

Australian Curriculum English Standards

Foundation Year Achievement Standard

By the end of the Foundation year, students **listen** to, **read** and **view** a range of spoken, written and **multimodal texts** from familiar contexts. They interpret and provide relevant explanations of characters and main events in imaginative texts, and key ideas and **visual features** in short informative texts, making connections to personal experience. They demonstrate understanding by retelling orally one or two ideas and events from short texts listened to or viewed. They accurately identify the letters of the English alphabet, and know the sounds represented by most letters. They **read** short, predictable texts aloud with some fluency and accuracy, drawing support from their developing sound and letter knowledge. They effectively use predicting and questioning strategies to make meaning from texts.

Students **write** one or more simple sentences to retell events and experiences for a known **audience**. Their writing is connected appropriately to illustrations and images produced as part of the text. They link two or more ideas or events in written and spoken texts. They use and understand familiar vocabulary, **predictable text** structures and common visual patterns. The short texts they produce show understanding of **concepts about print** including letters, words and sentences. They use left to right **directionality**, **return sweep** and spaces between words. They handwrite most lower case and some upper case letters, and use some capital letters and full stops. Their writing shows some evidence of the use of sound–letter knowledge. In informal classroom settings students communicate clearly and purposefully and engage in pair, group and class discussions, and participate actively in group tasks.

Year 1 Achievement Standard

By the end of Year 1 students **listen** to, **read** and **view** a range of spoken, written and **multimodal texts**, recognising the different purposes of these texts. They accurately use knowledge of text structure, letters, words, sentences and **directionality** to **read** different kinds of short texts. They retell the main ideas in texts in logical sequence. They understand literal and some inferred meanings in imaginative and informative texts and accurately recall some key ideas. They display sustained interest in longer texts listened to and viewed. They know the sounds represented by all letters, and the purpose of capital letters and full stops. They **read** short, predictable imaginative and informative texts aloud with some fluency and intonation, and use sentence boundary punctuation appropriately to support meaning.

Students **create** short imaginative, informative and persuasive spoken and written texts for a limited range of purposes. They include several related ideas on familiar topics, use **visual features** to support meaning, and include beginnings and endings to indicate sequence. They select vocabulary to enhance meaning, and use relevant vocabulary related to the topic and content of texts to discuss ideas and to share responses. They use capital letters and full stops appropriately. They accurately spell many words with regular spelling patterns and a growing number of irregularly spelled words. They use different interaction **conventions** including asking questions and making comments, adjusting communication to suit their **audience** and purpose. They interact in pair, group and class discussions and make short presentations of a few connected sentences on familiar and learned topics.

Year 2 Achievement Standard

By the end of Year 2 students **listen** to, **read** and **view** a range of spoken, written and **multimodal texts**, recalling details and some main ideas and key facts. They begin to compare the content and purposes of different texts on similar topics. They locate literal information in written texts, and refer to features of language and images to make inferences about characters' actions and motivations. They discuss possible meanings in narratives, and predict likely future events. They sustain interest in characters and events in imaginative texts, seek books by favourite authors and give reasons for personal preferences. They relate information, ideas and events in texts to their own lives and to other texts. They locate information on a variety of topics in texts with some complex language, ideas, images and vocabulary. They **read**, monitoring meaning and self-correcting using **context**, prior knowledge, **grammar** and phonic knowledge.

Students **create** imaginative, informative and persuasive written, spoken and **multimodal texts** for different purposes and audiences, drawing on their own experiences, their imagination and ideas they have learned. They **create** texts that appropriately include writing and images to support the meaning of the text. They organise texts in predictable ways using a small range of text and sentence structures. They use common punctuation accurately, including sentence boundary punctuation. They use sound-letter correspondence to help spell words correctly in their writing. They use everyday language and topic-specific vocabulary to discuss ideas about areas of interest with peers. They engage effectively in group and class discussions, and ask questions to clarify and extend others' ideas. They express their opinions on topics of interest, providing some supporting evidence for their points of **view**. They discuss how to interact appropriately with audiences in the classroom and other familiar contexts.

Year 3 Achievement Standard

By the end of Year 3 students **listen** to, **read** and **view** a range of spoken, written and **multimodal texts**, identifying their different purposes. They attend to others' views and respond appropriately. They use monitoring and self-correcting strategies to clarify meaning when reading, viewing and listening to an increasing range of **types of texts**. They retrieve literal information in texts, and can also make appropriate inferences. They explain ideas, events and actions, referring closely to selected detail. They share personal responses to and opinions about texts, providing relevant supporting information and detail. They recognise the representation of characters, settings and events in imaginative texts and also start to evaluate **point of view**. They make relevant connections between visual and written elements in **multimodal texts**.

