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| Student’s Name: |
| School name and logo | Year:Teacher:Year Level:Semester 1:Semester 2: | Year:Teacher:Year Level:Semester 1:Semester 2: | Year:Teacher:Year Level:Semester 1:Semester 2: | Year:Teacher:Year Level:Semester 1:Semester 2: | Year:Teacher:Year Level:Semester 1:Semester 2: | Year:Teacher:Year Level:Semester 1:Semester 2: | Year:Teacher:Year Level:Semester 1:Semester 2: |

 English – Reading and Viewing

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|  | **PP 0.5** | **Standard F** | **PP F.5** | **Standard 1.0** | **PP 1.5** | **Standard 2.0** | **PP 2.5** | **Standard 3.0** |
| Concept of print and screen | Explain the directionality of printed texts (ACELA1433)  |  | Read and view supportive print and digital texts in a phrased and fluent manner, using a range of information sources and text features to develop and sustain meaning (ACELA1450) |  |  |  |  |  |
| Word level grammar | Describe how word order in sentences is important for meaning, for example 'The boy sat on the dog', 'The dog sat on the boy' (ACELA1435) |  | Identify and describe 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) (ACELY1659 ACELA1452) |  | Identify nouns that represent people, places, things and ideas and can be, for example, common, proper, concrete or abstract (ACELA1468)  |  |  |  |
| Sentence and clause level grammar |  |  | Identify the parts of a simple sentence that represent ‘What’s happening?’, ‘Who or what is involved?’ and the surrounding circumstances (ACELA1451) |  | Identify sentences that contain more than one idea (ACELA1467)  | Read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information |  |  |
| Alphabet KnowledgeSound and letter knowledge | Recognise the letters of the alphabet and identify lower and upper case (ACELA1440) | Identify the letters of the English alphabet and use the sounds represented by most letters | Identify and distinguish all uppercase and lowercase letters in the alphabet (ACELA1458)Recognise common sound-letter correspondences (ACELA1458)Recognise and use common vowel blends, for example ‘a-e’ in cake, and consonant blends, for example ‘tr’ in train (ACELA1458)  |  | Recognise a wide range of letter/sound correspondences including some silent letters, vowel/consonant diagraphs and less common sound-letter combinations (ACELA1474) |  |  |  |
| Visual language | Explain how print and images contribute to meaning in texts (ACELA1786) |  | Describe some differences between imaginative and informative texts (ACELY1658 and ACELA1453) |  |  |  | Identify the effect on audiences of a selection of visual techniques (ACELA1483) |  |
| Purpose and audience |  | Understand that there are different types of texts and that these can have similar characteristics |  | Understand the different purposes of texts | Identify and explain the typical text structures of a range of text types, for example simple narratives, instructions and expositions (ACELA1463) |  | Become familiar with typical text structures and language features of various types of text, for example narratives, procedures, reports, reviews and expositions (ACELA1478)Identify an author’s purpose for writing a text, for example, to entertain, to inform, to persuade, and evaluate how well the text achieved its purpose (ACELY1678) | Understand how content can be organised using different text structures depending on the purpose of the text |
| Features of literary texts | Retell the events in a text in sequence (ACELT1578)Identify some characteristic features of literary texts, for example beginnings and endings of traditional texts, cultural patterns of storytelling, for example ‘Once upon a time’, ‘A long, long time ago’, ‘Before the Dreamtime…’ (ACELT1785) | Recall one or two events from texts with familiar topics |  | Recall key ideas and recognise literal and implied meaning in textsIdentify the language features, images and vocabulary used to describe characters and events | Discuss language used to describe characters and settings within and across texts and how these support meaning (ACELT1591) | Understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events | Identify and discuss the use of descriptive adjectives (‘in the middle of a vast, bare plain’) to establish setting and atmosphere (‘the castle loomed dark and forbidding’) and to draw readers into events that follow (ACELT1599) | Understand how language features, images and vocabulary choices are used for different effects |
