setting or plot	Reread and **edit** text for spelling, **sentence boundary** punctuation and **text structure** (ACELY1672) **(VCELY231)**	* 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)
				Phonics and word knowledge					
				Understand how to use **digraphs, long vowels, blends** and **silent letters** and **syllabification** to spell **simple** words, **including compound words** (ACELA1471) **(VCELA226)** **Content description modified**	* 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			Write words and sentences **legibly** using upper- and lower-case letters that are applied with **growing fluency** using an **appropriate pen/pencil grip and body position** (ACELY1673) **(VCELY232)** **Content description modified**	* Using correct pencil grip and posture * Writing sentences legibly and fluently using unjoined print script of consistent size
				Use visual memory to write high-frequency words and words **where spelling is not predictable from the sounds** **(VCELA227)** **New content description**	* Writing sight words (because, said) and other words that cannot be sounded out phonetically (bird, phone) by drawing on knowledge of letter patterns, word shape and possible sequencing of letters in English (for example, jam is possible but not jxm)			Construct texts featuring **print, visual and audio elements** using software, including word processing programs (ACELY1674) **(VCELY233)**	* Experimenting with and combining elements of software programs to create texts
Level 2 achievement standard	Students create texts **that show how images support the meaning of the text**. They accurately spell words **with regular spelling patterns** and can write words **with less** common long vowels, trigraphs and silent letters. **Modified achievement standard** They use some punctuation **accurately**, and can write words and sentences legibly using unjoined upper- and lower-case letters.								

Year Level Indicators	Sourced from Level descriptions			Language		Literature		Literacy	
	Text Types	Who (Audience)	How	Content descriptions	Elaborations	Content descriptions	Elaborations	Content descriptions	Elaborations
Level 3	Students create a range of ►imaginative, ►informative and ►persuasive texts including ►**narratives**; ►procedures, ►performances, ►reports, ►**reviews**, ►poetry and ►expositions.	In Levels 3 and 4, students communicate with peers and teachers from other classes **and schools in a range of face-to-face and online/virtual environments**.		**Text structure and organisation**		**Creating literature**		**Creating texts**	
				Understand that **paragraphs are a key organisational feature of written texts** (ACELA1479) **(VCELA259)**	* 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	Create imaginative texts **based on characters, settings and events from students' own and other cultures** including through the use of visual features, (ACELT1601) **(VCELT264)** **Content description reworded**	* 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	**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) **(VCELY266)**	* 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
				Know that word **contractions are a feature of informal language** and that **apostrophes of contraction are used to signal missing letters** (ACELA1480) **(VCELA260)**	* Recognising both grammatically accurate and inaccurate usage of the apostrophe in everyday texts such as signs in the community and newspaper advertisements	Create texts **that adapt language features and patterns encountered in literary texts** (ACELT1791) **(VCELT265)**	* 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		
				Expressing and developing ideas					
				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) **(VCELA261)**	* 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; who or what is participating, and the surrounding circumstances			Reread and edit texts for **meaning, appropriate structure, grammatical choices** and punctuation (ACELY1683) **(VCELY267)**	* 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
				Understand that **verbs represent different processes (doing, thinking, saying, and relating)** and that **these processes are anchored in time through tense** (ACELA1482) **(VCELA262)**	* Identifying different types of verbs and the way they add meaning to a sentence * Exploring action 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 and other structural, language and visual features			Understand **the conventions** for writing words and sentences using **joined** letters **that are clearly formed and consistent in size** (ACELA1484) **(VCELY268)** **Content description modified**	* Practising how to join letters to construct a fluent handwriting style
				Phonics and word knowledge					
				Understand how to use letter–sound relationships and **less common letter combinations** to spell words (ACELA1485) **(VCELA263)** **Content description and elaboration modified**	* Using spelling strategies such as: phonological knowledge (for example diphthongs and other ambiguous vowel sounds in more complex words); 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'); and using knowledge of how different letters and combinations of letters represent different sounds, including less common combinations, for example, 'dge' after a short vowel as in 'badge', to write words in independent writing			Use software including word processing programs **with growing speed and efficiency** to construct and **edit** texts featuring visual, **print** and audio elements (ACELY1685) **(VCELY269)**	* Using features of relevant technologies to plan, sequence, compose and edit multimodal texts