Students **create** a range of imaginative, informative and persuasive written, spoken and **multimodal texts** for familiar and unfamiliar audiences. They contribute actively to group discussions, asking relevant questions and building on others' ideas and providing useful feedback. They communicate expressively and clearly about familiar ideas and information to known small audiences, in mostly informal situations. They order ideas in sequence, and provide relevant details to support ideas. They **create** imaginative texts based on characters and situations encountered in their reading and viewing. In these texts they express and develop experiences, events, information, ideas and characters in some detail. They organise texts in paragraphs composed of logically grouped and sequenced sentences. Short sentences are meaningful and correctly structured, and some complex sentences are used appropriately. They choose vocabulary appropriate to the purpose and **context** of their writing. They use simple punctuation correctly, and use a variety of spelling strategies to spell high frequency words correctly.

Year 4 Achievement Standard

By the end of Year 4 students **listen** to, **read** and **view** a range of spoken, written and **multimodal texts**, describing connections between their own experiences and those presented in the texts. They **listen** for key points in spoken texts including presentations and discussions. They recognise the function of text purpose in shaping a text and describe characteristic differences between imaginative and informative texts. They identify literal information in texts and make inferences, integrating and linking ideas and asking questions to clarify understanding. They explain some ways in which speakers, authors and illustrators engage the interest of audiences. They share their own judgments and preferences about texts, and respond to others' viewpoints, selecting some relevant textual evidence to support their opinions. They compare ways in which their own and others' opinions about texts are shaped by individual experiences, and expand their own understanding by taking account of different opinions and interpretations.

Students **create** structured spoken, visual and written texts for imaginative, informative and persuasive purposes. They contribute actively to group discussions of ideas and present opinions, understanding how language is used differently when giving opinions or reporting information. They make planned individual oral presentations about researched topics in informal and some more formal contexts, using learned content and considering the needs of audiences. They select vocabulary to provide specific detail about people, things and ideas and draw ideas from personal, literary and researched resources. Individually and collaboratively, they **create** imaginative texts based on favourite plots, events and characters, and informative and persuasive texts that present ideas in a planned sequence. They use simple and complex sentences, consistent tenses and appropriate punctuation to support meaning.

Year 5 Achievement Standard

By the end of Year 5 students make links between information and ideas from a number of different sources to understand experiences, ideas and information beyond their immediate experience. They accurately identify key ideas and details in short presentations, and summarise these ideas clearly for others. They discuss the connections between particular structures, **language features**, simple literary devices, and the purposes of texts. They identify literal and implied information in texts, and develop and clearly express ideas and opinions about texts. They select relevant textual evidence to support opinions about texts, and recognise that narratives and experiences in texts are shaped by different viewpoints. They describe how sound and imagery influence interpretations of characters, settings and events in texts. They compare ways in which their own and others' viewpoints about texts are shaped by individual values and experiences, and expand their own understanding by taking account of different opinions and interpretations.

Students **create** a variety of sequenced written, spoken and **multimodal texts** for different purposes and audiences. They select information and ideas from personal, literary and researched resources, and adapt imaginative ideas and situations from literature. They predict readers' needs when organising ideas and develop coherent texts by varying sentences and paragraphs for specific effect and linking related ideas. They select specific vocabulary to express and develop ideas, to engage and persuade readers and to convey emotions. They **write** clear, well-structured sentences and paragraphs and use punctuation to provide structure and meaning in their writing. Individually and in groups they present oral reports of findings from investigations on various topics to peers. They consider the needs of audiences and adjust spoken language for impact in informative or imaginative presentations. They employ a variety of techniques of spoken language to engage audiences and emphasise meaning, including variations in volume and pace, and pauses for effect.

Year 6 Achievement Standard

By the end of Year 6 students explore connections between their own experiences and those of characters in a variety of contexts in literature. In discussion and in writing they share key characteristics of texts by different authors, and the variations in ways authors represent ideas, characters and events. They analyse and explain how specific structures, **language features**, and simple literary devices contribute to the main purposes of texts and their effects on readers and viewers. They identify and record key points to clarify meaning, and distinguish between relevant and irrelevant supporting detail. They **listen** to and respond constructively to others' opinions by offering alternative viewpoints and information. They select relevant evidence from texts to support personal responses and to develop reasoned viewpoints. They compare and accurately summarise information on a particular topic from different texts, and make well-supported generalisations about the topic.