| Reading processes | Monitor meaning when reading by selecting from a range of information sources and text features (ACELY1649) | Read short predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters | Use a range of information sources and text features to develop and sustain meaning (ACELY1659) | Use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaningRead aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images | Read less predictable texts in a phrased and fluent manner, using a range of information sources and text features to monitor meaning and self-correct (ACELY1669)Use punctuation to support phrasing and fluency when reading aloud, for example recognition of capital letters to signal proper nouns and commas to separate items in lists (ACELY1669) | Monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge | Read and view an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting (ACELY1679) | Read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information |
| Comprehension |  | Identify connections between texts and their personal experienceUse predicting and questioning strategies to make meaning from texts |  | Make connections to personal experience when explaining characters and main events in short texts | Use some comprehension strategies to build literal and inferred meaning, for example making connections between information in print and images or building on and using prior knowledge and vocabulary (ACELY1670) | Identify literal and implied meaning, main ideas and supporting detailMake connections between texts by comparing content | Use text features and search tools to locate information in written and digital texts efficiently (ACELY1680)Make considered inferences taking into account, for example, topic knowledge or a person’s likely actions and feelings (ACELY1680)Comprehend and evaluate texts by, for example, drawing on knowledge of the topic, subject-specific vocabulary and experience of texts on the same topic (ACELY1680)  | Identify literal and implied meaning connecting ideas in different parts of a textSelect information, ideas and events in texts that relate to their own lives and to other texts |
| Evaluating texts |  |  |  |  |  |  | Develop criteria for establishing personal preferences for literature (ACELT1598)  |  |

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|  | **PP 3.5** | **Standard 4.0** | **PP 4.5** | **Standard 5.0** | **PP 5.5** | **Standard 6.0** | **PP 6.5** | **Standard 7** |
| Concept of print and screen |  |  |  |  |  |  |  |  |
| Word level grammar | Identify and explain how adverb group/phrases and prepositional phrases provide details of the circumstances surrounding a happening or state (for example, ‘At midnight (time) he rose slowly (manner) from the chair (place) and went upstairs (place)’ (ACELA1495) |  |  |  |  |  |  |  |
| Sentence and clause level grammar |  |  |  |  |  |  |  |  |
| Alphabet KnowledgeSound and letter knowledge |  |  |  |  |  |  |  |  |
| Visual language |  |  |  |  |  |  |  |  |
| Purpose and audienceText Structures and Features | Read and view different types of texts, identifying how they vary in either complexity and technicality, depending on either the approach to the topic, the purpose and the intended audience (ACELY1691 and ACELA1490)  | Understand that texts have different structures depending on the purpose and audience.Explain how language features, images and vocabulary are used to engage the interest of audiences. | Identify the typical structures and language features of a range of text types for example narrative, procedure, exposition, explanation, discussion and informative (ACELA1504) Identify and explain characteristic text structures and language features used in a range of imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701) | Explain how text structures assist in understanding the textUnderstand how language features, images and vocabulary influence interpretations of characters, settings and events | Compare the structures and features of different texts with a similar purpose (ACELY1711)  | Understand how the use of text structures can achieve particular effects | Identify and explain how the text structures and language features become more complex in informative and persuasive texts (ACELA1531)  | Understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context |
| Features of literary texts | Recognise how authors and illustrators choose techniques to hold a readers’ attention and elicit an emotional response (ACELT1605) |  |  |  |  | Analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events | Recognise and analyse the ways that characterisation, events and settings are combined in narratives (ACELT1622)  | Demonstrate understanding of how the choice of language features, images and vocabulary affects meaning |
| Reading processes | Monitor meaning, for example by note-taking and recording of key information from a range of texts (ACELY1691) |  |  |  |  |  | Use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722)  |  |
