R–7 English
Teaching Resource

Available in Word format and PDF on the SACSA website: www.sacsa.sa.edu/companion
FOREWORD

The R-7 English teaching resource and the R-7 Mathematics teaching resource are the first two documents in the SACSA Companion Documents series. Underlying the development of this series is the need to promote consistency of curriculum within and across schools in South Australia.

These resources are designed to support teachers to further engage with the SACSA Framework and work towards maximising students’ achievement. They arise from the need expressed by many teachers for the requirements of the SACSA Framework to be made more explicit for each year level.

The documents are written by practising teachers in close collaboration with curriculum officers, members of professional associations and other committed educators.

I commend this resource to you as a valuable support for teachers working to best meet the diverse needs of learners in the range of settings across South Australia.

Steve Marshall
CHIEF EXECUTIVE
ACKNOWLEDGMENTS

The following people and groups are acknowledged for their valuable contribution to the development of this resource.

EARLY YEARS

Helen Surplice Hendon Primary School/West Lakes Shore Primary School
Jean Scarborugh West Lakes Shore Primary School
Julie Baillie Paringa Park Primary School
Julie Omand West Lakes Shore Primary School
Lesia Zubjuk Magill Primary School
Margie Burrows The Pines Primary School

PRIMARY YEARS

Anne Boyle Hewett Primary School
Beth Hector Maitland Area School
Jackie Norman Maitland Area School
Virginia Pryor Pennington Primary School

MIDDLE YEARS

Pia Adams Stradbroke Primary School
Peter Tennant Walkerville Primary School
Roy Webb Seaford 6–12 School
Tony Rolton Mitcham Primary School
Jennie Alexander Morphett Vale High School
Liz Burbrook Aberfoyle Park High School

Australian Education Union (SA Branch)
South Australian Primary Principals Association
Learning Outcomes and Curriculum Group
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INTRODUCTION

This *R–7 English teaching resource* is one in a series of companion documents to the South Australian Curriculum, Standards and Accountability (SACSA) Framework.

Extensive consultation on the draft English and mathematics teaching resources distributed in January 2003 provided the feedback that has guided the revision of these documents.

These resources have been written and reviewed by junior primary, primary and secondary teachers who worked with the support of, and in collaboration with curriculum officers and professional associations.

**Linking with the SACSA Framework**

The purpose of this document is to provide a sample range of learning descriptors relating to the Key Ideas and Outcomes in English R–7. These descriptors, in dot point format:

- make explicit the knowledge, skills and understandings reflected in the Key Ideas and Outcomes
- make consistent the expectations for learning at specific year levels within and across sites
- support teachers in planning, programming and assessing using the SACSA Framework.

The descriptors are not prescriptive, as learning does not develop in a linear fashion. The dot points describe the possible growth points of learners as they progress towards demonstrating Outcomes to reach a Standard. Teachers will continue to use their professional knowledge, skills and judgments to provide the rich array of learning experiences that cater for the learners in their classrooms.

**Planning for teaching and learning**

When using this resource for planning teaching and learning programs, teachers will also need to engage with the following core principles:

- The Essential Learnings (including associated literacy, numeracy, and the use of ICTs), Equity Cross-curriculum Perspectives, Enterprise and Vocational Education (including Key Competencies) and a consideration of all the Learning Areas are vital components of program planning and learning development.

- Learning involves building on prior knowledge with learners active in constructing their own learning as they progress through cycles of growth.

- In the Early Years, when planning for teaching, learning and assessing children’s progress, it is important that teachers refer to the Developmental Learning Outcomes. The *Overview of Key Ideas and Developmental Learning Outcomes* chart has been included at the beginning of the Early Years section, particularly for use by those teachers of Reception and Year 1 children.
Format of this resource

The format of this document has been developed:

- with consideration to the organisation of the SACSA Framework
- in response to the feedback on the draft document
- to ensure consistency across Curriculum Bands
- for practical use by teachers.

To suit these purposes the document:

- is organised in Curriculum Bands for the following year levels: Early Years (R–2), Primary Years (3–5) and Middle Years (6–8)
- is structured into the three modes of English – listening and speaking, reading and viewing and writing. This is in response to feedback, which suggests that teachers plan and program tasks within a mode, rather than in a strand
- contains concept maps which ‘tease out’ each of the three modes, providing teachers with examples of the learning that may occur. These maps describe possible learning, R–7 and need to be interpreted according to year level appropriateness. Teachers may use the concept maps to support them further in their work or they may prefer to develop their own
- contains a chart from the SACSA Framework: Texts and contexts: a range of texts for study and use in English
- includes cross referencing to allow navigation between Bands within modes and strands
- contains a small number of ‘assessment and reflective questions’ (A&RQ). The intent of these is to stimulate reflection and ideas about assessment as teachers undertake their planning of teaching, learning and assessing programs.

To further assist in planning, programming and assessing, a copy of this document in Word format is available on the SACSA website. This format allows teachers to cut, paste and modify the document to suit their needs. Go to <http://www.sacsa.sa.edu.au/companion>. 
This concept map provides a visual representation of the Key Ideas and Outcomes related to Listening and speaking. It describes possible learning, R-7 and needs to be interpreted using teachers’ professional judgment of level appropriateness. It also highlights the interdependence of the three modes of English.
This concept map provides a visual representation of the Key Ideas and Outcomes related to Reading and viewing. It describes possible learning, R-7 and needs to be interpreted using teachers’ professional judgment of level appropriateness. It also highlights the interdependence of the three modes of English.
This concept map provides a visual representation of the Key Ideas and Outcomes related to Writing. It describes possible learning, R-7 and needs to be interpreted using teachers’ professional judgment of level appropriateness. It also highlights the interdependence of the three modes of English.
**Texts and contexts:** a range of texts for study and use in English

### Literature
- **Classic literature**
  - autobiography and biography
  - drama
  - expository texts in Learning Areas
  - ecclesiastical texts
  - Aboriginal Dreaming and creation stories from diverse cultures
  - films
  - myths, legends, fables, fairy tales
  - narrative, dramatic and lyric poetry, sonnets, odes, ballads
  - novels and short stories
  - performances of classic drama and poetry
- **Contemporary literature**
  - autobiography, biography and documentary, anecdotes
  - films and television (drama, satire and comedy)
  - novels and short stories
  - performances of contemporary drama and poetry
  - picture books, wordless books, alphabet books
  - poetry
  - scripted and improvised drama, modern plays, storytelling
  - students' own poems, stories and plays
- **Popular literature**
  - cartoons and comics
  - jokes, riddles, humorous verse
  - song lyrics
  - television serials and video clips
  - series fiction (horror, teenage romance) aimed at a specific market
  - magazines
  - puzzle books
  - interactive texts (flapbooks)
  - reviews of books, films
  - films

### Media
- advertising (in newspapers, on radio, on television, in the cinema, in magazines, on billboards, on webpages)
- documentaries (radio, film, television, video, Internet)
- drama (in the cinema, on television and video, comparisons between television movies and cinema movies, a study of television soap opera or serials)
- personal viewpoints (newspaper, editorials, letters to the editor, talk-back radio, documentaries, chatrooms, list servers, debates, television, chat shows and current affairs programs, feature films)
- journalism (special features of different kinds of reporting, such as crime, sport, social, in different media)
- news reports (newspaper, radio, television, magazines, Internet)
- reviews (of art, drama, films, concerts and books in various media)
- electronic communications (e-mail, Internet, websites, video conferences, chatrooms)
- multimedia texts (hyperlink, e-zines, interactive story books)
- feature films
- promotional videos
- photojournalism
- scientific or geographic reports (in newspapers, radio, television, journals, websites)

### Everyday
- **Daily life**
  - diaries and journals
  - instructions, labels, captions, notices, pamphlets, brochures, catalogues, posters, leaflets
  - invitations, apologies, complaints
  - messages, questionnaires, forms
  - personal letters, telephone conversations
  - postcards
  - greeting cards
  - student behaviour management policies (school and class rules)
  - advertising
  - speeches, public addresses
  - arts works
  - chatrooms/lines/programs
  - guarantees/warranties
  - lists
- **School**
  - arguments (written, spoken and multi-modal) which communicate a point of view, including speeches and pamphlets
  - discussions and debates
  - informational texts (spoken, written, visual)
  - notes, summaries, essays
  - recounts and descriptions, observations, comments, explanations
  - small group work
  - daily bulletin/notice
  - school magazine
  - newsletters
  - reports
  - assemblies
  - school pro formas
  - class/subject contracts
  - checklists, procedures
- **Work**
  - formal letters, reports, job applications (curriculum vitae and resumes)
  - formal meetings, procedures
  - interviews, questions
  - public addresses
  - small group work
  - memoranda
  - faxes, e-mail
  - work experience reports
  - contracts, agreements
  - mission statements
  - goal outlines
  - pro formas
  - meeting minutes, agendas
  - instructions
  - sexual and racist harassment policies
  - instruction manuals

### Texts and contexts
- feature films
- novels
- non-fiction such as biography, filmed documentary
- formal letters, reports, job applications (curriculum vitae and resumes)
- formal meeting procedures
- interviews, questions
- public addresses
- small group work
- memoranda
- faxes, e-mail
- work experience reports
- contracts, agreements
- mission statements
- goal outlines
- pro formas
## Overview of Key Ideas and Developmental Learning Outcomes: **BIRTH to AGE 5**

### LEARNING AREAS

#### The psycho-social self

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>DEVELOPMENTAL LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>In partnership with educators in respectful and caring environments:</td>
<td>The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.</td>
</tr>
<tr>
<td>Children form secure attachments developing close bonds with one and then more educators.</td>
<td>Children extend their sense of personal and group identity.</td>
</tr>
<tr>
<td>In • T • C •</td>
<td>Id • In • KC1 • KC4</td>
</tr>
<tr>
<td>Children begin to develop trust in themselves and others and their environments.</td>
<td>Children develop autonomy and a sense of agency.</td>
</tr>
<tr>
<td>F • Id • In • KC1 • KC4</td>
<td>Id • In • KC4</td>
</tr>
<tr>
<td>Children construct a secure sense of self and a confident personal and group identity within their family, their communities and their out-of-home care.</td>
<td>Children contribute in a variety of ways as members of groups.</td>
</tr>
<tr>
<td>Id • In</td>
<td>Id • In • KC4</td>
</tr>
<tr>
<td>Children develop self-awareness and a sense of being connected with others within the context of their environments. These connections foster increasing appreciation of caring relations and a basis for shared understandings.</td>
<td>Children develop a positive sense of self and a confident personal and group identity.</td>
</tr>
<tr>
<td>F • In • KC4</td>
<td>Id • In</td>
</tr>
<tr>
<td>Children develop autonomy and a sense of agency, as well as dispositions and skills for self-regulation, decision-making and an understanding of their interdependence with others.</td>
<td>Children develop a positive sense of self and a confident personal and group identity.</td>
</tr>
<tr>
<td>F • Id • In • T • KC1 • KC6</td>
<td>Id • In</td>
</tr>
<tr>
<td>Children explore and develop emotional wellbeing.</td>
<td>Children develop a range of physical competencies.</td>
</tr>
<tr>
<td>F • In • KC1</td>
<td>Id • In</td>
</tr>
</tbody>
</table>

#### The physical self

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>DEVELOPMENTAL LEARNING OUTCOMES</th>
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</thead>
<tbody>
<tr>
<td>In partnership with educators in safe and planned environments:</td>
<td>Children develop a sense of responsibility for natural and social environments and an understanding that their world is shared.</td>
</tr>
<tr>
<td>Children use their sensory capabilities with increasing integration, skill and purpose to connect with, perceive, explore and respond to their world.</td>
<td>Children extend their sense of personal and group identity.</td>
</tr>
<tr>
<td>Id • In • T • KC1 • KC2</td>
<td>Id • In • KC1</td>
</tr>
<tr>
<td>Children explore a range of movement patterns involving strength, body control and coordination for increasingly skilled voluntary actions.</td>
<td>Children develop a sense of being connected with others and their worlds.</td>
</tr>
<tr>
<td>Id • In • KC8</td>
<td>F • Id • In</td>
</tr>
<tr>
<td>Children develop balance for stability and movement and an awareness of their body in space, in order to move with purpose, safety and expression.</td>
<td>Children are effective communicators.</td>
</tr>
<tr>
<td>Id • In • T • KC1</td>
<td>F • T • C</td>
</tr>
<tr>
<td>Children develop an awareness of their body’s needs and their routines for food, relaxation, activity and sleep, and develop increasing independence in their personal care.</td>
<td>Children begin to recognise and question the way society privileges particular ways of knowing and being.</td>
</tr>
<tr>
<td>In • In • T • KC1</td>
<td>F • In • T • KC1</td>
</tr>
<tr>
<td>Children discover a range of ways to recognise, investigate, manipulate, use, represent and invent phenomena in their natural and constructed environments.</td>
<td>Children learn to take action to bring about change for a just society.</td>
</tr>
<tr>
<td>In • F • T • C • KC1 • KC2</td>
<td>F • In • T • KC4</td>
</tr>
</tbody>
</table>

#### The thinking and communicating self

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>DEVELOPMENTAL LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>In partnership with educators in language-rich and thoughtful environments:</td>
<td>Children develop a range of thinking skills.</td>
</tr>
<tr>
<td>Children accept challenges to wonder and find answers in their natural and socially constructed environments.</td>
<td>Children develop a range of thinking skills.</td>
</tr>
<tr>
<td>F • T • C • KC6</td>
<td>F • T • C</td>
</tr>
<tr>
<td>Children ask questions, wonder, and discover a range of ways to explore and find answers to problems.</td>
<td>Children use their imagination to generate ideas and participate in processes of design.</td>
</tr>
<tr>
<td>F • T • KC6</td>
<td>F • T • C • KC3 • KC6</td>
</tr>
<tr>
<td>Children discover a range of ways to recognise, recognise, investigate, manipulate, use, represent and invent phenomena in their natural and constructed environments.</td>
<td>Children use materials, equipment and processes to design and develop products and systems.</td>
</tr>
<tr>
<td>In • F • T • C • KC1 • KC2</td>
<td>In • T • C • KC3 • KC7</td>
</tr>
</tbody>
</table>

### AGE 3 to AGE 5

#### LEARNING AREAS

#### Self and social development

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>DEVELOPMENTAL LEARNING OUTCOMES</th>
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</thead>
<tbody>
<tr>
<td>Children extend their sense of personal and group identity.</td>
<td>Children develop autonomy and a sense of agency.</td>
</tr>
<tr>
<td>Id • In • KC1 • KC4</td>
<td>Id • In • KC4</td>
</tr>
<tr>
<td>Children contribute in a variety of ways as members of groups.</td>
<td>Children contribute in a variety of ways as members of groups.</td>
</tr>
<tr>
<td>Id • In • KC4</td>
<td>Id • In • KC4</td>
</tr>
</tbody>
</table>

#### Arts and creativity

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>DEVELOPMENTAL LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children explore arts forms including visual arts, drama, music, dance and media through symbolic and creative expression.</td>
<td>Children explore arts forms including visual arts, drama, music, dance and media through symbolic and creative expression.</td>
</tr>
<tr>
<td>Id • T • C • KC2 • KC6</td>
<td>Id • T • C • KC2 • KC6</td>
</tr>
<tr>
<td>Children develop processes, understandings and skills to support their artistic expression.</td>
<td>Children contribute in a variety of ways as members of groups.</td>
</tr>
<tr>
<td>T • C • KC1</td>
<td>Id • In • KC2</td>
</tr>
<tr>
<td>Children interact with and respond to arts works.</td>
<td>Children develop trust and confidence.</td>
</tr>
<tr>
<td>In • C • KC2</td>
<td>F • Id</td>
</tr>
</tbody>
</table>