Level 3 achievement standard	Students' texts include writing and **images to express and develop in some detail** experiences, events, information, ideas and characters. They demonstrate **understanding of** grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge letter–sound relationships and high-frequency words to spell words accurately, and can write words with complex consonant and vowel clusters. **Achievement standard modified** They reread and edit their writing, checking their work for appropriate vocabulary, structure and meaning. **Achievement standard modified** They write using joined letters that are accurately formed and consistent in size. **Achievement standard modified**								

Year Level Indicators	Sourced from Level descriptions			Language		Literature		Literacy	
	Text Types	Who (Audience)	How	Content descriptions	Elaborations	Content descriptions	Elaborations	Content descriptions	Elaborations
Level 4	Students create a range of ▶imaginative, ▶informative and ▶persuasive texts including ▶narratives, ▶procedures, ▶performances, ▶reports, ▶reviews, ▶poetry and ▶expositions.	They interact with peers and teachers from other classes and schools in a range of face-to-face and online/virtual environments.	In Levels 3 and 4, students **experience learning in familiar contexts and a range of contexts that relate to study in other areas of the curriculum**.	**Text structure and organisation**		**Creating literature**		**Creating texts**	
				Understand how texts are made cohesive through **the use of linking devices including pronoun reference and text connectives** (ACELA1491) **(VCELA290)**	* Knowing how authors construct texts 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'	Create literary texts by **developing storylines**, characters and settings (ACELT1794) **(VCELT297)**	* 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	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) **(VCELY299)**	* 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)
				Recognise how **quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech** (ACELA1492) **(VCELA291)**	* Exploring texts to identify the use of quotation marks * Experimenting with the use of quotation marks in students' own writing				
				Expressing and developing ideas					
				Understand that **the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases** (ACELA1493) **(VCELA292)**	* 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')	Create literary texts that **explore students' own experiences and imagining** (ACELT1607) **(VCELT298)**	* 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	Reread and edit for meaning **by adding, deleting or moving words or word groups to improve content and structure** (ACELY1695) **(VCELY300)** **Elaboration modified**	* Revising written texts: editing for grammatical and spelling accuracy and clarity of the text, to improve the connection between ideas and overall fluency
				Incorporate new vocabulary **from a range of sources into students' own texts including vocabulary encountered in research, into own texts** (ACELA1498) **(VCELA293)**	* Building etymological knowledge about word origins (for example 'thermometer') and building vocabulary from research about technical and subject specific topics			Handwrite using clearly formed joined letters, and **develop increased fluency and automaticity** (ACELY1696) **(VCELY301)**	* Using handwriting fluency with speed for a wide range of tasks
				Phonics and word knowledge					
				Understand how to use **phonic generalisations to identify and write words with more complex** letter combinations **(VCELA294)** **New content description**	• Using knowledge of complex spelling patterns to read and write words, for example 'bought'			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) **(VCELY302)**	* Identifying and selecting appropriate software programs for constructing text
				Understand how to use spelling patterns and **generalisations** including syllabification, letter combinations **including double letters, and morphemic knowledge to build word families** (ACELA1779) **(VCELA295)** **Content description modified**	* 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 ambiguous vowel sounds, 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')				
				Recognise **homophones and know how to use context to identify correct spelling** (ACELA1780) **(VCELA296)**	* Using meaning and context when spelling words (for example when differentiating between homophones such as 'to', 'too', 'two'				
Level 4 achievement standard	Students use language features to create coherence and **add** detail to their texts. They make use of their increasing knowledge of phonics, and they understand **how to express an opinion based on information** in a text. **Achievement standard modified** They create texts that show understanding of how images and detail can be used **to extend key ideas**. Students create structured texts to explain ideas for **different** audiences. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work **to improve** meaning.								