| Comprehension | Build literal and inferred meaning to analyse and evaluate texts, for example make inferences about a persons’ motivations and intentions consider how this impacts on the audience (ACELY1692) | Describe literal and implied meaning connecting ideas in different texts | Analyse, by making connections between ideas and information in and across texts to clarify understanding, and synthesise ideas and information from print and digital sources (ACELY1703)  | Analyse and explain literal and implied information from a variety of texts | Use of a variety of comprehension strategies to interpret and analyse information and ideas; for example, reviewing, summarising, asking questions or predicting, (ACELY1713)  | Compare and analyse information in different texts, explaining literal and implied meaning |  | Explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning |
| Analysing and Evaluating textsPersonal Responses to ideas, characters and viewpoints |  | Express preferences for particular texts, and respond to others’ viewpoints.  |  | Describe how events, characters and settings in texts are depicted and explain their own responses to them | Identify and explain how language choices are used to influence personal responses to texts, for example modality can be used to opened up degrees of possibility through the use of a selection of modal verbs, adverbs, adjectives and nouns (ACELT1615) Analyse the similarities or differences in literary texts on similar topics, themes or plots, for example, the use of a first-person or third-person narrator (ACELT1614) Identify and analyse strategies authors use language to influence the reader (ACELY1801)  | Select and use evidence from a text to explain their response to it | Evaluate texts, using references, either to the text or other sources (ACELA1782)  | Select specific details from texts to develop their own response, recognising that texts reflect different viewpoints |
| Language devices | Identify and explain a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns (ACELT1606) |  |  |  |  |  | Interpret and discuss how language is compressed to produce a dramatic effect in film or drama or to create layers of meaning in poetry (ACELT1621) |  |
| How texts reflect the context of culture and situation in which they are created |  |  | Describe how aspects of literary texts can convey information about cultural elements, such as beliefs, traditions and customs (ACELT1608)  |  |  |  |  |  |

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English – Writing

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|  | **PP 0.5** | **Standard F** | **PP F.5** | **Standard 1.0** | **PP 1.5** | **Standard 2.0** | **PP 2.5** | **Standard 3.0** |
| Spelling | Write spoken sounds and words using letters of the alphabet (ACELA1758)Generate new words by changing an onset or rime (ACELA1438)  | Writing shows evidence of sound and letter knowledge | Recognise and use some morphemes in word families to spell unfamiliar words, for example ‘play’ in ‘played’ and ‘playing’ (ACELA1455)  | Spell words with regular spelling patterns | Spell words correctly, using knowledge of sound–letter patterns, visual memory and syllabification (ACELA1471)  | Accurately spell familiar words and attempt to spell less familiar words | Use knowledge of a range of spelling rules, including compound words, prefixes, suffixes, morphemes and sound-letter relationships (ACELA1485)  | Use knowledge of sounds and high frequency words to spell words accurately |
| Punctuation | Attempting to use punctuation (ACELA14320 | Experimentation with capital letters and full stops | Use of common punctuation correctly including full stops, question marks and exclamation marks (ACELA1449)  | Use capital letters and full stops | Identify and use punctuation, including full stops, question marks, exclamation marks, commas and capital letters (ACELA1465) | Use punctuation accurately | Know that contractions are a feature of informal language (ACELA1480) | Demonstrate understanding of punctuation appropriate to the purpose and context of their writing |
| Sentence and clause level grammar | Use sentences as the key unit for expressing their ideas (ACELA1435)  |  |  |  |  |  | Write sentences in which the subject and verb are in agreement (ACELA1481)  | Demonstrate understanding of grammar appropriate to the purpose and context of their writing |
| Word level grammar |  |  |  |  |  |  | Use verbs to represent different processes (doing, thinking, saying, and relating) (ACELA1482) Use action and saying verbs in narrative texts to give information about what characters do and say, and sensing verbs to allow readers to know what characters think and feel (ACELA1482 and ACELT1601) ) | Demonstrate understanding of vocabulary appropriate to the purpose and context of their writing |