#### Communication and language

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>DEVELOPMENTAL LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children continue to acquire and are supported in the language of their homes, families and communities.</td>
<td>Children develop a positive sense of self and are supported in the language of their homes, families and communities.</td>
</tr>
<tr>
<td>Id • In • C • KC2</td>
<td>Id • In • C • KC2</td>
</tr>
<tr>
<td>Children are purposeful and effective users of communication and language.</td>
<td>Children develop a positive sense of self and are supported in the language of their homes, families and communities.</td>
</tr>
<tr>
<td>Id • C • KC2</td>
<td>Id • In • C • KC2</td>
</tr>
<tr>
<td>Children increase their understanding of the power and complexity of language and communication.</td>
<td>Children develop a range of thinking skills.</td>
</tr>
<tr>
<td>T • C • KC2</td>
<td>F • T • C</td>
</tr>
</tbody>
</table>

#### Design and technology

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>DEVELOPMENTAL LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children examine, identify and critique processes, products and systems.</td>
<td>Children develop a range of thinking skills.</td>
</tr>
<tr>
<td>In • T • C • KC3</td>
<td>F • T • C</td>
</tr>
<tr>
<td>Children use their imagination to generate ideas and participate in processes of design.</td>
<td>Children are effective communicators.</td>
</tr>
<tr>
<td>F • T • C • KC3</td>
<td>T • C</td>
</tr>
<tr>
<td>Children use materials, equipment and processes to design and develop products and systems.</td>
<td>Children develop a range of physical competencies.</td>
</tr>
<tr>
<td>In • T • C • KC3 • KC7</td>
<td>Id • In</td>
</tr>
</tbody>
</table>

#### Diversity

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>DEVELOPMENTAL LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children develop a respect for, and appreciation of, the diverse nature of their communities.</td>
<td>Children develop a range of physical skills and strengthen their physical vitality.</td>
</tr>
<tr>
<td>In • KC1</td>
<td>Id</td>
</tr>
<tr>
<td>Children begin to develop an understanding of Aboriginal and Torres Strait Islander peoples as the indigenous inhabitants of Australia.</td>
<td>Children develop an understanding of Aboriginal and Torres Strait Islander peoples as the indigenous inhabitants of Australia.</td>
</tr>
<tr>
<td>In • KC1</td>
<td>In • KC1 • KC4</td>
</tr>
<tr>
<td>Children begin to recognise and question the way society privileges particular ways of knowing and being.</td>
<td>Children develop an understanding of Aboriginal and Torres Strait Islander peoples as the indigenous inhabitants of Australia.</td>
</tr>
<tr>
<td>F • In • T • KC1</td>
<td>F • In • T • KC1</td>
</tr>
<tr>
<td>Children learn to take action to bring about change for a just society.</td>
<td>Children develop an understanding of Aboriginal and Torres Strait Islander peoples as the indigenous inhabitants of Australia.</td>
</tr>
<tr>
<td>F • In • T • KC4</td>
<td>F • In • T • KC4</td>
</tr>
</tbody>
</table>

#### Health and physical development

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>DEVELOPMENTAL LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children extend their range of physical skills and strengthen their physical vitality.</td>
<td>Children extend their range of physical skills and strengthen their physical vitality.</td>
</tr>
<tr>
<td>Id</td>
<td>Id • In • KC1 • KC4</td>
</tr>
<tr>
<td>Children develop understandings about their physical capabilities through individual and shared activities.</td>
<td>Children develop an understanding of Aboriginal and Torres Strait Islander peoples as the indigenous inhabitants of Australia.</td>
</tr>
<tr>
<td>Id • In • KC1 • KC4</td>
<td>Id • In • KC1 • KC4</td>
</tr>
<tr>
<td>Children begin to develop responsibility for their personal health and safety.</td>
<td>Children develop an understanding of Aboriginal and Torres Strait Islander peoples as the indigenous inhabitants of Australia.</td>
</tr>
<tr>
<td>Id • In</td>
<td>Id • In</td>
</tr>
</tbody>
</table>

#### Understanding our world

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>DEVELOPMENTAL LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children develop a sense of responsibility for natural and social environments and an understanding that their world is shared.</td>
<td>Children develop a range of physical competencies.</td>
</tr>
<tr>
<td>F • In • KC1</td>
<td>Id • In • KC1 • KC4</td>
</tr>
<tr>
<td>Children develop confidence through making sense of their world by thinking, acting and working scientifically.</td>
<td>Children develop confidence through making sense of their world by thinking, acting and working scientifically.</td>
</tr>
<tr>
<td>Id • In • T • KC6</td>
<td>Id • In • T • KC6</td>
</tr>
<tr>
<td>Children develop and use mathematical skills and understandings to investigate their physical and social worlds, both natural and constructed.</td>
<td>Children develop confidence through making sense of their world by thinking, acting and working scientifically.</td>
</tr>
<tr>
<td>In • T • KC1 • KC5</td>
<td>Id • In • KC1 • KC4</td>
</tr>
</tbody>
</table>

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

Children develop a sense of being connected with others and their worlds. F • Id • In |

Children are intellectually inquisitive. F • T • C |

Children develop a range of thinking skills. F • T • C |

Children are effective communicators. T • C |

Children develop a range of physical competencies. Id |

The Birth to Age 5 Key Ideas and the Developmental Learning Outcomes complement and connect with the Reception to Year 2 Key Ideas and Curriculum Standards. Together they comprise the requirements for the Early Years Band.

Reference to the Reception to Year 2 phase will support continuity in teaching and learning (see Learning Area overview).
Learning Area: English

Listening and speaking

**Band: Early Years**

**Standard: 1**

### KEY IDEAS

Children discuss reactions, and identify main ideas and information when listening to a range of texts.

**KC1 KC2**

With an awareness of purpose, they produce a range of spoken texts in order to communicate their ideas and feelings to a familiar audience.

Id T C KC2 relating to outcomes 1.1, 1.2

### Texts and contexts

(Refer p 12 for DLO overview)

<table>
<thead>
<tr>
<th>Reception Towards Standard 1</th>
<th>Year 1 Towards Standard 1</th>
<th>Year 2 Standard 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listens to and recognises that different spoken texts achieve different purposes (eg telling a story, giving directions).</td>
<td>Listens to and understands that different spoken texts achieve different purposes (eg telling a story, giving directions).</td>
<td>Listens to and uses spoken texts on an expanding range of topics to achieve different purposes (eg presenting at assembly, thanking a guest speaker).</td>
</tr>
<tr>
<td>Listens to and joins in familiar rhymes, including nursery rhymes and finger plays from various cultures.</td>
<td>Listens to and participates in rhymes, chants and poems from various cultures.</td>
<td>Listens and experiments with rhyme, rhythm and word play to create chants, poems and rhymes.</td>
</tr>
<tr>
<td>Listens to and expresses opinions/needs/likes/dislikes.</td>
<td>Listens to and expresses opinions/needs/likes/dislikes.</td>
<td>Listens and expresses and justifies own point of view and listens and responds to the point of view of others in various situations.</td>
</tr>
<tr>
<td>Listens to and follows 2 step instructions in context (eg &quot;Put your bag on the hook and find a partner&quot;).</td>
<td>Listens to and follows multi-step instructions.</td>
<td>Listens to and follows multi-step instructions to complete a task successfully (eg following several oral steps to finish an art activity).</td>
</tr>
<tr>
<td>Listens to and responds to questions and requests.</td>
<td>Listens to and responds to questions and requests using a wider range of language (eg greater word vocabulary, longer sentences).</td>
<td>Listens to and responds to questions, sometimes clarifying through rephrasing or asking others for clarification.</td>
</tr>
<tr>
<td>Interprets and gives simple instructions and directions of a familiar procedure in context (eg how to borrow from the library while in the library next to the computer).</td>
<td>Interprets and gives simple instructions and directions of a familiar procedure when not in immediate context (eg how to borrow from the library when in the classroom with no computer in sight).</td>
<td>Interprets and explains familiar procedures and gives instructions to peers telling about or showing the steps required (eg explains how to rewind the tape to find a relevant section).</td>
</tr>
<tr>
<td>Listens and communicates when something is not understood (eg verbally or non-verbally such as facial expressions).</td>
<td>Listens and communicates when something is not understood and articulates confusion.</td>
<td>Begins to listen critically to recognise that a speaker may present a point of view or has a particular stance and asks questions for clarification.</td>
</tr>
</tbody>
</table>

### OUTCOMES

1.1 Listens to a range of texts to identify feelings, main ideas and events.

T C KC1

1.2 Produces a range of spoken texts that describe familiar procedures and events, and experiments with adjusting own speaking to communicate with different audiences in a variety of familiar contexts.

T C KC2

(Refer p 8 for Concept Map and p 11 for Texts and Contexts—a range of texts)
Children discuss reactions, and identify main ideas and information, when listening to a range of texts.

KC1 KC2
With an awareness of purpose, they produce a range of spoken texts in order to communicate their ideas and feelings to a familiar audience.

1d T C KC2
relating to outcomes 1.1, 1.2

- Begins to sequence ideas when speaking.
- Sequences ideas when speaking with some detail.
- Sequences ideas when speaking and includes key information and selects subject specific vocabulary.
- Contributes ideas and participates in discussions.
- Contributes ideas and participates in discussions, both in groups and in whole class settings.
- Contributes extended stretches of talk to class discussions (eg expressing a more detailed point of view about litter).
- Uses a variety of greetings and farewells appropriately in different situations.
- Uses a variety of greetings and farewells appropriately in different situations.
- Understands that different kinds of Australian English may be used in different contexts (eg home language, school language, playground language).
- Compares ways in which speech varies in different situations (eg canteen, home, playground).
- Engages in conversations in a variety of contexts.
- Engages in longer and more detailed conversations in a variety of contexts.
- Engages in an expanded range of topics to a wider range of audiences (eg speaking to small groups, large groups, whole class, other classes, assembly).
- Participates in structured listening and speaking activities (eg news telling, class meetings).
- Participates with increasing confidence in structured listening and speaking activities.
- Speaks confidently when presenting information to a wider range of audiences.
- A&RQ: Do I explicitly model oral communication strategies to my learners?

1.1
Listens to a range of texts to identify feelings, main ideas and events.

T C KC1

1.2
Produces a range of spoken texts that describe familiar procedures and events, and experiments with adjusting own speaking to communicate with different audiences in a variety of familiar contexts.

T C KC2
### KEY IDEAS

Children listen to and interact with familiar audiences for different purposes and in different contexts, and learn about some aspects of spoken language. They produce spoken texts, experimenting with language to communicate with a range of audiences in the home, school and community.

| T C KC2 relating to outcomes 1.5, 1.6 |

### OUTCOMES

1. **Listening and speaking**

   **Language**

   **Band: Early Years**

   **Standard: 1**

   **(refer p 12 for DLO overview)**

   **Language**

   **Band: Early Years**

   **Standard: 1**

   **(refer p 32 for Primary Years)**

   **OUTCOMES**

   1. **Listening and speaking**

      **Language**

      **Band: Early Years**

      **Standard: 1**

      **(refer p 12 for DLO overview)**

      **Language**

      **Band: Early Years**

      **Standard: 1**

      **(refer p 32 for Primary Years)**

      **OUTCOMES**

      1.5 Identifies some aspects of spoken language in a range of contexts when listening to and responding to texts.

      1.6 Experiments with language when producing spoken texts for a range of school and community audiences.

      **T C KC2 KC6**

   - Begins to understand the terms used to describe language (e.g., question, command, statement).
   - Recognises that non-verbal cues convey meaning.
   - Begins to use aspects of conventional grammar:
     - uses simple past, present and future tense (i.e., primary tense)
     - uses joining words (e.g., and, then).
   - Speaks, with support, to a familiar audience.
   - Pronounces most sounds clearly.
   - Experiments with the sounds of words (e.g., as used in advertising jingles, nonsense rhymes).
   - Begins to stay on the topic when speaking.
   - Gives simple descriptions of past events (i.e., oral recount).
   - Discusses functional differences between statements, questions and commands.
   - Uses non-verbal cues to convey meaning.
   - Begins to self-correct and use grammatical structures and features to sequence ideas.
   - Plans and delivers, with assistance, oral presentations to a small range of audiences.
   - Pronounces most sound blends clearly.
   - Experiments with familiar structures to create own language (e.g., in rhymes, word rhythms, jingles).
   - Begins to use language to explain, enquire and compare.
   - Maintains a topic while elaborating a main idea.
   - Includes when, who, where and what in oral recounts.
   - Discusses functional differences between statements, questions and commands and uses them with greater accuracy.
   - Uses non-verbal cues to enhance own speaking.
   - Uses grammatical structures (e.g., connectives, verbs, adjectives) to express and interpret ideas.
   - Plans and delivers an oral presentation to a range of audiences (e.g., whole class, assembly, morning news).
   - Pronounces all sounds clearly and most words correctly.
   - Experiments with rhyme, rhythm and word play to create an effect for a range of audiences (e.g., humour).
   - Uses language to explain, enquire and compare.
   - Maintains topic and uses more subject specific language.
   - Shows evidence of language cohesion (e.g., retelling of a narrative has a logical sequence, recounts are organised by time).
# Learning Area: English
## Listening and speaking
### Band: Early Years
### Standard: 1

#### KEY IDEAS
- Children receive and share meanings as they experiment with strategies for listening attentively to a range of spoken texts in order to identify ideas and interpret others’ views. They communicate personal ideas and opinions by experimenting with strategies for planning, composing and presenting spoken texts in familiar community situations.

#### Strategies
- **Reception**: Towards Standard 1
  - Demonstrates active listening behaviour when someone is talking and contributes relevant ideas.
  - Experiments with the conventions of speaking and listening.
  - Engages in role-play and developmental play activities.
  - Rehearses for a class presentation.
  - Begins to adjust speaking to match different situations.

- **Year 1**: Towards Standard 1
  - Listens actively to a speaker and makes relevant comments, and asks questions to clarify and gain information.
  - Understands and uses conventions of speaking and listening.
  - Plans spoken presentations with support (e.g., describing who, what, where, when, why, how, feelings).
  - Rehearses spoken presentations that include the appropriate use of a prop (e.g., puppets, posters, toys).
  - Adjusts speaking to match different situations and audiences (e.g., adjusting volume, expression, intonation, pace).

- **Year 2**: Standard 1
  - Listens actively for longer periods, asks questions and adds comments that expand ideas.
  - Listens with focus to select information (e.g., to gain information for a report).
  - Listens critically to a speaker and then discusses a point of view (e.g., ‘Should there be animals in a circus?’).
  - Understands and uses negotiated classroom rules for speaking and listening.
  - Plans spoken descriptions, recounts and reports, with support, by identifying the main ideas to be communicated.
  - Rehearses and delivers spoken presentations using clear audible speech and props when appropriate.
  - Adjusts speaking consistently to match different purposes and audiences (e.g., volume, expression, intonation, pace).