Year Level Indicators	Sourced from Level descriptions			Language		Literature		Literacy	
	Text Types	Who (Audience)	How	Content descriptions	Elaborations	Content descriptions	Elaborations	Content descriptions	Elaborations
Level 5	Students create a range of ►imaginative, ►informative and ►persuasive texts including ►narratives, ►procedures, ►performances, ►reports, ►reviews, ►explanations and ►discussions.	In Levels 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments.		**Text structure and organisation**		**Creating literature**		**Creating texts**	
				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) **(VCELA321)**	* 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')	Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798) **(VCELT327)**	* 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	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) **(VCELY329)**	* 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 the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (ACELA1506) **(VCELA322)**	* 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 a variant form without the second 's' is sometimes found (for example 'James's house' or 'James' house')			Reread and edit student's own and others' work using agreed criteria for text structures and language features (ACELY1705) **(VCELY330)**	* 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
				Expressing and developing ideas					
				Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507) **(VCELA323)**	* Knowing that the function of complex sentences is to 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.')	Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612) **(VCELT328)**	* Using texts with computer-based graphics, animation and 2D qualities, consider how and why particular traits for a character have been chosen	Develop a handwriting style that is becoming legible, fluent and automatic (ACELY1706) **(VCELY331)**	* Using handwriting with increasing fluency and legibility appropriate to a wide range of writing purposes
				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) **(VCELA324)**	* Learning how to expand a description by combining a related set of nouns and adjectives – 'Two 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)			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) **(VCELY332)**	* 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
				Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512) **(VCELA325)**	* Moving from general, 'all-purpose' words, for example 'cut' to more specific words, for example 'slice', 'dice', 'fillet', 'segment'				
				Phonics and word knowledge					
				Recognise and write less familiar words that share common letter patterns but have different pronunciations (VCELA326) New content description	* Spelling words that share common letter patterns but have different pronunciations, for example the 'ou' in 'journey', 'your', 'tour', 'sour'				
Level 5 achievement standard	Students use language features to show how ideas can be extended. They develop and explain a point of view about a text. They create imaginative, informative and persuasive texts for different purposes and audiences. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning.								

Year Level	Sourced from Level descriptions			Language		Literature		Literacy	
Indicators	Text Types	Who (Audience)	How	Content descriptions	Elaborations	Content descriptions	Elaborations	Content descriptions	Elaborations
	Students create a range of ►imaginative, ►informative and ►persuasive texts including ►narratives, ►procedures, ►performances, ►reports, ►reviews, ►explanations and ►discussions.	In Levels 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments.		**Text structure and organisation**		**Creating literature**		**Texts in context**	
				Understand that cohesive links can be made in texts **by omitting or replacing words** (ACELA1520) **(VCELA348)**	* Noting how writers often substitute a general word for a more specific word already mentioned, thus creating a cohesive link between the words (for example, 'Look at those apples. Can I take these big ones?', where 'ones' substitutes for 'apples') * Noting how writers often substitute a general word for a more specific word already mentioned, thus creating a cohesive link between the words (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 (positioning/location), repetition, class-subclass diagrams, part-whole diagrams, cause-and-effect figures, visual continuities and discontinuities	Experiment with text structures and language features and their effects in creating literary texts (ACELT1800) **(VCELT355)**	* Selecting and using sensory language to convey a vivid picture of places, feelings and events in a semi-structured verse form	Compare texts including **media texts that represent ideas and events in different ways, explaining the effects of the different approaches** (ACELY1708) **(VCELY357)**	* 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)
Level 6				Understand the uses of commas to **separate clauses** (ACELA1521) **(VCELA349)**	* Identifying different uses of commas in texts			**Creating texts**	
								Plan, draft and publish imaginative, informative and persuasive texts, choosing and **experimenting** with text structures, language features, techniques, images and **digital resources** appropriate to purpose and audience (ACELY1714) **(VCELY358)**	* Creating informative texts for two different audiences, such as a visiting academic and a Level 3 class, that explore an aspect of biodiversity * Using rhetorical devices, images, surprise techniques and juxtaposition (positioning/location) of people and ideas and modal verbs and modal auxiliaries (e.g. can, could, may, might, must, shall, should, will, would) to enhance the persuasive nature of a text, recognising and exploiting audience susceptibilities
				Expressing and developing ideas					