| Creating literary texts | Retell a range of familiar literary texts through performance, use of illustrations or images (ACELT1580) |  | Recreate texts imaginatively using a selection of drawing, writing, performance and digital forms of communication (ACELT1586) |  | Create imaginative reconstructions of stories and poetry using a range of print and digital media (ACELT1593)  |  | Use action and saying verbs in narrative texts to give information about what characters do and say, and sensing verbs to allow readers to know what characters think and feel (ACELA1482 and ACELT1601) |  |
| Creating texts | Communicate ideas and events in written texts (ACELY1651) Apply concepts about print in their writing, for example left to right, top to bottom (ACELY1651) | Use familiar words and phrases and images to convey ideas | Write one or more sentences for an imaginative or informative purpose, and using sentence-level grammar (ACELY1661)Use illustrations and diagrams that support the intended meaning of writing (ACELY1661 and ACELY1664) | Provide details about ideas or events | Sequence content according to the text structure (ACELY1671) Select language features, for example simple and compound sentences, to express and combine ideas appropriate to audience and purpose (ACELY1671) Use vocabulary, including technical vocabulary, appropriate to text type and purpose (ACELY1671)  | Create texts that show how images support the meaning of the text | Create sequenced imaginative, informative and persuasive texts in print and multimodal forms, selecting an appropriate text structure for the purpose, for example paragraphs (ACELY1682) Use simple, compound and complex sentences to express and combine ideas (ACELY1682)  | Include writing and images to express and develop in some detail experiences, events, information, ideas and characters |
| Editing | Read back from their own writing to check that it communicates what they intended (ACELY1652) |  | Add or delete words to improve meaning, for example adding an adjective to a noun (ACELY1662)  |  | Use strategies to reread, revise and edit writing for spelling, punctuation and/or text structure, for example reading aloud, use of feedback from others (ACELY1672)  |  |  | Check work for meaning |
| Handwriting | Produce some lower and upper case letters using learned formations (ACELY1653) | Correctly form known upper- and lower-case letters | Write words legibly, using unjoined print script of consistent size, using appropriate pencil grip (ACELY1663)  | Correctly form all upper- and lower-case letters |  | Legibly write unjoined upper- and lower-case letters |  | Legibly write using consistently sized joined letters |

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|  | **PP 3.5** | **Standard 4.0** | **PP 4.5** | **Standard 5.0** | **PP 5.5** | **Standard 6.0** | **PP 6.5** | **Standard 7** |
| Spelling | Use a range of strategies for spelling words, for example spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters (ACELA1779)  | Use accurate spelling |  | Use accurate spelling | Use of a selection of banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words (ACELA1526) | Use accurate spelling |  | Use accurate spelling  |
| Punctuation | Use quotation marks to correctly signal dialogue, titles or quoted (direct) speech (ACELA1492) | Use accurate punctuation | Form the possessive by adding just the apostrophe to regular plural nouns ending in ‘s’ (ACELA1506)  | Use accurate punctuation |  | Use accurate punctuation for clarity |  | Use accurate punctuation |
| Sentence and clause level grammar |  | Demonstrate an understanding of grammar |  | Demonstrate an understanding of grammar | Use the subordinate clause in complex sentences to elaborate, extend or explain ideas (ACELA1522)  | Demonstrate understanding of grammar | Expand noun groups, including through the use of embedded subordinate clauses (ACELA1534) | Demonstrate understanding of grammar |
| Word level grammar |  |  | Use noun groups to provide a fuller description of a person, place, thing or idea appropriate to the purpose and audience (ACELA1508) |  |  |  | Use a selection of modal verbs, adverbs, adjectives and nouns to achieve a sense of certainty, probability and obligation (ACELA1536)  |  |
| Text cohesion | Use linking devices, for example, using pronouns to refer back to noun groups/phrases (ACELA1491)  | Use language features to create coherence and add detail to their texts |  | Use language features to show how ideas can be extended | Use either omission or substitution to create cohesive links in texts (ACELA1520)  |  | Use a selection of devices to create text structure for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts (ACELA1763)  |  |