#### OUTCOMES
- 1.9 Uses strategies for listening attentively to ideas and opinions in a range of spoken texts.
- 1.10 Experiments with strategies for planning, composing and presenting spoken texts for formal and informal situations.
# Learning Area: English
## Reading and viewing
### Band: Early Years
### Standard: 1

**Key Ideas**
- Children recognise the range of experiences and views shared by people as they read, view and critically interpret different visual and written texts containing familiar and new content, language and text structures.
- Key Concept 1 (KC1) relating to outcome 1.3

### Outcomes

<table>
<thead>
<tr>
<th>Reception</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Towards Standard 1</strong></td>
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<td><strong>Standard 1</strong></td>
</tr>
<tr>
<td>- Listens to and attempts to read books from the class and the school libraries on a range of topics.</td>
<td>- Reads for pleasure and begins to recognise other purposes (e.g., following written instructions).</td>
<td>- Reads for pleasure and other purposes (e.g., finding information).</td>
</tr>
<tr>
<td>- Begins to read to a variety of audiences.</td>
<td>- Begins to read to a variety of audiences and in different settings (e.g., reads a story using a microphone at assembly).</td>
<td>- Reads confidently to a variety of audiences and in different settings.</td>
</tr>
<tr>
<td>- Attempts to read aloud.</td>
<td>- Reads aloud with increased confidence and fluency.</td>
<td>- Reads aloud familiar texts confidently and attempts unfamiliar texts.</td>
</tr>
<tr>
<td>- Begins to identify fiction and non-fiction texts.</td>
<td>- Reads own writing.</td>
<td>- Reads own writing with greater accuracy.</td>
</tr>
<tr>
<td>- Shares own writing and/or pictures with an audience.</td>
<td>- Begins to read for functional purposes (e.g., identifying popular brand names).</td>
<td>- Reads for functional purposes (e.g., lists, letters, TV guides, websites).</td>
</tr>
<tr>
<td>- Recognises some familiar symbols in context (e.g., computer icons, labels, logos).</td>
<td>- Begins to read and view a range of texts (e.g., fairytales, documentaries, films).</td>
<td>- Reads independently a range of text types.</td>
</tr>
<tr>
<td>- Recognises own name in print.</td>
<td>- Begins to read guided reading material.</td>
<td>- Reads guided reading material.</td>
</tr>
<tr>
<td>- Begins to read guided reading material.</td>
<td>- Reads guided reading material.</td>
<td>- Reads novels for younger children.</td>
</tr>
<tr>
<td>- Uses visual cues to read and follow instructions.</td>
<td>- Reads simple, short instructions.</td>
<td>- Reads and follows written instructions.</td>
</tr>
</tbody>
</table>

**1.3** Reads and views a range of texts containing familiar topics and language and predictable text structures and illustrations and recognises the ways that texts are constructed to represent real and imaginary experiences.

*Ref. Concept Map and Texts and Contexts—a range of texts*
<table>
<thead>
<tr>
<th>Children recognise the range of experiences and views shared by people as they read, view and critically interpret different visual and written texts containing familiar and new content, language and text structures.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>T KC1 relating to outcome</strong></td>
</tr>
<tr>
<td><strong>1.3</strong></td>
</tr>
</tbody>
</table>

| | Talks about television programs, films and advertisements in relation to own experience. |
| | Retells main ideas from television programs, films and advertisements. |
| | Understands the roles of an author and an illustrator. |
| | Understands the roles of, and can identify, the author and the illustrator. |
| | Sequences and predicts a text, including pictures, with assistance. |
| | Retells events and discusses personal interpretation of main events in read and viewed texts. |
| | Realises that print contains a constant message (ie that the words of a written story remain the same, but the words of an oral story may change). |
| | Identifies and expresses opinions on main characters, plot and setting in a written or visual text. |
| | Focuses on the meaning of a text rather than the accuracy of reading the individual words. |
| | Expresses opinions about texts or a character in relation to personal experience. |
| | Participates in shared reading and identifies aspects of text (eg characters, setting, plot). |
| | Retells events and discusses personal interpretation of texts read and viewed. |
| | Provides information relating to plot, setting, characters and the main ideas and distinguishes between real and imaginary texts and characters. |
| | Understands that people may have different views and interpretations of the same text. |
| | Begins to recognise stereotypes in texts and their features (eg heroes/villains). |

| | Builds a knowledge of popular authors and illustrators. |
| | Engages, with support, in a study of an author or illustrator. |
| | Understands that written/visual/electronic texts are made by many people (eg author, editor, publisher, printer). |
| | Provides information relating to plot, setting, characters and the main ideas and distinguishes between real and imaginary texts and characters. |
| | Understands that people may have different views and interpretations of the same text. |
| | Begins to recognise stereotypes in texts and their features (eg heroes/villains). |

**1.3** Reads and views a range of texts containing familiar topics and language and predictable text structures and illustrations and recognises the ways that texts are constructed to represent real and imaginary experiences.
### Learning Area: English

**Reading and viewing**

**Band: Early Years**

**Standard: 1**

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>Language</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reception</strong></td>
<td><strong>Year 1</strong></td>
<td><strong>Year 2</strong></td>
</tr>
<tr>
<td>Towards Standard 1</td>
<td>Towards Standard 1</td>
<td>Standard 1</td>
</tr>
<tr>
<td>Children read, view and interpret texts, drawing on the support of proficient readers as required. They identify and talk about some language features of written and visual images. T C KC1 KC2 relating to outcome 1.7</td>
<td>Recognises some personally significant words in context (eg advertisements, signs, icons on the computer screen).</td>
<td>Uses context and decoding strategies to determine personally significant and new subject specific words.</td>
</tr>
<tr>
<td></td>
<td>Recognises beginning and end of texts read or viewed.</td>
<td>Infers and predicts from written and viewed texts.</td>
</tr>
<tr>
<td></td>
<td>Recognises some basic high frequency words (refer to Salisbury or Holdaway lists or similar).</td>
<td>Recognises most high frequency words.</td>
</tr>
<tr>
<td></td>
<td>Finds familiar words and letters in texts.</td>
<td>Identifies different features relevant to particular texts (eg diagrams in factual texts, prompts in computer software).</td>
</tr>
<tr>
<td></td>
<td>Reads from left to right, top to bottom.</td>
<td>Uses contents and index pages of factual texts.</td>
</tr>
<tr>
<td></td>
<td>Identifies print from pictures.</td>
<td>Explains the function, using correct terminology, of commonly used keyboard commands (eg ‘I use the space bar to put a space between my words; I use the delete key to correct my mistakes’).</td>
</tr>
<tr>
<td></td>
<td>Identifies the title of a book or CD.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Locates front and back cover of a book, cassette or video.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recognises that letters or characters make up words.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recognises common symbols on a computer screen or keyboard.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Begins to use a range of computer software and online resources, using written and visual prompts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recognises the contents and index pages of factual texts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Uses a range of computer software and online resources, using written and visual prompts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Uses contexts and index pages of factual texts.</td>
<td></td>
</tr>
</tbody>
</table>
Children read, view and interpret texts, drawing on the support of proficient readers as required. They identify and talk about some language features of written and visual images.

| 1.7 | Recognises that a sentence is made up of words and they are separated by spaces. |
| 1.7 | Begins to develop phonological knowledge. |
| 1.7 | Begins to recognise the who, what, where and when in own recounts after reading or viewing. |
| 1.7 | Recognises and locates letters, words, numbers and punctuation in shared texts. |
| 1.7 | Begins to recognise and respond to punctuation used in shared texts (eg big books). |
| 1.7 | Recognises upper case. |
| 1.7 | Applies, with support, phonological knowledge. |
| 1.7 | Develops knowledge of language features (eg nouns, adjectives, verbs) during shared reading and other reading activities. |
| 1.7 | Develops awareness of punctuation when reading. |
| 1.7 | Develops expression when reading. |
| 1.7 | Recognises letters written in any font. |
| 1.7 | Uses phonological knowledge. |
| 1.7 | Identifies language features (eg nouns, verbs, adjectives) in shared reading and other activities. |
| 1.7 | Attends to punctuation using appropriate expression and pauses in reading. |

1.7 Identifies and talks about some features of written language and visual images when reading and viewing a range of texts.
**Learning Area: English**

**Reading and viewing**

**Band: Early Years**

**Standard: 1**

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>(refer p 12 for DLO overview)</th>
<th>Strategies</th>
<th>(refer p 41 for Primary Years)</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception Towards Standard 1</td>
<td>Year 1 Towards Standard 1</td>
<td>Year 2 Standard 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Uses book orientation such as the front cover, title and pictures to anticipate content and words likely to appear (eg Dreaming stories).
- Uses picture cues in printed text to predict a key idea.
- Spends time looking at a book (print or electronic).
- Makes acceptable substitutions when reading simple literary and factual texts, including appropriate software/online resources.
- Demonstrates understanding of one-to-one correspondence between spoken and written words (eg points to each word, or says a word as a teacher points to each written word of a big book).
- Selects, with assistance, appropriate materials for reading/viewing and with assistance selects ICTs appropriate to the task.
- Begins to locate, with support, key words in written texts including electronic resources (eg CD-ROM, websites).
- Sub-vocalises or whispers when reading ‘silently’.
- Omits an unknown word and reads on to use the context to determine the meaning of the word.
- Attempts to self-correct when meaning is disrupted during reading.
- Draws on knowledge of letter–sound relationships when trying to read unknown words (eg sounds out, attempts to break words into syllables).
- Selects appropriate materials for reading/viewing and selects ICTs appropriate to the task.
- Selects texts related to a topic.
- Begins to locate key words in written texts including electronic resources (eg TV, websites).
- Uses different parts of a text to access information (eg title page, index).
- Uses titles, illustrations and prior knowledge of the topic to predict meaning and content.
- Reads silently from a chosen text for 10 minutes.
- Begins to skim and scan texts to determine meaning and relevance.
- Re-reads and self-corrects when meaning and understanding are disrupted.
- Uses word identification strategies for constructing meaning:
  - sounds out to decode words
  - applies knowledge of common letter patterns to decode words.

Children experiment with several reading/viewing strategies for selecting texts, organising and recording information, and interpreting visual texts and short written texts.

T C KC1 KC6 relating to outcome 1.11

Experiments with strategies when selecting, reading, viewing and critically interpreting written and visual texts, and, with teacher support, discusses their use of strategies.

Id T C KC1
Children experiment with several reading/viewing strategies for selecting texts, organising and recording information, and interpreting visual texts and short written texts.

<table>
<thead>
<tr>
<th>TC KC1 KC6 relating to outcome 1.11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognises letters of the alphabet and uses their sounds to attempt to sound new words.</td>
</tr>
<tr>
<td>Uses a picture dictionary, with support, including online picture dictionaries.</td>
</tr>
<tr>
<td>Uses initial letters, pictures and content knowledge as cues.</td>
</tr>
<tr>
<td>Begins to use a dictionary including online picture dictionaries.</td>
</tr>
<tr>
<td>Uses word segmentation and syllabification to make sense of the whole word.</td>
</tr>
<tr>
<td>Uses a dictionary to help check the meaning of words.</td>
</tr>
</tbody>
</table>

A&RQ: Have I provided opportunities for students to reflect?
### KEY IDEAS

#### (refer p 12 for DLO overview)

**Children recognise some of the purposes and advantages of writing as they express feelings, ideas, information and imagination within written texts.**

**T C KC1 KC2 relating to outcome 1.4**

#### (refer p 43 for Primary Years)

**OUTCOMES**

### Reception Towards Standard 1

- Attempts to write/produce brief, simple texts, independently or with the support of a scribe, for a purpose and audience.

### Year 1 Towards Standard 1

- Begins to write for a purpose (ie use genres), recognising the audience for the writing:
  - recount
  - narrative
  - procedure.

### Year 2 Standard 1

- Constructs, with scaffolding, the following genres using their particular structure and language features (approximately half page in length):
  - recount
  - narrative
  - procedure
  - report
  - exposition
  - personal response.

- Uses writing to successfully convey meaning to others (eg letters, e-mail, posters, greeting cards).

- Chooses when it is appropriate to use pictures, diagrams etc to add meaning or clarification to text.

- Understands the purposes of genres.

- Publishes work for an audience, including using ICTs.

**A&RQ: What indicators will I look for when assessing a learner’s writing?**

**1.4 Composes a range of texts that include topics of personal interest and some related ideas, and that can be understood by others. In T C KC2**
<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>LANGUAGE</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Children produce written texts, drawing on the support of proficient writers as required. They identify and talk about some basic features of written texts and visual images.</strong></td>
<td><strong>(refer p 44 for Primary Years)</strong></td>
<td><strong>(refer p 12 for DLO overview)</strong></td>
</tr>
<tr>
<td><strong>T.C.</strong></td>
<td><strong>KC2</strong></td>
<td><strong>KC1, KC2</strong></td>
</tr>
</tbody>
</table>

**Reception**
- Towards Standard 1
- Recognises that writing and drawing are different.
- Understands the difference between a letter, a word and a sentence.
- Dictates a text to a scribe and copies a scribed text.

**Year 1**
- Towards Standard 1
- Experiments with sentence structure.
- Begins to write with ideas logically sequenced.
- Gives a piece of work an appropriate title, with support.
- Attempts to construct some simple poetry forms with teacher modelling the language and structure (eg acrostic, changing words in a nursery rhyme).

**Year 2**
- Standard 1
- Writes in complete sentences.
- Writes with ideas logically sequenced.
- Writes titles/headings for a piece of work, independently.
- Constructs some poetry forms with teacher modelling the language and structure (eg acrostic, cinquain, tongue twisters using alliteration).

**GRAMMAR**

**Reception**
- Constructs, with support, simple sentences using nouns (who, what), verbs and circumstances (eg when, where, why).
- Uses mainly simple past and present tense.

**Year 1**
- Begins to construct sentences using nouns (who, what), verbs and circumstance (when, where, why).
- Constructs sentences using some linking conjunctions (eg and, but) and binding conjunctions (eg because, when).
- Understands and uses primary tenses with some accuracy (eg present, past and future).

**Year 2**
- Constructs simple sentences with subject–verb agreement.
- Constructs more detailed simple sentences with subject–verb agreement.
- Constructs sentences using nouns (who, what), verbs and circumstance (eg when, where, why).
- Uses linking and binding conjunctions.

**Standard 1**
- Uses primary tenses (eg present, past and future) with more accuracy.
- Begins to use secondary tenses (eg ‘I am going to do that when ... ’).
- Constructs more detailed simple sentences with subject–verb agreement.

---

1.8 Experiments with aspects of language when planning and composing a range of texts about familiar experience.
| Constructs, with support, simple sentences with relational verbs (eg ‘I am happy’, ‘I have a book’), action verbs (eg ‘the dog chased’) and mental verbs (eg ‘I feel sad’). | Begins to use a wider range of verbs including saying verbs (eg ‘the boy called’). |
| Uses a range of verbs (eg action, mental, relational and saying verbs). |
| Develops noun groups, using some adjectives, numbers etc (eg five black cows). |
| Understands and uses pronouns with some accuracy. |
| Begins to construct noun groups, using some adjectives, numbers etc (eg five black cows). |
| Uses some punctuation, with support: |
| Begins to construct simple sentences, with support. |
| A&RQ: Have I been explicit to my learners about the features in their writing on which they will be assessed? |
| Punctuates simple sentences correctly: |
| Experiments with the use of: |
| Uses a short text (2–3 sentences) drawn from personal activities/experiences or modelled on a genre. |
| Writes a short text (2–3 sentences) drawn from personal activities/experiences or modelled on a genre. |

1.8 Experiments with aspects of language when planning and composing a range of texts about familiar experience.

<table>
<thead>
<tr>
<th>Relates to outcome 1.8</th>
<th>TC KC1 KC2</th>
</tr>
</thead>
<tbody>
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1.8 Experiments with aspects of language when planning and composing a range of texts about familiar experience.