				Investigate how complex sentences **can be used in a variety of ways to elaborate, extend and explain ideas** (ACELA1522) **(VCELA350)**	* Knowing that a complex sentence typically consists of a main clause and a subordinate clause * Knowing that the function of complex sentences is to 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')			Reread and edit students' own and others' work using agreed criteria and **explaining editing choices** (ACELY1715) **(VCELY359)**	* Editing for coherence, sequence, effective choice of vocabulary, opening devices, dialogue and description, humour and pathos (appealing to the reader's emotions), as appropriate to the task and audience
				Understand **how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases** (ACELA1523) **(VCELA351)**	* 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 'She will call you tomorrow'; 'I am going to the movies tomorrow'; 'Tomorrow I leave for Hobart')	Create literary texts that **adapt or combine** aspects of texts students have experienced **in innovative ways** (ACELT1618) **(VCELT356)**	* 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	Develop a handwriting style that is legible, fluent and automatic **and that can vary depending on context** (ACELY1716) **(VCELY360)** **Content description modified**	* Using handwriting efficiently as a tool for a wide range of formal and informal text creation tasks
				Investigate how **vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion** (ACELA1525) **(VCELA352)**	* 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			Use a range of software, including word processing programs, **learning new functions as required** to create texts (ACELY1717) **(VCELY361)**	* Selecting and combining software functions as needed to create texts

				Phonics and word knowledge					
Level 6				Understand how to use phonic knowledge and accumulated understandings about blending, letter–sound relationships, common and uncommon letter patterns and phonic generalisations to recognise and write increasingly complex words (VCELA353)	* Spelling increasingly complex words using understanding of common letter patterns, for example 'pneumonia'				
				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) (VCELA354)	* Adopting a range of spelling strategies to recall and attempt to spell new words * Using a dictionary to correct students' own spelling				
Level 6 achievement standard	Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used. They create detailed texts elaborating upon key ideas for a range of purposes and audiences. They demonstrate understanding of grammar and make considered choices from an expanding vocabulary to enhance cohesion and structure in their writing. Achievement standard modified			They use banks of known words and the less familiar words they encounter to create detailed texts elaborating upon key ideas for a range of purposes and audiences. New achievement standard They also use accurate spelling and punctuation for clarity, provide feedback on the work of their peers and can make and explain editorial choices based on agreed criteria. Achievement standard modified					

Year Level Indicators	Sourced from Level descriptions			Language		Literature		Literacy	
	Text Types	Who (Audience)	How	Content descriptions	Elaborations	Content descriptions	Elaborations	Content descriptions	Elaborations
Level 7	Students create a range of ▶imaginative, ▶informative and ▶persuasive texts for example ▶narratives, ▶procedures, ▶performances, ▶reports, ▶discussions, **and are beginning to create literary analyses and transformations of texts.**	In Levels 7 and 8, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments.	They experience learning in both familiar and **unfamiliar** contexts that relate to the school curriculum, **local community, regional and global contexts.**	**Text structure and organisation**		**Creating literature**		**Creating texts**	
				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) **(VCELA380)**	* 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	Experiment with text structures and language features and their effects in creating literary texts (ACELT1805) **(VCELT385)** **Content description modified**	* 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	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 **to a specific audience** (ACELY1725) **(VCELY387)** **Content description modified**	* 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
				Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and **embedded** clauses (ACELA1532) **(VCELA381)**	* Discussing how qualifying statements add meaning to opinions and views in spoken texts			Edit for meaning by **removing repetition, refining ideas, reordering sentences and adding or substituting words for impact** (ACELY1726) **(VCELY388)**	* Using collaborative technologies to jointly construct and edit texts
				Expressing and developing ideas					
				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) **(VCELA382)**	* 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 (ACELT1625) **(VCELT386)** **Content description modified**	* Using aspects of texts in imaginative recreations such as resituating 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	Consolidate a **personal** handwriting style that is legible, fluent and automatic and **supports writing for extended periods** (ACELY1727) **(VCELY389)**	· Using handwriting regularly, attending to feedback about legibility
				Understand how modality **is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns** (ACELA1536) **(VCELA383)**	* Observing and discussing how a sense of certainty, probability and obligation is created in texts			Use a range of software, including word processing programs, to **confidently** create, edit and publish written and multimodal texts (ACELY1728) **(VCELY390)**	* 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
				Phonics and word knowledge					
				Understand how to use spelling rules and word origins to learn new words and how to spell them (ACELA1539) **(VCELA384)** **Content description modified**	* Using Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations				
Level 7 achievement standard	Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features, text structures, and images from other texts can be combined for effect. They create structured and coherent texts for a range of purposes and audiences. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, use accurate spelling and punctuation.								