

## Language - English Scope and Sequence: Foundation to Year 6

Focus Statements	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<b>Language variation and change</b> How English varies according to context and purpose including cultural and historical contexts	Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community	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	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	Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning	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	Understand that the pronunciation, spelling and meanings of words have histories and change over time	Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English	
<b>Language for social interactions</b> How language used for different formal and informal social interactions is influenced by the purpose and audience	Explore how language is used differently at home and school depending on the relationships between people	Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others  Understand that there are different ways of asking for information, making offers and giving commands	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	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	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 students' own views and reporting them to a larger group	Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	
<b>Evaluative language</b> How language is used to express opinions, and make evaluative judgments about people, places, things and texts	Understand that language can be used to explore ways of expressing needs, likes and dislikes	Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions	Identify language that can be used for appreciating texts and the qualities of people and things	Examine how evaluative language can be varied to be more or less forceful	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	Understand how to move beyond making bare assertions and take account of differing perspectives and points of view	Understand the uses of objective and subjective language and bias	
<b>Vocabulary</b> The meanings of words including everyday and specialist meanings and how words take their meanings from the context of the text	Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics being taught at school	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	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	Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs	Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research	Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion	
<b>Phonemic awareness (sounds of language)</b> Basic knowledge of sounds of language and how these are combined in spoken words	Recognise rhymes, syllables and sounds (phonemes) in spoken words	Manipulate sounds in spoken words including phoneme deletion and substitution	Recognise most sound-letter matches including silent letters, vowel/consonant digraphs and many less common sound-letter combinations	This sequence ends at Year 2 level				
<b>Purpose audience and structures of different types of texts</b> How texts serve different purposes and how the structures of types of texts vary according to the text purpose	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	Understand that the purposes texts serve shape their structure in predictable ways	Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose	Understand how different types of texts vary in use of language choices, depending on their function and purpose, for example tense, mood, and types of sentences	Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience	Understand how texts vary in purpose, structure and topic as well as the degree of formality	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects	
<b>Concepts of print and screen</b> The different conventions that apply to how text is presented on a page or screen	Understand 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	Identify the features of online texts that enhance navigation	Identify features of online texts that enhance readability including text, navigation, links, graphics and layout	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	This sequence ends at Year 5 level	

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<b>Sentences and clause level grammar</b> 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)	Recognise that sentences are key units for expressing ideas 	Identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is doing or receiving the action?' and the circumstances surrounding the action 	Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses and coordinating conjunctions 	Understand that a clause is a unit of meaning usually containing a subject and a verb and that these need to be in agreement 	Understand that the meaning of sentences can be enriched through the use of expanded noun and verb groups and phrases Investigate how quoted (direct) and reported (indirect) speech work in different types of text 	Understand the difference between main and subordinate clauses and how these can be combined to create complex sentences through subordinating conjunctions to develop and expand ideas 	Investigate how clauses can be combined in a variety of ways to elaborate, extend or explain ideas 	
<b>Word level grammar</b> 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.	Recognise that texts are made up of words and groups of words that make meaning 	Explore differences in words that represent people, places and things (nouns and pronouns), actions (verbs), qualities (adjectives) and details like when, where and how (adverbs) 	Understand that nouns represent people, places, things and ideas and can be, for example, common, proper, concrete and abstract, and that noun groups can be expanded using articles and adjectives 	Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense 	Understand how adverbials (adverbs and prepositional phrases) work in different ways to provide circumstantial details about an activity	Understand how noun and adjective groups can be expanded in a variety of ways to provide a fuller description of the person, thing or idea	Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverbials	
<b>Visual language</b> How images work in texts to communicate meanings, especially in conjunction with other elements such as print and sound	Explore the different contribution of words and images to meaning in stories and informative texts 	Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning 	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 	Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments	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	Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations	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	
<b>Alphabet knowledge</b> The written code of English (the letters) and how these are combined in words	Recognise the letters of the alphabet and know there are lower and upper case letters	Recognise sound-letter matches including common vowel and consonant digraphs and consonant blends Understand the variability of sound-letter matches	This sequence ends at Year 1 level					
<b>Spelling</b> Knowledge for spelling including knowledge about how the sounds of words are represented by various letters and knowledge of irregular spellings and spelling rules	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  Know how to use onset and rime to spell words 	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  Recognise and know how to use morphemes in word families for example 'play' in 'played' and 'playing'  	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  Recognise common prefixes and suffixes and how they change a word's meaning  	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'  Recognise high frequency sight words  	Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters Recognise homophones and know how to use context to identify correct spelling	Understand how to use banks of known words as well as word origins, prefixes, suffixes and morphemes to learn and spell new words Recognise uncommon plurals, for example 'foci'	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	
<b>Text cohesion</b> 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	Understand that some language in written texts is unlike everyday spoken language 	Understand patterns of repetition and contrast in simple texts	Understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms 	Understand that paragraphs are a key organisational feature of written texts	Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives 	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	Understand that cohesive links can be made in texts by omitting or replacing words 	
<b>Punctuation</b> How punctuation works to perform different functions in a text.	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	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	Recognise that capital letters signal proper nouns and commas are used to separate items in lists	Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters 	Recognise how quotation marks are used in texts to signal dialogue, titles and reported speech	Understand how possession is signalled through apostrophes and how to use apostrophes of possession for common and proper nouns	Understand the uses of commas to separate clauses	

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