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## Learning Area: English

### Writing

#### Band: Early Years

#### Standard: 1

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<th>OUTCOMES</th>
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</thead>
<tbody>
<tr>
<td><strong>Reception</strong></td>
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<td><strong>Year 2</strong></td>
</tr>
<tr>
<td>Towards Standard 1</td>
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</tbody>
</table>

**Children share ideas and feelings as they experiment with strategies for planning, composing and reviewing their own writing. They draw on strategies for spelling high frequency and common sight words accurately and for attempting to spell unfamiliar words.**

**1.12**

<table>
<thead>
<tr>
<th>Attempts to plan writing:</th>
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<th>Plans own writing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- talks about writing</td>
<td>- discusses ideas for writing</td>
<td>- considers audience and purpose before writing</td>
</tr>
<tr>
<td>- draws a picture to guide writing.</td>
<td>- asks for help in ways to express ideas</td>
<td>- contributes and records ideas to brainstorming sessions before class or group writing activities (eg using software such as Inspiration)</td>
</tr>
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</table>

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<tr>
<th>Attempts to review writing:</th>
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<th>Reviews own writing:</th>
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<tbody>
<tr>
<td>- reads back scribed text or personal writing</td>
<td>- identifies some possible spelling or sentence structure mistakes</td>
<td>- reads own writing to check meaning</td>
</tr>
<tr>
<td>- asks the teacher or a peer to read own text</td>
<td>- reads own writing aloud to the teacher to check the meaning</td>
<td>- self-corrects some words</td>
</tr>
<tr>
<td>- experiments with capital letters and full stops.</td>
<td>- experiments with capital letters for sentence beginnings and some proper nouns.</td>
<td>- identifies possible errors (eg circling or underlining doubtful words)</td>
</tr>
</tbody>
</table>

**OUTCOMES**

1.12 Experiments with strategies for planning, composing and reviewing own written texts and for attempting to spell unfamiliar words.

**Id T C KC2 KC3 KC6 relating to outcome 1.12**
Children share ideas and feelings as they experiment with strategies for planning, composing and reviewing their own writing. They draw on strategies for spelling high frequency and common sight words accurately and for attempting to spell unfamiliar words.

1.12 Experiments with strategies for planning, composing and reviewing own written texts and for attempting to spell unfamiliar words.

Identifies and writes most letters of the alphabet.

Spells commonly used words accurately.

Knows that a, e, i, o and u are called vowels, y is a semi-vowel and all other letters are consonants.

Uses spelling strategies based on knowledge of sound–symbol relationships and standard letter patterns.

Knows a core of sounds/blends such as consonant digraphs (th, ch), blends (scr, tch), vowel digraphs (oo, oa) and long and short vowels.

Uses -ing and -ed as word endings and, with assistance, -s, -es, -ies.

Uses plurals correctly.

Knows some spelling rules such as to drop the e and add ing, change the y to i and add es.
Children share ideas and feelings as they experiment with strategies for planning, composing and reviewing their own writing. They draw on strategies for spelling high frequency and common sight words accurately and for attempting to spell unfamiliar words.

**HANDWRITING**

- Attempts to use correct pencil grip.
- Establishes hand preference.
- Practises correct letter formation.
- Writes left to right.
- Uses word endings with assistance (eg -ing, -ed).
- Attempts to use alphabetical order using initial letter.
- Makes logical attempts in spelling.
- Begins to identify syllables.
- Uses a variety of resources to assist spelling while writing (eg personal dictionaries, word lists, environmental print).
- Orders alphabetically to the second letter.
- Hears syllables in words and uses this knowledge when attempting to spell.
- Uses a variety of resources to assist spelling while writing (eg dictionaries, charts, 'have-a-go' sheets, personal word lists).
- Demonstrates consistent formation of letters and numerals.
- Leaves spaces between words and letters.
- Places letters correctly in relation to the line.
- Starts to use kicks (eg t).
- Produces neat, legible writing.

**HANDWRITING**

- Uses correct letter and formation in lower and upper case.
- Uses correct formation of numerals.
- Writes on lines.

**HANDWRITING**

- Uses correct letter and formation in lower and upper case.
- Uses correct formation of numerals.
- Places letters correctly in relation to the line.
- Starts to use kicks (eg t).
- Produces neat, legible writing.

1.12 Experiments with strategies for planning, composing and reviewing own written texts and for attempting to spell unfamiliar words.

Id T C KC2 KC3 KC6 relating to outcome 1.12
BIBLIOGRAPHY


Education Department of South Australia (1984) *Spelling R–7 language arts*. Adelaide: Education Department of South Australia.


### Learning Area: English

#### Listening and speaking

**Band: Primary Years**

**Standards: 2 & 3**

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>(refer p 13 for Early Years)</th>
<th>Texts and contexts</th>
<th>(refer p 50 for Middle Years)</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 3</strong></td>
<td><strong>Towards Standard 2</strong></td>
<td><strong>Year 4</strong></td>
<td><strong>Standard 2</strong></td>
<td><strong>Year 5</strong></td>
</tr>
</tbody>
</table>
| Students understand and respond to the ideas and viewpoints of others, and extract specific information when listening to a range of texts. They produce an increasing range of spoken texts about topics and issues of interest, and interact with audiences for particular purposes in schools and the community. | - Listens for enjoyment and information (eg attends during a shared story). | - Listens to jokes, puzzles, rhymes, funny stories and word plays. | - Listens critically to recognise that the speaker may be presenting a point of view and asks simple questions for clarification. | - Engages in activities that involve many structured speaking situations (eg reporting, describing, recounting, explaining, interviewing) keeping to a specified time limit. | - Participates confidently in partner, small group and whole class discussions (eg class meetings). | - Shows tolerance of, and is responsive to, the contributions of others. | - Speaks to an audience, drawn from the school or local community, on a range of topics related to the school curriculum or personal and community interests. | - Listens to a variety of less familiar texts for enjoyment and information. | - Listens and responds to a range of text types (eg responds to new poems and literary texts, reads aloud, follows directions to a particular location, attempts to persuade others to a point of view). | - Listens critically to recognise that the speaker may be presenting a point of view and asks explicit questions for clarification. | - Engages in a variety of speaking situations (eg reporting, describing, recounting, explaining, interviewing, entertaining, instructing). | - Participates in partner, group and class discussion on a variety of less familiar topics, acting as a reporter to summarise the main idea. | - Shows tolerance of, and is responsive to, the contributions of others. | - Speaks to an audience, drawn from the school and local community, on a variety of less familiar topics, some of which they have researched. | - Listens to a variety of texts for enjoyment and information. | - Listens to longer and more challenging spoken texts, gleaning information to help form opinions. | - Listens critically recognising that the speaker may be presenting a point of view, and asks a series of questions for clarification. | - Delivers a variety of oral presentations for more varied audiences. | - Uses strategies employed by effective listeners such as listening for the main idea and attending to the speaker. | - Shows tolerance of, and is responsive to, the contributions of others. | - Speaks to an audience using increasingly technical vocabulary and clarifies meaning for listeners. | 2.1 Listens to a range of texts to identify specific information about familiar topics and to respond to others' views. **T C KC1**

2.2 Produces a range of spoken texts about topics and events of personal and community interest for different school and some community audiences and purposes. **Id In C KC2**

3.1 Listens to a range of texts to develop ideas, identify diversity of opinion and to consider the appropriateness of context, purpose and audience. **T C KC2**

3.2 Produces a range of spoken texts about topics and events of personal and community interest, for school and wider community contexts and audiences. **Id In C KC2**
Students understand and respond to the ideas and viewpoints of others, and extract specific information when listening to a range of texts. They produce an increasing range of spoken texts about topics and issues of interest, and interact with audiences for particular purposes in schools and the community.

**T C KC2 relating to outcomes 2.1, 2.2**

Students respond to increasingly complex ideas and information and examine diversity of opinion when listening to a range of texts. They critically and creatively produce a range of spoken texts about topics and issues for a wide range of audiences.

**T C KC2 KC6 relating to outcomes 3.1, 3.2**

- Talks to a familiar and unfamiliar audience keeping to the topic and to an agreed time span and invites and responding thoughtfully to questions and comments.
- Participates with some confidence in casual conversations with familiar people about familiar topics.
- Participates and reflects appropriately as a member of an audience.
- Constructs oral texts of a range of genres having a number of stages or a series of events.
- Understands the difference between standard and non-standard speech (e.g., listens to the lyrics in songs and identifies non-standard speech).
- Asks relevant questions, responds positively to others’ questions and asks a series of questions to follow a train of thought when in one-to-one or small group settings.
- Prepares a talk knowing the needs of the audience and the kinds of questions that may be asked.
- Participates with some confidence in casual conversations with less familiar people about familiar topics.
- Responds and expands on others’ views (e.g., stereotyping in a television advertisement, computer game).
- Retells stories which have more than one complication to resolve.
- Understands the difference between dialogue and monologue.
- Asks peers to give more detail on a shared topic and offers suggestions and information attempting to solve problems when participating in a group.
- Recognises and talks about the way that language differs in different contexts (e.g., football field, restaurant, theatre, telephone conversation, face-to-face).
- Recognises the differences between school and home language, between standard and non-standard English, and between idiomatic and literal language.

**2.1**

- Listens to a range of texts to identify specific information about familiar topics and to respond to others’ views.
  - T C KC1

**2.2**

- Produces a range of spoken texts about topics and events of personal and community interest for different school and some community audiences and purposes.
  - Id In C KC2

**3.1**

- Listens to a range of texts to develop ideas, identify diversity of opinion and to consider the appropriateness of context, purpose and audience.
  - T C KC2

**3.2**

- Produces a range of spoken texts about topics and events of personal and community interest, for school and wider community contexts and audiences.
  - In T C KC2

A&RQ: Have I provided opportunities for my learners to get feedback from a range of assessors (i.e., peer, community)?
### Learning Area: English

**Listening and speaking**

**Band: Primary Years**

**Standards: 2 & 3**

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<tr>
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<th>Language</th>
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<td><strong>Year 3</strong> Towards Standard 2</td>
<td>Begins to limit the range of colloquial language according to purpose and audience (eg ‘Who do you go for?’).</td>
<td>Uses and understands a range of idiomatic language (eg ‘turn over a new leaf’).</td>
</tr>
<tr>
<td><strong>Year 4</strong> Standard 2</td>
<td>Discusses the difference between the language used in different oral texts (eg making an appointment, interviews, advertisements).</td>
<td>Uses a range of evaluative language to express feelings and attitudes (eg when giving feedback: ‘your writing is excellent because …’).</td>
</tr>
<tr>
<td><strong>Year 5</strong> Towards Standard 3</td>
<td>Tells an anecdote to the class about an amusing incident.</td>
<td>Compares the explicitness of telephone conversations with face-to-face discussions.</td>
</tr>
</tbody>
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- **Students listen to and interact with familiar and some unfamiliar audiences for a wider range of purposes and contexts, and learn about several aspects of spoken language.**
  - **Id C KC2 relating to outcomes 2.5, 2.6**

- **Students listen to and interact with a wider range of audiences/users for different purposes and contexts, and learn about and integrate aspects of spoken language. They produce a variety of spoken texts, demonstrating control of language, as they communicate with a wider range of school and community audiences.**
  - **In T C KC2 relating to outcomes 3.5, 3.6**

- **Recognises different oral text types (eg conversation, telephone calls, radio advertisements, news bulletins).**
- **Plays with language in a small range of ways for humorous effect.**
- **Retells a narrative, showing emergent awareness of structure and using appropriate language.**
- **Understands how vocabulary choice is linked to context (eg diet, food, tucker, nosh).**
- **Uses comparative adjectives in oral language (eg happy, happier, happiest).**
- **Uses irregular examples of comparative adjectives in oral language (eg good, better, best).**

### Key Ideas (refer p 15 for Early Years)

**Language**

**Year 3 Towards Standard 2**

- Begins to limit the range of colloquial language according to purpose and audience (eg ‘Who do you go for?’).

**Year 4 Standard 2**

- Discusses the difference between the language used in different oral texts (eg making an appointment, interviews, advertisements).

**Year 5 Towards Standard 3**

- Tells an anecdote to the class about an amusing incident.

### Outcomes

2.5 **Identifies and discusses aspects of spoken language when listening and responding to texts in a range of contexts.**

2.6 **Uses some aspects of language when producing a variety of spoken texts for a range of school and community audiences.**

3.5 **Discusses and analyses aspects of spoken language when listening and responding to texts in a range of contexts.**

3.6 **Selects and uses most aspects of language when producing a variety of spoken texts appropriate for a wide range of school and community audiences.**
Students listen to and interact with familiar and some unfamiliar audiences for a wider range of purposes and contexts, and learn about several aspects of spoken language. They produce a variety of spoken texts, developing confidence and increasing proficiency in the use of language as they communicate with a wider range of school and community audiences.

Id C KC2
relating to outcomes 2.5, 2.6

Students listen to and interact with a wider range of audiences/users for different purposes and contexts, and learn about and integrate aspects of spoken language. They produce a variety of spoken texts, demonstrating control of language, as they communicate with school and extended community audiences.

In T C KC2
relating to outcomes 3.5, 3.6

- Uses temporal sequence in spoken recounts (eg first, next, finally, then).
- Uses, with varying degrees of accuracy, simple forms of language expressing modality (eg should, could, just, only).
- Recognises the purposes and language of different types of TV/radio programs.
- Identifies specific information (eg from a weather report, website, information text).

2.5
Identifies and discusses aspects of spoken language when listening and responding to texts in a range of contexts.

Id C KC2

2.6
Uses some aspects of language when producing a variety of spoken texts for a range of school and community audiences.

In C KC2

3.5
Discusses and analyses aspects of spoken language when listening and responding to texts in a range of contexts.

T C KC1 KC2

3.6
Selects and uses most aspects of language when producing a variety of spoken texts appropriate for a wide range of school and community audiences.

Id T C KC2
### Learning Area: English

**Listening and speaking**

**Band: Primary Years**

**Standards: 2 & 3**

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</table>
| Students receive, share and respond to a range of texts by employing several strategies for listening attentively to ideas and information and drawing conclusions. They communicate ideas and information, and evaluate performance by integrating several strategies for speaking in different contexts. | Listens critically to spoken presentations from a variety of speakers, asks focused questions, listens attentively and observes. | Listens to longer and more challenging spoken texts, using strategies such as listening for the main idea and attending to the speaker. | Listens and responds constructively to alternative ideas and viewpoints and asks questions which help to clarify others’ viewpoints and summarise main points. | **2.9** Uses strategies for listening attentively to ideas, information and viewpoints in a range of spoken texts.  
**Id T C KC6** |
|                      | Maintains eye contact, if culturally appropriate, when listening to a speaker. | Selects and organises ideas, listing main ideas on cue cards, before giving a prepared talk. | Uses a variety of speaking skills such as adjusting voice tone and information in response to a listener’s reaction. | **2.10** Uses strategies for planning, composing and evaluating a range of spoken texts to communicate with different community audiences.  
**Id In C KC2 KC3** |
|                      | Selects and organises ideas before giving a prepared talk. | Uses increasingly technical vocabulary in spoken texts and knows how to clarify meaning for listeners. | Examines a range of perspectives, expands on others’ ideas, asks for and gives explanations and reasons, and accepts and is responsive to others’ contributions. | **3.9** Uses and discusses a variety of strategies for listening attentively to summarise alternative viewpoints in a range of spoken texts.  
**T C KC2 KC6** |
|                      | Talks to an audience of peers, using appropriate gestures and facial expressions and varying tone of voice. | Uses culturally appropriate gesture, posture, facial expression, tone of voice and pace of speaking to engage the interest of an audience. | Examines a range of perspectives, expands on others’ ideas, asks for and gives explanations and reasons, and accepts and is responsive to others’ contributions. | **3.10** Selects and uses a variety of strategies for planning, composing and presenting and evaluating spoken texts for an increasing range of community audiences.  
**Id T C KC3 KC6** |
|                      | Uses group discussion skills (eg clarifying meaning, guiding discussion by taking on role of group leader). | Asks different types of questions and uses reflective listening techniques to clarify meaning. | Explores, extends, clarifies and evaluates ideas in appropriate ways (eg speculates about possible alternative interpretations, compares and contrasts different opinions within a group). |          |
|                      | Participates as an audience member and responds appropriately to an audience. | Facilitates small group discussion and expresses opinions and ideas without dominating the discussion. | **Id In C KC2** |
|                      | Reflects, self-corrects and clarifies intention by using sentences such as ‘What I meant was …’ and ‘When I think about …’. | Explores, extends, clarifies and evaluates ideas in appropriate ways (eg speculates about possible alternative interpretations, compares and contrasts different opinions within a group). |          |
Students receive, share and respond to a range of texts by employing several strategies for listening attentively to ideas and information, and drawing conclusions. They communicate ideas and information, and evaluate performance by integrating several strategies for speaking in different contexts.