| Vocabulary |  | Select vocabulary from a range of resources | Use vocabulary to create precise meaning, and select words appropriate to the context (ACELA1512)  | Select specific vocabulary | Select vocabulary to express shades of meaning, feeling or opinion (ACELA1525)  | Make considered choices from an expanding vocabulary |  | Use a variety of more specialised vocabulary |
| Creating literary texts |  |  | Create literary text using settings or characters that draw on the worlds from texts students have experienced or read in class (ACELT1612)  |  |  |  | Create literary texts that adapt stylistic features encountered in a range of other texts studied, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625) |  |
| Creating texts | Create imaginative, informative and persuasive texts for a widening range of audiences demonstrating increasing control over text structures and language features (ACELY1694)Create texts that take account of the needs and interests of familiar and some unfamiliar audiences (ACELY1694) | Create texts that show understanding of how images and detail can be used to extend key ideasCreate structured texts to explain ideas for different audiences | Plan, draft and publish a selection of imaginative, informative and persuasive print and multimodal texts, choosing texts structures and language features appropriate to purpose and audience (ACELY1704)  | Create a variety of sequenced texts for different purposes and audiences | Plan, draft and publish a range of texts appropriate to purpose and audience, choosing and experimenting with text structures, language features, images or digital resources (ACELT1714) | Create detailed texts elaborating upon key ideas for a range of purposes and audiences | Plan, draft and publish a range of imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)  | Create texts showing how language features, text structures, and images from other texts can be combined for effectCreate structured and coherent texts for a range of purposes and audiences |
| Literary devices | 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 how language features and language patterns can be used for emphasisExplain how their choices of language features and images are used |  | Understand how the selection of a variety of language features can influence an audience |
| Expressing a point of view |  | Understand how to express an opinion based on information in a text |  | Develop and explain a point of view about a text |  | Show how specific details can be used to support a point of view |  | Understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. |
| Use of software | Use a range of software to combine print, audio and visual elements to construct and publish texts (ACELY1697)  |  |  |  |  |  |  |  |
| Editing |  | Editing work to improve meaning | Develop agreed criteria for text structure and language features to edit own and others’ work (ACELY1705) | Editing work to provide structure and meaning |  | Make and explain editorial choices | Use of a range of strategies to edit for meaning, for example removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726)  | When editing texts demonstrate understanding of grammar, use a variety of more specialised vocabulary, use accurate spelling and punctuation |
| Handwriting | Write using correctly-formed joined letters that have been taught, for example joining to ascenders and descenders, with increased fluency and automaticity (ACELY1696) |  |  |  |  |  |  |  |

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English – Speaking & Listening

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|  | **PP 0.5** | **Standard F** | **PP F.5** | **Standard 1.0** | **PP 1.5** | **Standard 2.0** | **PP 2.5** | **Standard 3.0** |
| Phonemic Awareness | Identify onset and rime in one-syllable spoken words (ACELA1439)  | Listen for rhyme, letter patterns and sounds in wordsIdentify and use rhyme, letter patterns and sounds in words |  | Listen for and reproduce letter patterns and letter clusters |  | Listen for and manipulate sound combinations and rhythmic sound patterns |  |  |
| Vocabulary | Selecting appropriate vocabulary (ACELA1437) |  |  |  |  | Discuss ideas and experiences, using everyday language features and topic-specific vocabulary |  |  |