Students **create** well-structured written, spoken and **multimodal texts** for a range of imaginative, informative and persuasive purposes, for a broadening number of audiences. They make considered choices in spoken and written texts from an expanding vocabulary, and growing knowledge of grammatical patterns, **complex sentence** structures, cohesive links, and literary devices. They use some complex sentences to connect and develop ideas in written texts. They select specific details to sustain a **point of view**. They organise longer written texts by using paragraphs on particular aspects of the topic. They clarify and explain how choices of language and **literary features** were designed to influence the meaning communicated in their texts. They plan and deliver presentations, considering the needs and interests of intended audiences and purposes. They collaborate with others to share and evaluate ideas and opinions, and to develop different points of **view**. They discuss and compare personal opinions about literary texts, and respond constructively to others' opinions.

Year 7 Achievement Standard

By the end of Year 7 students **listen** to, **read** and **view** a range of spoken, written and **multimodal texts**, analysing and comparing **text structures** and **language features** and vocabulary choices, to show how these shape meaning and influence readers. They identify and explore representations of events, characters and settings in literary texts, and express their own responses to these representations. They interpret and explain key ideas and issues. They make inferences, drawing on textual evidence, increasing their awareness of purpose, **audience** and **context**, and their knowledge of a growing range of literary techniques. They synthesise information, ideas and viewpoints from a variety of texts to draw reasoned conclusions. They use their increasing vocabulary, and accumulated knowledge of **text structures** and **language features**, to support their interpretation and evaluation.

Students **create** well-constructed spoken, written and **multimodal texts** to inform, entertain, persuade and narrate in which meaning is supported by planned structures and organisation. They interact with others in groups to exchange, debate and substantiate ideas and opinions. As individuals and in groups, they make oral presentations to share and promote points of **view**, supporting these presentations with selected evidence. They select appropriate vocabulary to show shades of meaning, feeling and opinion, to express ideas clearly and to engage and elicit a response from the **audience**. In expressing or challenging a **point of view**, they draw appropriately on personal knowledge, textual analysis, and other relevant texts they have experienced. They effectively use a variety of **clause** and sentence structures, paragraphing and punctuation to sustain meaning and to support the structural coherence of the text.

Year 8 Achievement Standard

By the end of Year 8, students understand how the selection of **text structures** is influenced by the selection of language **mode** and how this varies for different purposes and **audiences**. Students explain how **language features**, images and vocabulary are used to represent different ideas and issues in **texts**.

Students interpret **texts**, questioning the reliability of sources of ideas and information. They select evidence from the **text** to show how events, situations and people can be represented from different viewpoints. They **listen** for and identify different emphases in **texts**, using that understanding to elaborate upon discussions.

Students understand how the selection of **language features** can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the **audience**. Through combining ideas, images and **language features** from other **texts**, students show how ideas can be expressed in new ways.

Students **create texts** for different purposes, selecting language to influence **audience** response. They make presentations and contribute actively to class and group discussions, using **language patterns** for effect. When **creating** and editing **texts** to **create** specific effects, they take into account intended purposes and the needs and interests of **audiences**. They demonstrate understanding of **grammar**, select vocabulary for effect and use accurate spelling and punctuation.

Year 9 Achievement Standard

By the end of Year 9, students analyse the ways that **text structures** can be manipulated for effect. They analyse and explain how images, vocabulary choices and **language features** distinguish the work of individual **authors**.

They evaluate and integrate ideas and information from **texts** to form their own interpretations. They select evidence from the **text** to analyse and explain how language choices and **conventions** are used to influence an **audience**. They **listen** for ways **texts** position an **audience**.

Students understand how to use a variety of **language features** to **create** different levels of meaning. They understand how interpretations can vary by comparing their responses to **texts** to the responses of others. In **creating texts**, students demonstrate how manipulating **language features** and images can **create** innovative **texts**.

Students **create texts** that respond to issues, interpreting and integrating ideas from other **texts**. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and **grammar** that contribute to the precision and persuasiveness of **texts** and using accurate spelling and punctuation.

Year 10 Achievement Standard

By the end of Year 10, students evaluate how **text structures** can be used in innovative ways by different **authors**. They explain how the choice of **language features**, images and vocabulary contributes to the development of individual style.

They develop and justify their own interpretations of **texts**. They evaluate other interpretations, analysing the evidence used to support them. They **listen** for ways features within **texts** can be manipulated to achieve particular effects.

Students show how the selection of **language features** can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with **language features**, stylistic devices, **text structures** and images.

Students **create** a wide range of **texts** to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of **grammar**, vary vocabulary choices for impact, and accurately use spelling and punctuation when **creating** and editing **texts**.