### Students apply a variety of strategies for listening in order to summarise critically, make inferences and respond to what they have heard. They apply these strategies when adjusting their speaking for wider contexts and audiences in order to communicate challenging ideas and opinions about issues.

<table>
<thead>
<tr>
<th>Id In C</th>
<th>KC2 relating to outcomes</th>
<th>2.9, 2.10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses expressive features such as gesture, facial expression and voice quality, tone, volume and clarity.</td>
<td>Explores the way that body language, intonation and emphasis affects audiences and can be used to enhance meaning and influence interpretation.</td>
<td>Uses intonation and emphasis to convey different meanings.</td>
</tr>
<tr>
<td>Discusses ways in which spoken language can have an impact on other people.</td>
<td>Evaluates a speech, taking into account presentation, content and situation.</td>
<td>Evaluates oral presentations in terms of such features as tone, volume, intonation and body language.</td>
</tr>
<tr>
<td>Plans, rehearses and delivers a short talk to a peer audience, using a range of skills to enhance a spoken presentation (eg posters, cue cards, costumes, body language, gesture).</td>
<td>Plans, rehearses and delivers a talk to a peer or wider audience, using a range of skills.</td>
<td>Plans, rehearses and delivers to a wider audience to develop oral presentation skills further (eg using visual aids; engaging the audience; dealing with questions from the floor; speaking with clarity to a whole class, an assembly or visitors).</td>
</tr>
<tr>
<td>Adapts spoken language to suit various audiences and contexts.</td>
<td>Reviews and adjusts spoken language in response to the audience’s reaction (eg predicting likely questions and preparing answers).</td>
<td>Identifies outcomes to be achieved through a talk.</td>
</tr>
<tr>
<td>Communicates simply, appropriately and accurately, some of the time, when the situation involves another medium (eg when asking for information over the telephone, instructing someone in the use of a computer).</td>
<td>Communicates simply, appropriately and accurately, in general, when the situation involves another medium (eg when giving instructions over the telephone).</td>
<td>Adjusts spoken language according to the formality of the situation.</td>
</tr>
<tr>
<td>Engages in a range of structured speaking situations (eg reporting, describing, recounting, interviewing, explaining).</td>
<td>Interviews and records responses of peers (eg surveys, questionnaires).</td>
<td>Communicates more confidently in situations involving other media if the text is simple and there is support and time to plan (eg negotiates over the telephone; uses tables, diagrams or other visual texts when speaking or following instructions).</td>
</tr>
<tr>
<td>Creates, practises and performs a play for others (eg assumes the role of a character in retelling or discussing a narrative).</td>
<td>Plans deliveries of presentations and role-plays.</td>
<td>Interviews a range of people to gain an overview of responses (eg makes telephone enquiries, devises surveys and questionnaires).</td>
</tr>
<tr>
<td>Responds to and creates jokes, puzzles, riddles, funny stories and word plays.</td>
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</tr>
</tbody>
</table>

### Students apply a variety of strategies for planning, composing and evaluating a range of spoken texts to communicate with different community audiences.

<table>
<thead>
<tr>
<th>Id In C</th>
<th>KC2 KC3 relating to outcomes</th>
<th>3.9, 3.10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses and discusses a variety of strategies for listening attentively to summarise alternative viewpoints in a range of spoken texts.</td>
<td>Selects and uses a variety of strategies for planning, composing and presenting and evaluating spoken texts for an increasing range of community audiences.</td>
<td></td>
</tr>
<tr>
<td>Plans, rehearses and delivers to a wider audience to develop oral presentation skills further (eg using visual aids; engaging the audience; dealing with questions from the floor; speaking with clarity to a whole class, an assembly or visitors).</td>
<td>Identifies outcomes to be achieved through a talk.</td>
<td>Uses strategies for planning, composing and evaluating a range of spoken texts to communicate with different community audiences.</td>
</tr>
<tr>
<td></td>
<td>Plans deliveries of presentations and role-plays.</td>
<td>Id In C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Selects and uses a variety of strategies for planning, composing and presenting and evaluating spoken texts for an increasing range of community audiences.</td>
</tr>
</tbody>
</table>
Students receive, share and respond to a range of texts by employing several strategies for listening attentively to ideas and information, and drawing conclusions. They communicate ideas and information, and evaluate performance by integrating several strategies for speaking in different contexts.

**A&RQ:** What strategies will I employ to ensure that I make consistent judgments?

- Indicates understanding or confusion, seeks clarification persistently but with regard to the needs of others in the group, and takes turns to speak.
- Uses pair or small group discussion effectively to share knowledge, clarify issues, explore ideas and decide on actions.
- Converses, debates and hypothesises about issues (eg when discussing local/global events).
- Plans and considers main topics and emphases before delivery of a talk encouraging active participation of all group members.

**2.9**
Uses strategies for listening attentively to ideas, information and viewpoints in a range of spoken texts.

**2.10**
Uses strategies for planning, composing and evaluating a range of spoken texts to communicate with different community audiences.

**3.9**
Uses and discusses a variety of strategies for listening attentively to summarise alternative viewpoints in a range of spoken texts.

**3.10**
Selects and uses a variety of strategies for planning, composing and presenting and evaluating spoken texts for an increasing range of community audiences.
### Learning Area: English

#### Reading and viewing

**Band: Primary Years**

**Standards: 2 & 3**

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>(refer p 17 for Early Years)</th>
<th>Texts and contexts</th>
<th>(refer p 59 for Middle Years)</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students identify different interpretations of symbolic meanings and stereotypes as they read, view and critically interpret a range of visual, multimodal and written texts that contain familiar content and some unfamiliar language.</td>
<td>Year 3 Towards Standard 2</td>
<td>Year 4 Standard 2</td>
<td>Year 5 Towards Standard 3</td>
<td><strong>OUTCOMES</strong></td>
</tr>
<tr>
<td>Students examine past, present and future representations of society as they critically interpret a range of visual, multimodal and written texts which contain increasingly complex ideas about local and global issues.</td>
<td></td>
<td></td>
<td></td>
<td>2.3 Reads and views a range of texts containing familiar topics and some unfamiliar text structures and language features, and identifies symbolic meaning and stereotypes. <strong>T C KC1</strong></td>
</tr>
<tr>
<td>Students identify different interpretations of symbolic meanings and stereotypes as they read, view and critically interpret a range of visual, multimodal and written texts that contain familiar content and some unfamiliar language.</td>
<td><strong>T C KC1 relating to outcome 2.3</strong></td>
<td></td>
<td></td>
<td><strong>T C KC1 relating to outcome 3.3</strong></td>
</tr>
<tr>
<td>Students identify different interpretations of symbolic meanings and stereotypes as they read, view and critically interpret a range of visual, multimodal and written texts that contain familiar content and some unfamiliar language.</td>
<td>(refer p 9 for Concept Map and p 11 for Texts and Contexts—a range of texts)</td>
<td></td>
<td></td>
<td>(refer p 9 for Concept Map and p 11 for Texts and Contexts—a range of texts)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><strong>OUTCOMES</strong></th>
</tr>
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<tbody>
<tr>
<td>Students identify different interpretations of symbolic meanings and stereotypes as they read, view and critically interpret a range of visual, multimodal and written texts that contain familiar content and some unfamiliar language.</td>
<td><strong>T C KC1 relating to outcome 2.3</strong></td>
</tr>
<tr>
<td>Students examine past, present and future representations of society as they critically interpret a range of visual, multimodal and written texts which contain increasingly complex ideas about local and global issues.</td>
<td><strong>T C KC1 relating to outcome 3.3</strong></td>
</tr>
</tbody>
</table>

**OUTCOMES**

- Year 3: Towards Standard 2
  - Recognises and describes the purposes of texts.
  - Reads and discusses, with support, books with wider knowledge and increased understanding about others.
  - Reads, unassisted, short books in larger print and with predictable structures.
  - Reads, with support, challenging books of high personal interest.
  - Reads, independently, for a sustained period of time.
  - Reads, interprets and follows instructions, with support, such as in recipes, maps, games, websites and safety guidelines.
  - Considers events in a text from each character’s point of view.

- Year 4: Standard 2
  - Recognises and describes the purposes of texts and intended audience.
  - Reads and evaluates several aspects of a story such as the main character’s viewpoint, male and female roles, originality, credibility of storyline, use of humour, and relationship to the reader’s own experience.
  - Reads short novels for sustained periods of time.
  - Maintains interest in and comprehension of a short novel when reading it over a few sessions.
  - Reads, interprets and follows instructions with increasing independence such as in recipes, maps, games, websites and safety guidelines.
  - Explores a topic through a range of different media, and from different perspectives (eg accessing online experts through moderated discussion forums/closed chat sessions).

- Year 5: Towards Standard 3
  - Recognises and describes the purposes of a wider range of texts and their intended audience.
  - Reads and discusses items of topical interest reported in the media, relating them to personal experience and comparing different versions or interpretations of the same information (eg comparing different versions of the same information on different websites).
  - Reads material relevant to personal purposes, needs and interests, as well as to topics currently being explored.
  - Maintains interest in and comprehension of a novel when reading it over many sessions.
  - Makes inferences based on explicit and implicit information.

**A&RQ:** How do I know students are understanding the texts in use in the classroom?
Students identify different interpretations of symbolic meanings and stereotypes as they read, view and critically interpret a range of visual, multimodal and written texts that contain familiar content and some unfamiliar language. Students examine past, present and future representations of society as they critically interpret a range of visual, and written texts which contain increasingly complex ideas about local and global issues.

Expresses different interpretations of written and visual texts.
Expresses opinions about the motives and feelings of characters (eg explains where their ideas are from).
Distinguishes between fact and opinion.
Identifies the writer’s intended audience.
Recognises that texts could have been written or produced differently.
Identifies simple symbolic meanings (eg logos).
Comments on incidents from a short children’s film.
Discusses ways in which the portrayal of people is stereotyped with regards to gender, race, class and culture in books, films, television and multimedia texts.
Recognises recurring character types and their traits (eg as seen in fairytales, cartoons, soap operas).
Identifies the elements of a story such as the setting, main characters, complications and resolutions.

Discuss different interpretations of written and visual texts, including their own.
Discuss opinions, including their own, about the motives and feelings of characters.
Identifies the writer’s point of view.
Explains the ways in which a text could be changed to appeal to different audiences (eg changing a narrative into a play).
Identifies simple symbolic uses of music, sound effects and voice style.
Comments on incidents from a children’s film with attention to plot elements, such as setting, character, conflict and resolution.
Discusses how groups such as males and females or people from various cultural groups are represented (or not represented) and stereotyped in books, films, television and multimedia texts.
Identifies some elements of structure such as setting, plot, events and character, and some elements of language such as description and dialogue.

Justifies their own interpretation of written and visual texts.
Justifies their own opinions about the motives and feelings of characters.
Recognises that people with special interests and expectations are the target audience for particular texts.
Discusses how information on a local issue or newsworthy event is presented differently in articles from a magazine, newspaper or TV broadcast or website.
Identifies the symbolic use of music, sound effects and voice style in a children’s film.
Discusses how camera angle, viewer position, colour, size and shading in a visual text construct meaning.
Discusses how the author of a text has concealed or revealed particular attitudes to people or groups of people and their lifestyles.
Considers how change to aspects of a text can alter people’s interpretation of meaning (eg altering the gender and/or cultural roles in a novel, film or play).
Identifies and summarises the main points of information and supporting details of reports, of the main storyline in narratives and of the main argument and supporting points in persuasive writing.
### Learning Area: English

#### Reading and viewing

**Band: Primary Years**

**Standards: 2 & 3**

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>(refer p 19 for Early Years)</th>
<th>Language</th>
<th>(refer p 61 for Middle Years)</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OUTCOMES</strong></td>
<td><strong>Year 3</strong></td>
<td><strong>Year 4</strong></td>
<td><strong>Year 5</strong></td>
<td><strong>Year 5</strong></td>
</tr>
<tr>
<td><strong>Towards Standard 2</strong></td>
<td><strong>Year 4</strong></td>
<td><strong>Year 4</strong></td>
<td><strong>Year 5</strong></td>
<td><strong>Year 5</strong></td>
</tr>
<tr>
<td><strong>Year 5</strong></td>
<td><strong>Towards Standard 3</strong></td>
<td><strong>Year 5</strong></td>
<td><strong>Year 5</strong></td>
<td><strong>Year 5</strong></td>
</tr>
<tr>
<td><strong>Students read, view and interpret a range of texts about familiar and some unfamiliar topics with increasing independence and understanding. They identify, predict and evaluate the language features of written and visual texts, and discuss their effect on the reader.</strong></td>
<td><strong>Talking about rhyme, syllables and rhythm when discussing a poem.</strong></td>
<td><strong>Understands and uses words such as fiction, text, factual text, poem, illustration and diagram.</strong></td>
<td><strong>Identifies figurative language such as simile, metaphor, idiom, alliteration and personification in texts and discusses the effect.</strong></td>
<td><strong>TC KC1 relating to outcome 2.7</strong></td>
</tr>
<tr>
<td><strong>Students independently read, view and interpret a range of written, visual and multimodal texts dealing with more complex themes and issues. They identify and critically appraise combinations of language choices in these texts, and discuss how these work to influence readers' and viewers' responses and understandings.</strong></td>
<td><strong>Talking about the characteristics of different types of poems (eg haiku, cinquain).</strong></td>
<td><strong>Identifies word families in texts and discusses how they build up topic information.</strong></td>
<td><strong>Identifies the reasons for the use of passive voice in information reports and explanations.</strong></td>
<td><strong>TC KC1</strong></td>
</tr>
<tr>
<td><strong>Students read, view and interpret a range of texts about familiar and some unfamiliar topics with increasing independence and understanding. They identify, predict and evaluate the language features of written and visual texts, and discuss their effect on the reader.</strong></td>
<td><strong>Identifies the types of visual information (eg map, chart, table, animation, website).</strong></td>
<td><strong>Identifies the use of modality in persuasive writing (eg ‘You should …’, ‘You have to …’).</strong></td>
<td><strong>Reflects on how writers use modality to create degrees of certainty (eg can, may, will, ought to).</strong></td>
<td><strong>TC KC1 relating to outcome 2.7</strong></td>
</tr>
<tr>
<td><strong>Students independently read, view and interpret a range of written, visual and multimodal texts dealing with more complex themes and issues. They identify and critically appraise combinations of language choices in these texts, and discuss how these work to influence readers’ and viewers’ responses and understandings.</strong></td>
<td><strong>Uses appropriate terminology to discuss multimedia texts.</strong></td>
<td><strong>Identifies evaluative language in texts and discusses the effects of such language.</strong></td>
<td><strong>Identifies features of scripted plays (eg acts, scenes, stage directions, use of language).</strong></td>
<td><strong>TC KC1 relating to outcome 2.7</strong></td>
</tr>
<tr>
<td><strong>Uses appropriate terminology to discuss multimedia texts.</strong></td>
<td><strong>Identifies conventions of electronic texts (eg hyperlinks).</strong></td>
<td><strong>Identifies base words and explains how prefixes and suffixes change words and their meanings.</strong></td>
<td><strong>Compares conventions used in print and electronic texts.</strong></td>
<td><strong>TC KC1 relating to outcome 3.7</strong></td>
</tr>
<tr>
<td><strong>Identifies action verbs (eg chasing, clapping), mental verbs (eg thinking, feeling), relational verbs (eg has, become) and saying verbs (eg whispered, shouted) in a narrative.</strong></td>
<td><strong>Recognises the subject of a clause or simple sentence and the verb to which it is connected.</strong></td>
<td><strong>Uses appropriate terminology to discuss multimedia texts (eg space, font, upper and lower case, bold, italics).</strong></td>
<td><strong>Identifies subjects, verbs and objects, in different texts.</strong></td>
<td><strong>TC KC1</strong></td>
</tr>
<tr>
<td><strong>Recognises the subject of a clause or simple sentence and the verb to which it is connected.</strong></td>
<td><strong>Identifies direct and indirect speech in written texts and discusses the different effects of their use.</strong></td>
<td><strong>Identifies the use of tenses in different texts (eg past tenses in recount and narrative, present tenses in information reports).</strong></td>
<td><strong>Identifies and analyses features of written language and visual images when reading and viewing independently, a range of texts about familiar and unfamiliar topics.</strong></td>
<td><strong>TC KC1</strong></td>
</tr>
</tbody>
</table>
Students read, view and interpret a range of texts about familiar and some unfamiliar topics with increasing independence and understanding. They identify, predict and evaluate the language features of written and visual texts, and discuss their effect on the reader.