| Language for social interactionsListening & Speaking Interactions | Contribute ideas to discussions, accompanied by some appropriate non-verbal strategies, for example gesture and eye contact (ACELY1784)Ask simple questions in response to information presented by others (ACELY1646) | Listen to and use appropriate language features to respond to others in a familiar environmentCommunicate clearly in informal group and whole class settings | Consider how others might respond before expressing their views and how they might respond appropriately to others’ views (ACELY1656 and ACELY1788 and ACELA1445) Take turns during group discussion (ACELY1656 and ACELY1788 and ACELA1445)Apply active listening behaviours to a range of conversations and discussions (ACELY1656) | Listen to others when taking part in conversations using appropriate language featuresInteract in pair, group and class discussions, taking turns when responding | Use language appropriate to different social and classroom interactions (ACELA1461)Respond appropriately to others contributions, including selecting from positive statements and voicing disagreement (ACELY1666 and ACELY1789)Modify tone and pace of speaking when communicating with others (ACELY1789) | Listen for particular purposesUse a variety of strategies to engage in group and class discussions and making presentation | Communicate in a clear, coherent manner in informal and classroom situations (ACELY1792) Contribution of relevant ideas to discussions and asking of questions to clarify meaning (ACELY1676) Listen actively and take turns in small or large-group contexts (ACELY1792)  | Listen to others’ views and respond appropriatelyContribute actively to class and group discussions, asking questions, providing useful feedback and making presentations |
| Features of literary texts |  |  | Discuss how plots develop including: beginnings (orientation), how the problem (complication) is introduced and solved (resolution) (ACELT1584) | Understand how characters in texts are developed |  |  |  | Understand how language features are used to link and sequence ideas |
| Evaluative languageExpressing preferences and evaluating texts | Talk about stories and authors, choosing favourites and discussing feelings about what happens in stories (ACELA1429 and ACELT1783) | Identify and describe likes and dislikes about familiar texts, objects, characters and events | Use appropriate vocabulary to express feelings and emotions (ACELA1787)  | Give reasons for personal preferences | Identify and use language for appreciating texts and the qualities of people and things (ACELA1462)Discuss opinions about characters, events and/or settings in texts (ACELT1589)  | Explain preferences for aspects of texts using other texts as comparisons | Identify and use modal verbs, for example ‘must’, ‘might’,’ or ‘could’, to indicate, for example degrees of certainty, command or obligation (ACELA1477)  | Understand how language can be used to express feelings and opinions on topics |
| How texts reflect the context of culture and situation in which they are created |  |  | Identify some features of characters and how particular words and images convey qualities of their nature, for example some characters are portrayed as shy, others adventurous (ACELT1581)  |  | Discuss how characters reflect the contexts in which they were created, for example a particular situation or culture (ACELT1587)  |  | Discuss texts in which characters, events and settings are portrayed in different ways, identifying variations in the storyline (ACELT1594) |  |
| Language devices in literary texts | Replicate the rhythms and sound patterns in a range of stories, rhymes, songs or poems (ACELT1579) |  |  |  |  |  |  |  |
| Oral Presentations | Deliver short oral presentations to peers (ACELY1647)Sequence ideas appropriately when speaking to others in familiar contexts (ACELY1647)  | Retell events and experiences with peers and known adults | Provide simple explanations about how to do or make something (ACELY1657)  | Make short presentations of a few connected sentences on familiar and learned topicsCreate texts that show understanding of the connection between writing, speech and images | Create spoken texts, including selecting from more formal speech and specific vocabulary to match purpose (ACELY1667) | Create texts, drawing on own experiences, imagination and information learned | Select and sequence key ideas and information in short presentations (ACELY1677) |  |
| Purpose and audience  |  | Understand that texts can reflect own experiences |  | Create short texts for a small range of purposes |  |  |  | Create a range of texts for familiar and unfamiliar audiences |
| Visual language |  |  |  |  |  | Create texts that show how images support the meaning of the text |  |  |

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|  | **PP 3.5** | **Standard 4.0** | **PP 4.5** | **Standard 5.0** | **PP 5.5** | **Standard 6.0** | **PP 6.5** | **Standard 7** |
| Phonemic Awareness |  |  |  |  |  |  |  |  |
| Vocabulary |  |  |  |  |  |  |  |  |