**KC1**

**relating to outcome 2.7**

Students independently read, view and interpret a range of written, visual and multimodal texts dealing with more complex themes and issues. They identify and critically appraise combinations of language choices in these texts, and discuss how these work to influence readers’ and viewers’ responses and understandings.

**KC1 KC2**

**relating to outcome 3.7**

| 2.7 | Identifies linking and binding conjunctions (eg and, but, so), and understands that they join clauses in sentences. |
| 2.7 | Identifies noun groups in texts and discusses the effect of their use in comparison to using a noun only. |
| 2.7 | Identifies phrases that tell us more about the action in terms of where, when, why and how, and discusses the effect of their use in texts (eg ‘She swam with confidence.’). |
| 2.7 | Identifies words that name people, places and things and knows these are called nouns. |
| 2.7 | Identifies action words and knows that these are called verbs. |
| 2.7 | Identifies adjectives and understands that their function is to describe. |
| 2.7 | Identifies pronouns and understands that they are used instead of a noun. |

**PUNCTUATION**

- Identifies clause structure in terms of subject, verb and object.
- Identifies that subject–verb agreement in terms of person and number is essential for accurate sentence structure (eg ‘The boy runs.’ ‘The boys run.’).
- Identifies additional elements in noun groups such as an article (eg the), numbering adjective (eg three) and describing adjective (eg beautiful), and talks about how to build a noun group (eg ‘The three beautiful swans.’).
- Identifies abstract nouns in texts and discusses their effect.
- Identifies relative pronouns.

**A&RQ:** Have I provided my learners with the opportunity to discuss their learning?

---

**KC1 KC2**

**relating to outcome 3.7**

2.7 Identifies and interprets features of written language and visual images when reading and viewing with increasing independence and understanding a range of texts about less familiar topics.

| 3.7 | Identifies and analyses features of written language and visual images when reading and viewing independently, a range of texts about familiar and unfamiliar topics. |

**PUNCTUATION**

- Uses appropriate terminology to discuss multimedia texts (eg space, full stop, letter, upper and lower case, bold and italics).
- Recognises and attends to punctuation in written text including colon and dash.

**PUNCTUATION**

- Builds upon appropriate punctuation terminology to discuss multimedia texts.
- Identifies and names commas, quotation marks, question marks and exclamation marks.
- Recognises and attends to punctuation in written texts including semi-colon, colon and dash.

**PUNCTUATION**

- Compares the typical punctuation used in print and multimedia texts.

- Recognises, attends to and explains punctuation in written texts.

**A&RQ:** Have I provided my learners with the opportunity to discuss their learning?
## Learning Area: English

### Reading and viewing

#### Band: Primary Years

<table>
<thead>
<tr>
<th>Standards: 2 &amp; 3</th>
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</table>

#### Strategies

<table>
<thead>
<tr>
<th>(refer p 21 for Early Years)</th>
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<tbody>
<tr>
<td><strong>Year 3</strong></td>
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<tr>
<td>Towards Standard 2</td>
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<td><strong>Year 4</strong></td>
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<tr>
<td>Standard 2</td>
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<tr>
<td><strong>Year 5</strong></td>
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<tr>
<td>Towards Standard 3</td>
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</table>

#### OUTCOMES

<table>
<thead>
<tr>
<th>(refer p 65 for Middle Years)</th>
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</table>

<table>
<thead>
<tr>
<th>Id T C KC1 relating to outcome 2.11</th>
</tr>
</thead>
</table>

- Students integrate several reading/viewing strategies to locate and compare information, identify resources, and meet own personal reading goals.

<table>
<thead>
<tr>
<th>Id T C KC1 relating to outcome 3.11</th>
</tr>
</thead>
</table>

- Students use a range of reading/viewing strategies to research independently and in teams, record specific information and critically interpret increasingly complex texts.

2.11 Uses strategies for identifying resources, locating information and for reading, viewing and critically interpreting information from various written and visual texts.

<table>
<thead>
<tr>
<th>Id T C KC1 relating to outcome 3.11</th>
</tr>
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</table>

- Selects and reads both easier and more difficult books, according to interests, mood and purpose.

3.11 Selects and uses a variety of strategies for locating and recording information and for reading, viewing and critically interpreting a range of written and visual texts.

<table>
<thead>
<tr>
<th>Id T C KC1 relating to outcome 3.11</th>
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</table>

- Seeks varying levels of support appropriate to the degree of difficulty of particular texts and types of texts (eg asks peers for help in interpreting diagrams, or a teacher to read the text aloud).

<table>
<thead>
<tr>
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</tr>
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</table>

- Adjusts reading behaviour for different types of texts and different purposes (eg scans information books for selected topics, looks for keys or symbols when reading a diagram, examines pictures as well as the text when reading picture books).

<table>
<thead>
<tr>
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</table>

- Uses a variety of self-correction strategies to identify unknown words in more complex texts (eg sounding out, looking at words in context, pausing, reading on and referring back).

<table>
<thead>
<tr>
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- Checks features such as diagrams, charts, maps and captions; uses finger/voice-point when reading a difficult section; identifies key ideas or words in paragraphs; makes effective notes; and translates into own words when reading challenging or difficult texts, including websites.

<table>
<thead>
<tr>
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</tr>
</thead>
</table>

- Uses different strategies for gathering information, such as skim reading and scanning texts (such as online resources) in search of sub-headings, key words or phrases; locating keys, symbols and icons when reading diagrams, charts, maps, captions and graphs; using note-taking or summarising when reviewing film and video; listening to radio programs or oral presentations.

| Id T C KC1 relating to outcome 3.11 |

- Uses a variety of strategies for choosing appropriate texts, such as scanning illustrations, reading the comments on the cover, searching for texts by known authors, and considering the recommendations of friends.

| Id T C KC1 relating to outcome 3.11 |

- Participates in shared reading sessions with unfamiliar text by posing questions, discussing events and characters, giving opinions, predicting likely meanings and comparing and contrasting with personal experiences.

| Id T C KC1 relating to outcome 3.11 |

- Chooses fiction reading on the basis of preferences and interests, recommendations of peers and teachers, past experiences with the same author, past experiences with similar books pursuing a particular theme or topic, and the need to extend the range of experiences with different texts.

| Id T C KC1 relating to outcome 3.11 |

- Talks with others about the ideas and information, attends to others’ opinions, keeps a reading log, re-reads parts of the text, makes notes about key features, consults the index, uses the contents page and diagrams, and searches for links with personal experience when reading more difficult texts.

| Id T C KC1 relating to outcome 3.11 |

- Uses strategies for identifying resources, locating information and for reading, viewing and critically interpreting information from various written and visual texts.
Students integrate several reading/viewing strategies to locate and compare information, identify resources, and meet own personal reading goals.

**Id** T C KC1
**relating to outcome 2.11**

Students use a range of reading/viewing strategies to research independently and in teams, record specific information and critically interpret increasingly complex texts.

**F Id** C KC1 KC2 KC4
**relating to outcome 3.11**

- Makes substitutions or omissions that maintain meaning when reading.
- Self-corrects when reading independently, using the above repertoire of reading strategies in appropriate combinations, according to the task and text.
- Consolidates the use of monitoring and self-correcting reading strategies such as re-reading, reading on and using word identification skills.
- Reads fluently with expression after preparation time and practice.
- Reads texts aloud, including poems and scripted drama, using pitch, pause and emphasis.
- Reads aloud using appropriate pitch, pause, emphasis and intonation.
- Uses a variety of graphological and phonological strategies to respond to text (eg identifying adjectives and how they add meaning to nouns).
- Uses grammatical information in shared and guided reading activities (eg identifies words that show possibility or probability, or relationships signalled by conjunctions).
- Uses grammatical information in shared and guided reading activities as reference links (eg synonyms, antonyms).
- Uses book handling and book knowledge skills with greater confidence (eg uses a table of contents and index to locate information, uses factual texts to find information).
- Uses a variety of graphological and phonological strategies to respond to text (eg uses knowledge of homonyms and contractions).
- Uses the connections made between personal life experiences and the texts read/viewed/discussed to enhance understanding of both.
- Identifies words that may help readers to distinguish fact from opinion.
- Identifies a research topic and selects relevant and accurate information.
- Identifies a research topic and makes judgments about the appropriateness of information.
- Identifies, with support, a research topic and selects relevant and accurate information.
- Accesses, records and presents information in a variety of ways.
- Uses computer software to find information (eg databases, internet).
- Makes predictions about texts based on understandings of how different texts ‘work’ (eg suggests likely outcomes of a story, likely actions of a character, or likely purposes of particular illustrations or diagrams which accompany a printed text).
- Locates and sorts information on a topic from a variety of sources, such as books, pictures, bookmarked sections of the internet, databases, CD-ROMs and multimedia.
- Consolidaes the use of monitoring and self-correcting reading strategies such as re-reading, reading on and using word identification skills.
- Uses computer software to find information (eg databases, internet).
- Uses headings to locate information when scanning text.
- Uses computer software to find information (eg databases, internet).
- Uses computer software to find information (eg databases, internet).
## Learning Area: English

### Writing

#### Band: Primary Years

#### Standards: 2 & 3

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Towards Standard 2</strong></td>
<td><strong>Standard 2</strong></td>
<td><strong>Towards Standard 3</strong></td>
<td></td>
</tr>
<tr>
<td>Students compose a range of written texts which contain some interrelated ideas and information about familiar topics. They understand that certain text types are associated with particular purposes and audiences and adjust writing accordingly.</td>
<td>Constructs a range of text types collaboratively (including narrative, procedure, response, recount, description and information report).</td>
<td>Constructs a range of texts, collaboratively and independently, for different audiences and purposes (including descriptions, recounts, procedures, narratives, poems, sequential explanations, reports).</td>
<td>Constructs a range of texts, independently, for different audiences and purposes (eg expositions, reviews, recounts, historical accounts).</td>
</tr>
<tr>
<td>Students choose and compose a range of written texts, which explore different perspectives about local and some global issues. They apply an understanding of context, purpose and audience to their own writing.</td>
<td>Experiments with writing in a variety of forms made familiar through reading and using a framework (eg narratives, procedures, reports, recounts, expositions, poems, persuasive, transactions).</td>
<td>Writes about familiar topics (eg a report on keeping a pet) and researched topics (eg a report on an endangered animal following research time).</td>
<td>Contrasts and constructs texts of the same genre from different cultures, in terms of structure and language choices (eg traditional stories).</td>
</tr>
<tr>
<td>In T C KC2 KC3 relating to outcome 2.4</td>
<td>Writes for a variety of personal reasons (eg e-mail a friend overseas, design a poster, make a greeting card, write a shopping list).</td>
<td>Writes for a variety of personal and more formal purposes (eg filling in forms, composing letters).</td>
<td>Engages in non-fiction writing which shows awareness of main issues and evidence of information gathered from more than one source (eg researches local council’s stance on graffiti or government’s stance on global warming, and writes a letter to express an opinion).</td>
</tr>
<tr>
<td></td>
<td>Writes and publishes, including use of ICTs, for a chosen audience (eg writes letters to family and friends).</td>
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</tbody>
</table>

#### OUTCOMES

- 2.4 Composes a range of texts that include interrelated ideas and information about familiar topics and shows an awareness of different audiences, purposes and contexts. T C KC2
- 3.4 Composes a range of texts that include ideas and information about familiar and some unfamiliar topics and applies an understanding of audience, purpose and context. Id T C KC2

*(refer p 23 for Early Years)*

*(refer p 69 for Middle Years)*

*(refer p 10 for Concept Map and p 11 for Texts and Contexts—a range of texts)*
### Learning Area: English

**Writing**  
**Band: Primary Years**  
**Standards: 2 & 3**

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>(refer p 24 for Early Years)</th>
<th>Language</th>
<th>(refer p 69 for Middle Years)</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 3</strong></td>
<td></td>
<td><strong>Year 4</strong></td>
<td></td>
<td><strong>Year 5</strong></td>
</tr>
<tr>
<td>Towards Standard 2</td>
<td></td>
<td>Standard 2</td>
<td></td>
<td>Towards Standard 3</td>
</tr>
</tbody>
</table>
| 1. Students plan and compose, with increasing independence, a range of texts about familiar, new and imaginary experience. They demonstrate knowledge about, and increasing control of, language choices in written texts. | 2. Uses synonyms in own writing and discusses differences in meaning (e.g., hurried, raced, rushed). | 3. Identifies figurative language (e.g., simile, metaphor) and discusses its effect. | 2.8 Uses aspects of language when planning and composing a range of well-structured texts about familiar and new experience.  
_id T C KC3 relating to outcome_  
2.8
| 2. Students plan and compose, independently, an extensive range of texts on different themes and issues. They demonstrate knowledge about and competent control of language choices in texts in different modes and media. | 3. Uses titles and headings within a text appropriately, with support. | 4. Uses titles and headings appropriately within a text, independently. | 3.8 Selects and uses a variety of language aspects when planning and composing a range of well-structured fiction, factual and media texts about familiar, new and possible experience.  
_id T C KC3 relating to outcome_  
3.8
<table>
<thead>
<tr>
<th><strong>GRAMMAR</strong></th>
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<th><strong>GRAMMAR</strong></th>
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<th><strong>GRAMMAR</strong></th>
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</thead>
</table>
| 1. Writes simple sentences and begins to use conjunctions to form compound sentences. | 2. Uses simple and compound sentences and begins to experiment with complex sentences. | 3. Uses a range of simple, compound and complex sentences. | 1. Uses synonyms (e.g., hurried, raced, rushed) and antonyms (e.g., light-dark, hot-cold) in own writing. | _Id T C KC3_ relating to outcome_  
2.8
| 2. Begins to use pronouns such as he, she, it and conjunctions to link ideas. | 3. Uses appropriate pronoun references most of the time and a variety of conjunctions. | 4. Uses pronouns correctly and effectively and uses conjunctions appropriately. | 3. Uses titles and headings appropriately within a text, independently. | _Id T C KC3_ relating to outcome_  
3.8
| 3. Begins to use some descriptive words (e.g., adjectives and adverbs). | 4. Experiments with more varied language and adverbial phrases. | 5. Uses words chosen to suit the purpose and audience of the text (e.g., technical language specific to the purpose). | **2.8** Uses aspects of language when planning and composing a range of well-structured texts about familiar and new experience.  
_id T C KC3_ relating to outcome_  
2.8
| **2.8** Uses aspects of language when planning and composing a range of well-structured texts about familiar and new experience. | **3.8** Selects and uses a variety of language aspects when planning and composing a range of well-structured fiction, factual and media texts about familiar, new and possible experience. | **2.8** Uses aspects of language when planning and composing a range of well-structured texts about familiar and new experience.  
_id T C KC3_ relating to outcome_  
2.8
| **2.8** Uses aspects of language when planning and composing a range of well-structured texts about familiar and new experience. | **3.8** Selects and uses a variety of language aspects when planning and composing a range of well-structured fiction, factual and media texts about familiar, new and possible experience. | **2.8** Uses aspects of language when planning and composing a range of well-structured texts about familiar and new experience.  
_id T C KC3_ relating to outcome_  
2.8
| Students plan and compose, with increasing independence, a range of texts about familiar, new and imaginary experience. They demonstrate knowledge about, and increasing control of, language choices in written texts. | 2.8 Uses aspects of language when planning and composing a range of well-structured texts about familiar and new experience.  
Id T C KC3  
Relating to outcome

| Students plan and compose, independently, an extensive range of texts on different themes and issues. They demonstrate knowledge about and competent control of language choices in texts in different modes and media. | 3.8 Selects and uses a variety of language aspects when planning and composing a range of well-structured fiction, factual and media texts about familiar, new and possible experience.  
Id T C KC3  
Relating to outcome

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**PUNCTUATION**

- Uses common punctuation such as full stops, capital letters, commas, question marks and apostrophes for contractions.
- Begins to use quotation marks for direct speech.
- Writes a longer piece which is organised according to some elements of a wider range of genres.

---

**PUNCTUATION**

- Uses full stops, capital letters, apostrophes for contractions, question marks and exclamation marks correctly in own published writing.
- Uses quotation marks for direct speech.
- Writes a longer piece which is organised according to basic elements of the genre and begins to use paragraphs to show a change of topic.

---

**PUNCTUATION**

- Recognises the importance of correct punctuation and uses it correctly in the presentation of a published text.
- Uses, with accuracy, more direct speech (eg ‘She said, ‘I’d like to go home’”) and simple reported speech (eg ‘She said she is going home’).
- Writes a longer piece which is organised according to elements of a genre, and attempts to use paragraphs to show meaningful division of information.
## Learning Area: English

### Writing

#### Band: Primary Years

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>Strategies</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students respond to and express ideas and information as they integrate several strategies for planning, composing and reviewing their own writing. They draw on knowledge of letter patterns and letter sound relationships to spell familiar and unfamiliar words.</td>
<td>Plans, prepares and drafts texts, with teacher support and extensive scaffolding of genre formats.</td>
<td>Year 3 Towards Standard 2</td>
</tr>
<tr>
<td>Year 4 Standard 2</td>
<td>Year 5 Towards Standard 3</td>
<td></td>
</tr>
<tr>
<td>Students develop a range of strategies for planning, composing and reviewing specific written texts. They use a multi-strategic approach to develop consistency and accuracy in the conventions of written texts.</td>
<td>Plans, prepares and drafts texts using modelled genre formats.</td>
<td>Year 4 Standard 2</td>
</tr>
<tr>
<td></td>
<td>Identifies the purpose and audience for own writing and adjusts writing accordingly.</td>
<td>Year 5 Towards Standard 3</td>
</tr>
<tr>
<td></td>
<td>Researches information collaboratively from a variety of sources before writing, and sorts the information using a proforma.</td>
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<td></td>
<td>Plans writing by listing ideas, drawing diagrams, making notes and using graphic organisers.</td>
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<td></td>
<td>Contributes to group writing sessions by suggesting ideas, alternative words and phrases, or places where punctuation might be needed.</td>
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<tr>
<td></td>
<td>Reads own writing aloud and makes corrections to clarify meaning (eg crosses out a letter or adds a letter).</td>
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<tr>
<td></td>
<td>Chooses, redrafts and publishes own writing, giving it a suitable format for a particular purpose (eg selects writing for inclusion in a class magazine, re-writes a letter).</td>
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<td></td>
<td>Contributes ideas to brainstorming sessions before group or class writing activities.</td>
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<tr>
<td></td>
<td>Reads own writing to a teacher or a peer and responds to questions seeking elaboration or clarification, and deletes or add words, adds information and re-reads work to clarify meaning.</td>
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<tr>
<td></td>
<td>Uses a range of drafting strategies (eg note-taking, planning, organising headings, writing key words, revising draft, editing, proofreading).</td>
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<tr>
<td></td>
<td>Proofreads own texts for meaning, spelling and punctuation and self-corrects words that do not look right.</td>
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<tr>
<td></td>
<td>Produces a written product within negotiated guidelines such as the purpose of the task, the form of the final version, the deadline and the approximate length required.</td>
<td></td>
</tr>
</tbody>
</table>

**STANDARDS: 2 & 3**

**OUTCOMES**

<table>
<thead>
<tr>
<th>ID C KC2 KC3 relating to outcome 2.12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students develop a range of strategies for planning, composing and reviewing specific written texts. They use a multi-strategic approach to develop consistency and accuracy in the conventions of written texts.</td>
</tr>
<tr>
<td>Year 3 Towards Standard 2</td>
</tr>
<tr>
<td>Plans, prepares and drafts texts, with teacher support and extensive scaffolding of genre formats.</td>
</tr>
<tr>
<td>Reflects on, with support, the purpose and intended audience of own writing.</td>
</tr>
<tr>
<td>Researches information collaboratively from a variety of sources before writing, and sorts the information using a proforma.</td>
</tr>
<tr>
<td>Plans writing by listing ideas, drawing diagrams, making notes and using graphic organisers.</td>
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</tbody>
</table>
Students respond to and express ideas and information as they integrate several strategies for planning, composing and reviewing their own writing. They draw on knowledge of letter patterns and letter sound relationships to spell familiar and unfamiliar words.

Students develop a range of strategies for planning, composing and reviewing specific written texts. They use a multi-strategic approach to develop consistency and accuracy in the conventions of written texts.

SPELLING
- Spells high frequency words correctly in own writing.
- Uses most letter patterns when attempting unknown words (e.g., blends, letter combinations).
- Identifies possible spelling errors in own writing (e.g., circling or underlining words).
- Uses letters or letter combinations to represent most syllables in words.
- Experiments with tools such as spell check to edit work.
- Uses big books, dictionaries, wall charts and other resources to assist with spelling, grammar and punctuation in writing.

Uses other texts as models.

Reviews own and peers’ writing.

Seeks help when needed with own writing (e.g., seeks an opinion from a friend, uses a dictionary to find a spelling).

Uses a variety of techniques when reviewing writing (e.g., crossing out, cutting and pasting, reconsidering temporary spelling).

Chooses pieces of writing and redrafts and publishes them in a suitable format for a particular purpose.

Uses computers, a range of software and online resources as planning and writing tools.

Uses a variety of references to assist writing and editing.

Experiments with creative presentation of writing to engage particular audiences (e.g., uses PowerPoint to present an enterprise project).

Uses computers, a range of software and online resources as planning and writing tools.

Selects and uses a variety of strategies for planning, composing and reviewing own written texts and for consistently spelling most common words accurately.

Uses strategies for planning, composing and reviewing own texts and for consistently making informed attempts at spelling.

Uses knowledge of word meanings as a spelling strategy.

Makes informed attempts at spelling, consistently, using a multi-strategy approach (e.g., has a go, sounds it out, breaks it into syllables).

Uses knowledge of base words to make new words.

Uses knowledge of prefixes, suffixes, and compound words to spell unknown words.
Students respond to and express ideas and information as they integrate several strategies for planning, composing and reviewing their own writing. They draw on knowledge of letter patterns and letter sound relationships to spell familiar and unfamiliar words.

**HANDWRITING**
- Can order alphabetically even if the majority of the word is the same (eg cream, creature).
- Spells unknown words using visual and phonological strategies such as knowledge of common letter patterns and critical features of words.
- Recognises most misspelt words in own writing and uses a variety of resources for corrections, including electronic.

**HANDWRITING**
- Forms letters of the alphabet and numerals correctly and appropriately.
- Uses correct pencil grip and maintains correct body position.
- Links letters when writing.
- Maintains existing style, developing consistency, fluency and legibility.
- Experiments with different writing instruments, surfaces and styles to note the effects of writing with speed.
- Practises note-taking at speed (eg telephone messages, recorded interviews).

**HANDWRITING**
- Uses lower and upper case letters of consistent size and formation.
- Begins to use linked script.
- Uses relaxed posture and maintains finger movements and arm slide during cursive script patterns.
- Maintains existing style, developing consistency, fluency and legibility.
- Experiments with different writing instruments, surfaces and styles to note the effects of writing with speed.
- Practises note-taking at speed (eg telephone messages, recorded interviews).

**HANDWRITING**
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BIBLIOGRAPHY


Learning Area: English
Listening and speaking
Band: Middle Years
Standards: 3 & 4

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>Texts and contexts</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students respond to increasingly complex ideas and information and examine diversity of opinion when listening to a range of texts. They critically and creatively produce a range of spoken texts about topics and issues for a wide range of audiences. T C KC2 KC6 relating to outcomes 3.1, 3.2, 4.1, 4.2</td>
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</tr>
</tbody>
</table>

### Year 6
#### Standard 3
- Discusses and reports on the purpose for listening:
  - recognising spoken genres
  - recalling instructions (eg how to make or do) using appropriate vocabulary
  - paraphrasing a report, opinion, narrative or explanation
  - demonstrating comprehension of a range of oral texts, from a variety of media (eg poetry, news, stories, reports, letters, responses, legends, historical accounts, websites).
- Responds to spoken texts to demonstrate understanding, including:
  - debating and discussing issues, with teacher support (eg informal class discussion, class meeting, SRC report, newspaper article)
  - discussing issues raised at school and local level (eg SRC report, articles in local paper).

### Year 7
#### Towards Standard 4
- Examines the text for its purpose:
  - identifying the genres by clarifying purpose and structure (eg narrative, recount, exposition)
  - paraphrasing and critiquing a heard text concluding with own opinion and suggesting further issues to be considered (eg letter to the editor, recount of a debate).
- Responds to spoken text to further clarify meaning, including:
  - debating issues, with reduced teacher support (eg online texts, TV reports, formal class debate)
  - discussing issues raised on television and on chatlines.

### Year 8
#### Standard 4
- Examines a range of texts to analyse and compare ideas and opinions, and identify points of view (eg scripts, extended spoken texts such as talking books, poetry, speeches, talk-back radio, advertisements, film adaptations).
- Uses questions appropriately, considering Bloom’s Taxonomy to clarify meaning in a range of contexts.
- Clarifies text meaning by asking appropriate questions of the text and the speaker.
- Uses group discussions to develop and extend ideas and negotiate understanding (ie uses talking to learn).

3.1 Listens to a range of texts to develop ideas, identify diversity of opinion and to consider the appropriateness of context, purpose and audience. T C KC2

3.2 Produces a range of spoken texts about topics and events of personal and community interest, for school and wider community contexts and audiences. In T C KC2

4.1 Listens to a range of texts to examine key ideas and diverse opinions and to understand the effect of purpose, context and audience. Id T C KC2

4.2 Produces a range of spoken texts about topics, events and issues of personal, community and world interest and adjusts speaking for a wide range of contexts and audiences. In T C KC2
Students respond to increasingly complex ideas and information and examine diversity of opinion when listening to a range of texts. They critically and creatively produce a range of spoken texts about topics and issues for a wide range of audiences.

Develops a critical understanding, recognising that others have different perspectives/points of view.

Listens to reports from a range of media and different perspectives, including:
- current events—as a reporter, a person involved, an onlooker—to examine objective and subjective viewpoints
- school issues—teacher, student, parent perspectives; younger or older student perspectives; gender perspectives
- peer mediation—yard issues, class issues
- class meetings—with attention to roles and procedures.

Interviews a range of people or students on school or community issues.

Interprets a variety of text types for meaning (eg stories, legends, myths, fables, traditional stories, television reports, radio reports).

Evaluates the effectiveness of the delivered text (eg using a proforma to evaluate oral presentation including appropriateness of context, vocabulary, length and delivery).

Demonstrates critical understanding and contributes own point of view, using:
- current events—examining stereotypes/bias within texts and peer and own responses, classifying reporting as objective or subjective
- shared texts—considering author’s viewpoint, own and others’ perceptions.

Interviews a range of people on community or global issues (eg online experts).

Interprets a variety of texts for purpose and effect including stories, legends, myths, fables and traditional stories.

Evaluates and assesses an oral presentation using a teacher-, group- or self-generated proforma, including appropriateness of context, vocabulary, length, delivery and supporting materials.

Listens to a range of texts to:
- obtain information or knowledge
- enter a conversation with an individual or in a group
- develop skills in supportive listening
- clarify personal values or beliefs
- consider the way texts are structured for effect (eg poetry, music, jokes).

Communicates in a variety of contexts and roles following appropriate conventions for the situation (eg in class groups, small group, one-to-one; using appropriate level of formality; taking turns appropriately).

Listens to a range of texts to:
- develop ideas, identify diversity of opinion and to consider the appropriateness of context, purpose and audience.

Produces a range of spoken texts about topics and events of personal and community interest, for school and wider community contexts and audiences.

Interviews a range of people on community or global issues (eg online experts).

Interprets a variety of texts for purpose and effect including stories, legends, myths, fables and traditional stories.

Evaluates and assesses an oral presentation using a teacher-, group- or self-generated proforma, including appropriateness of context, vocabulary, length, delivery and supporting materials.

Communicates in a variety of contexts and roles following appropriate conventions for the situation (eg in class groups, small group, one-to-one; using appropriate level of formality; taking turns appropriately).
Students respond to increasingly complex ideas and information and examine diversity of opinion when listening to a range of texts. They critically and creatively produce a range of spoken texts about topics and issues for a wide range of audiences.

**Producing Spoken Texts**

- producing a range of spoken texts about topics, events and issues of personal and community interest, for school and community audiences, including:
  - contributing to a class meeting or discussion (e.g., class procedures, rules)
  - making a formal oral presentation (e.g., greeting guests, addressing assembly, speaking to SRC)
  - participating in a class debate giving opinions and reasons
  - reporting on research topics
  - sharing own writing with the class
  - composing a dramatic script with agreed structures and framework
  - delivering short impromptu speeches (e.g., news, courtesies, opinions).

**Producing Formal Spoken Texts**

- producing a range of formal and informal spoken texts about topics, events and complex issues of personal, community, and global relevance, considering form, purpose, context, and audience, including:
  - acting as a tour guide, dealing with a range of community members
  - responding to guest speakers thanking them and reflecting on detail and content of the presentation
  - introducing speakers giving biographical detail
  - presenting information to peers, primary students, or parents
  - presenting a dramatic monologue and role-playing
  - participating in school committees such as SRC
  - participating in informal debates.

**Producing Written Texts**

- displaying awareness of audience with consideration of language, content, tone, and structure.

- using supporting material, including multimodal texts, to enhance communication by providing the appropriate format (e.g., PowerPoint, filming of oral presentations, posters, whiteboards).

- considers how listeners of different backgrounds and abilities might respond to the same text.

**Listening to Texts**

- listens to a range of texts to develop ideas, identify diversity of opinion and to consider the appropriateness of context, purpose, and audience.