| Language for social interactionsListening & Speaking Interactions | Communicate relevant information and responses to questions when speaking to others in a range of familiar contexts (ACELY1688) Use of an increasing range of vocal effects, for example tone, pace, pitch and volume, to speak clearly and coherently (ACELY1688) Listen attentively to spoken texts, for key points in order to interpret and share ideas and information, and carry out tasks (ACELY1687)  | Listen for key points in discussionsContribute actively to class and group discussions, varying language according to context. | Ask relevant questions to clarify meaning of others’ presentations or contributions to discussions (ACELY1796) | Listen and ask questions to clarify contentContribute actively to class and group discussions, taking into account other perspectives. | Use strategies and skills for interaction to match increasing formality (ACELA1516, ACELY1816) Use of open or closed questions in discussions depending on the purpose (ACELY1709)Experiment with voice effects for different audiences and purposes, such as tone, volume, pitch and pace, recognising the effects these have on audience understanding and engagement (ACELY1816)  | Listen to discussions, clarifying content and challenging others’ ideasContribute actively to class and group discussions, using a variety of strategies for effect. | Select voice effects for different audiences and purposes, such as tone, volume, pitch and pace, recognising the effects these have on audience understanding and engagement (ACELY1804) | Listen for and explain different perspectives in textsMake presentations and contribute actively to class and group discussions, using language features to engage the audience. |
| Features of literary texts |  | Use language features to create coherence and add detail to their texts |  | Use language features to show how ideas can be extended |  | Understand how language features and language patterns can be used for emphasisExplain how their choices of language features and images are used |  |  |
| Evaluative languageExpressing preferences and evaluating textsPersonal responses to ideas, characters and viewpoints in texts | Discuss a response to, or point of view about the effect of literary techniques (ACELT1603) | Understand how to express an opinion based on information in a text | Temper bare assertions by using, for example, distancing, recruiting anonymous support, indicating a general or specific source of opinion (ACELA1502)Present a point of view about particular literary texts using metalanguage, for example simile, metaphor and personification (ACELT1609)  | Develop and explain a point of view about a text selecting information, ideas and images from a range of resources |  | Show how specific details can be used to support a point of view |  | Understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view |
| How texts reflect the context of culture and situation in which they are created |  |  |  |  |  |  | Identify and explain differences between ideas and points of view in texts (ACELT1619)  |  |
| Language devices in literary texts |  |  |  |  |  |  |  |  |
| Oral Presentations | Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689)  | Make presentations varying language according to context. | Sequence ideas logically and providing supporting detail, including graphics, sound and visuals to enhance audience engagement and understanding (ACELY1700)Experiment with voice effects in formal presentations such as tone, volume, pitch and pace, recognising the effects these have on audience understanding (ACELY1796)  | Make presentations taking into account other perspectives. | Plan, rehearse and deliver of presentations for defined audiences and purposes, with attention to making choices for modality and emphasis (ACELY1710) | Make presentations using a variety of strategies for effect. | Use of multimodal elements to support meaning in presentations for a variety of purposes and audiences (ACELY1720)  | Understand how the selection of a variety of language features can influence an audienceCreate texts showing how language features and images from other texts can be combined for effect |
| Purpose and audience and structures of different texts |   | Create structured texts to explain ideas for different audiences |  | Create a variety of sequenced texts for different purposes and audiences |  | Create detailed texts, elaborating on key ideas for a range of purposes and audiences |  | Create texts structured and coherent texts for a range purposes and audiences |
| Visual language |  | Create texts that show understanding of how images and detail can be used to extend key ideas |  |  |  |  |  |  |
| Language variations and change |  |  |  |  |  |  | Investigate changes in word use and meaning over time and some of the reasons for these changes, for example the influence on spelling and vocabulary of new forms of communication (ACELT1528)  |  |