**Outcomes**

- 3.1
- 3.2
- 4.1
- 4.2
**Learning Area: English**

**Listening and speaking**

**Band: Middle Years**

**Standards: 3 & 4**

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>Language</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>(refer p 32 for Primary Years)</td>
<td></td>
<td>Standard 3</td>
<td>Towards Standard 4</td>
<td>Standard 4</td>
</tr>
<tr>
<td>Students listen to and interact with a wider range of audiences/users for different purposes and contexts, and learn about and integrate aspects of spoken language. They produce a variety of spoken texts, demonstrating control of language, as they communicate with school and extended community audiences.</td>
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<tr>
<td><strong>In T C KC2 relating to outcomes 3.5, 3.6, 4.5, 4.6</strong></td>
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<tr>
<td>‧ Discusses and analyses spoken language by:</td>
<td>‧ Analyses and evaluates specific aspects of spoken language by:</td>
<td>‧ Begins to evaluate how the elements of language, including puns, colloquialisms and anecdotes, are used in a text to influence a listener.</td>
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</tr>
<tr>
<td>‧ - recognising that language varies according to context (eg home, school, classroom, recreation, formal speech presentations, cultural group meetings)</td>
<td>‧ - recognising that language varies according to audience and purpose (eg reporting styles used for news, documentaries, visual and non-visual entertainment)</td>
<td>‧ - Identifies the intended audience of the speaker by evaluating the language.</td>
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<td></td>
</tr>
<tr>
<td>‧ - responding to aspects of text organisation, decoding text and subject specific vocabulary and expressions (eg scientific, environmental, health, mathematical, colloquial terms)</td>
<td>‧ - responding to and using aspects of text organisation (eg examines text for consistent use of conjunctions and reference items to maintain fluency)</td>
<td>‧ - Articulates, evaluates and analyses a spoken text.</td>
<td></td>
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<tr>
<td>‧ - interpreting texts and understanding links between written, visual and spoken material (eg follows oral instructions to draw a course on a treasure or orienteering map)</td>
<td>‧ - analysing critically all texts (eg examines whether sound effects and music link to the visual content in video or TV texts)</td>
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<tr>
<td>‧ - interpreting grammatical conventions in spoken texts (eg identifies difference between direct and indirect speech).</td>
<td>‧ - interpreting grammatical resources in spoken texts (eg listens for evidence of confidence in tone and expression of speaker)</td>
<td></td>
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<tr>
<td></td>
<td>‧ - responding to and using expressive conventions of language (eg shows awareness and use of appropriate punctuation for questions, exclamations and pauses when transcribing speech).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th></th>
</tr>
</thead>
</table>
| 3.5      | Discusses and analyses aspects of spoken language when listening and responding to texts in a range of contexts.  
T C KC1 KC2 |
| 3.6      | Selects and uses most aspects of language when producing a variety of spoken texts appropriate for a wide range of school and community audiences.  
Id T C KC2 |
| 4.5      | Evaluates specific aspects of spoken language when listening and responding to texts in a wide range of contexts.  
T C KC1 |
| 4.6      | Controls and adjusts most aspects of language when producing a variety of spoken texts for a wider range of school and appropriate community audiences.  
Id T C KC2 |
Students listen to and interact with a wider range of audiences/users for different purposes and contexts, and learn about and integrate aspects of spoken language. They produce a variety of spoken texts, demonstrating control of language, as they communicate with school and extended community audiences.

In T C KC2 relating to outcomes 3.5, 3.6, 4.5, 4.6

Selects and uses varied and appropriate language to suit target audience by:
- being aware of the need to use inclusive language
- using context sensitive (setting) language and culturally appropriate discourse
- using conventions and titles
- using standard English in formal settings.

Demonstrates understanding of organisation of spoken texts through an awareness of:
- cues and reasons for their use
- genre structure (eg introduction, body of text, conclusion)
- emphases (eg pauses and repetition).

Produces multimodal texts, showing awareness that language needs to be modified according to mode of presentation and refined to suit the time, setting and medium (eg being aware that taped instructions need to be more explicit than when given by a live presenter who can clarify).

Draws on language for effect by using cliches, metaphors, similes and topic related vocabulary.

Controls and adjusts varied and appropriate language to suit a greater variety of audiences, experimenting and using appropriate language to suit different contexts better, including:
- selecting context appropriate vocabulary
- using inclusive language
- choosing to use formal expression when appropriate
- using informal structures in less formal settings with purpose or for effect.

Demonstrates understanding of organisation of spoken text by effectively using cues and understanding their function, and using genre structure (eg introduction, extended body of text, conclusion or summary linking to thesis).

Produces multimodal texts for a wider audience, showing greater awareness that language needs to be modified according to mode of presentation (eg presentation using audiotape only compared to using video).

Uses correct language structure to suit context and audience, including use of:
- consistent tense, pronouns, links and conjunctions
- topic specific terminology.

Selects the appropriate vocabulary and expression for the context, including:
- formal—inclusive, non-colloquial
- informal—able to use language in social settings to engage peers in relationships
- in negotiation
- building and maintaining relationships.

Uses genre structure (eg an argument starts with thesis, including position and preview followed by argument(s) with points and elaborations followed by reiteration of the thesis).

Makes more selective choices of vocabulary with a greater confidence (eg uses verbs that express action process: ‘He peered at me’).

Uses subject specific language and terms (eg poetic terms, grammar conventions, word banks).

Uses quotations, metaphors, images and similes to clarify and enhance communication.
Students listen to and interact with a wider range of audiences/users for different purposes and contexts, and learn about and integrate aspects of spoken language. They produce a variety of spoken texts, demonstrating control of language, as they communicate with school and extended community audiences.

**In T C KC2 relating to outcomes 3.5, 3.6, 4.5, 4.6**

- Uses a variety of language to express meaning or intent.
- Attempts to clarify to the audience opinions, views and ideas.
- Uses paralinguistic features to enhance communication, including:
  - discussing reasons for gestures and using gestures to enhance and clarify spoken text
  - using body language effectively to reinforce and clarify intent of message or idea
  - showing awareness of own facial expression when presenting
  - showing awareness of body position for positively engaging audience.
- Uses emotive language in context.
- Uses paralinguistic features to enhance communication and to clarify spoken text, including:
  - deliberately choosing and using gestures
  - having effective control of body language
  - considering appropriate facial expression
  - engaging audience with appropriate body positioning.
- Uses personal anecdotes to illustrate and support points of view.

**A&RQ:** Do I actively support learners in their provision of constructive feedback to their peers?

<table>
<thead>
<tr>
<th>3.5</th>
<th>Discusses and analyses aspects of spoken language when listening and responding to texts in a range of contexts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.6</td>
<td>Selects and uses most aspects of language when producing a variety of spoken texts appropriate for a wide range of school and community audiences. Id T C KC2</td>
</tr>
<tr>
<td>4.5</td>
<td>Evaluates specific aspects of spoken language when listening and responding to texts in a wide range of contexts. T C KC1</td>
</tr>
<tr>
<td>4.6</td>
<td>Controls and adjusts most aspects of language when producing a variety of spoken texts for a wider range of school and appropriate community audiences. Id T C KC2</td>
</tr>
</tbody>
</table>
### Learning Area: English

#### Listening and speaking

**Band: Middle Years**

**Standards: 3 & 4**

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>(refer p 34 for Primary Years)</th>
<th>Strategies</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students apply a variety of strategies for listening in order to summarise critically, make inferences and respond to what they have heard. They apply these strategies when adjusting their speaking for wider contexts and audiences in order to communicate challenging ideas and opinions about issues.</td>
<td></td>
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<tr>
<td><strong>Id T C KC1 KC2</strong> relating to outcomes</td>
<td></td>
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<tr>
<td><strong>3.9, 3.10, 4.9, 4.10</strong></td>
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<tr>
<td><strong>3.9, 3.10, 4.9, 4.10</strong></td>
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</tr>
</tbody>
</table>

#### Strategies

- Year 6
  - **Standard 3**
    - **Discusses and uses a variety of strategies for listening in order to summarise viewpoints in a range of spoken texts, and perceives non-verbal behaviour (eg gestures, looking for consistency with spoken message).**

- Year 7
  - **Towards Standard 4**
    - **Compares and uses a variety of strategies for listening critically with attention to differing perspectives and a range of spoken texts by:**
      - demonstrating critical listening (eg reflecting on tone of voice augmenting the content of the text)
      - interpreting meaning of spoken text (eg making notes).

- Year 8
  - **Standard 4**
    - **Uses and begins to reflect on a variety of strategies for listening critically to differing perspectives in a range of spoken texts.**
    - **Practises listening to different texts for different purposes such as:**
      - when identifying main points in an argument and supporting evidence
      - for information
      - when entering a discussion
      - when supporting the speaker to explore their ideas
      - for pleasure or appreciation.
    - **Practises use of the following strategies to demonstrate ongoing engagement with the speaker:**
      - maintaining eye contact
      - clarifying
      - note-taking, using checklists and proformas.
    - **Considers key questions to identify the speaker of a text as well as the intended audience, and reflects on the impact of these on the structure of the text and choice of language.**

#### OUTCOMES

- **3.9** Uses and discusses a variety of strategies for listening attentively to summarise alternative viewpoints in a range of spoken texts.
- **T C KC2 KC6**
- **3.10** Selects and uses a variety of strategies for planning, composing, presenting and evaluating spoken texts for an increasing range of community audiences.
- **Id T C KC3 KC6**
- **4.9** Uses and compares a variety of strategies for listening critically to diverse perspectives in a range of spoken texts.
- **T C KC1**
- **4.10** Controls and adjusts a variety of strategies for planning, composing, presenting and evaluating spoken texts for wider community audiences.
- **Id T C KC2 KC3**
Students apply a variety of strategies for listening in order to summarise critically, make inferences and respond to what they have heard. They apply these strategies when adjusting their speaking for wider contexts and audiences in order to communicate challenging ideas and opinions about issues.

**Planned Learning Outcomes**

3.9 Uses and discusses a variety of strategies for listening attentively to summarise alternative viewpoints in a range of spoken texts.

3.10 Selects and uses a variety of strategies for planning, composing, presenting and evaluating spoken texts for an increasing range of community audiences.

4.9 Uses and compares a variety of strategies for listening critically to diverse perspectives in a range of spoken texts.

4.10 Controls and adjusts a variety of strategies for planning, composing, presenting and evaluating spoken texts for wider community audiences.

**Assessment Indicators**

- Plans a peer evaluation of an oral presentation (eg use of peer observer reports using class- or peer-generated checklists).
- Plans a peer evaluation to assess an oral presentation (eg using an assessment rubric that includes a review of genre structure, purpose, audience awareness, language, time, and volume).
- Selects and uses appropriate technologies as sources of spoken texts (eg tapes, radio, TV, video, CD-ROM).
- Selects and uses a variety of strategies for planning, composing and presenting texts.
- Uses supporting materials and equipment appropriate to the topic (eg overheads, charts, posters, models, CD-ROMs, webpages, PowerPoint).
- Uses enterprise skills to formulate a checklist for peer evaluation.
- Uses peer and teacher conferencing to develop oral presentations and respond to feedback.
- Uses supporting materials and resources relating to the topic and tailored to target audience, but with greater independence (eg tape, radio, video, TV, posters, webpages, PowerPoint).
- Comments on effectiveness of timing, volume, tone, pacing and body language, and adjusts these to enhance presentation.
- Plans a peer evaluation to assess an oral presentation (eg using an assessment rubric that includes a review of genre structure, purpose, audience awareness, language, time, and volume).
- Evaluates performance, using strategies such as using notes in group discussion/feedback to compare/contrast interpretations.
- Uses enterprise skills to formulate a checklist for peer evaluation.
- Evaluates own and others’ performances by listening to or viewing audio and video recordings.
- Evaluates own performance by:
  - reflecting on audience response
  - making suggestions for improvement
  - sharing ideas for effective delivery methods.
- Selects and uses a variety of strategies for planning, composing and presenting texts.
- Uses supporting materials and resources relating to the topic and tailored to target audience, but with greater independence (eg tape, radio, video, TV, posters, webpages, PowerPoint).
- Uses supporting materials and resources relating to the topic and tailored to target audience, but with greater independence (eg tape, radio, video, TV, posters, webpages, PowerPoint).
Students apply a variety of strategies for listening in order to summarise critically, make inferences and respond to what they have heard. They apply these strategies when adjusting their speaking for wider contexts and audiences in order to communicate challenging ideas and opinions about issues.

- Plans, prepares and presents an independent text with teacher support and rehearsal time to adjust timing, volume, tone, pace and body language.
- Participates effectively in preparing a group spoken text, including:
  - sharing ideas and contributing to the group
  - collaborating to prepare and present scripts, assembly items, media reports and reviews.
- Plans, prepares and presents with adjustment an independent construction of text within a defined genre, including use of cue cards.
- Uses extensive rehearsal and teacher guidance.
- Participates effectively, with aspects of conciliation, in preparing a group spoken text, including:
  - sharing ideas, taking conversational turns with sensitivity to different perspectives
  - accepting different viewpoints and personalities
  - acting as mediator between parties with opposing viewpoints, using problem solving models (eg POOCH—Problem, Options, Outcome, Choice, How did it go?).
- Takes opportunities to put language texts into practice by:
  - role-playing
  - running mock debates and class meetings
  - negotiating tasks
  - working in groups.
- Speaks to a range of audiences from small groups to whole community groups where possible.

A&RQ: Have I engaged my learners in establishing the criteria for success?

3.9 Uses and discusses a variety of strategies for listening attentively to summarise alternative viewpoints in a range of spoken texts.

3.10 Selects and uses a variety of strategies for planning, composing, presenting and evaluating spoken texts for an increasing range of community audiences.

4.9 Uses and compares a variety of strategies for listening critically to diverse perspectives in a range of spoken texts.

4.10 Controls and adjusts a variety of strategies for planning, composing, presenting and evaluating spoken texts for wider community audiences.
### Learning Area: English
#### Reading and viewing

**Band: Middle Years**

**Standards: 3 & 4**

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>(refer p 37 for Primary Years)</th>
<th>Texts and contexts</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 6</strong></td>
<td><strong>Standard 3</strong></td>
<td><strong>Year 7</strong></td>
<td><strong>Towards Standard 4</strong></td>
</tr>
<tr>
<td>Reads fiction texts individually for enjoyment, developing personal tastes and interests.</td>
<td>Reads fiction texts individually for enjoyment, extending personal tastes and interests.</td>
<td><strong>3.3</strong></td>
<td><strong>Reads and views a range of texts containing some ideas and issues of social/cultural interest and more complex text structures and language features and explains possible reasons for different interpretations of texts.</strong></td>
</tr>
<tr>
<td><strong>F In T C KC1</strong> relating to outcomes 3.3, 4.3</td>
<td>Reads and views a range of texts containing ideas about or issues of social or cultural interest and containing more complex structures and language features which permit a variety of interpretations, including:</td>
<td><strong>In T KC1</strong></td>
<td><strong>4.3</strong></td>
</tr>
<tr>
<td>- fiction about social issues and own interests (eg poems, legends, traditional stories, short stories, film and TV, historically based fiction, comics, online resources)</td>
<td>- non-fiction (eg biographies, letters to the editor, webpages, CD-ROMs, historical accounts).</td>
<td></td>
<td><strong>In T KC1</strong></td>
</tr>
<tr>
<td>Identifies and analyses, with teacher support, ideas, values and beliefs about abilities, gender, race and culture embedded in texts.</td>
<td>Identifies and analyses, with greater independence, ideas, values and beliefs about abilities, gender, race and culture embedded in texts.</td>
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</tr>
</tbody>
</table>

**A&RQ: Do I actively support learners in their sharing of knowledge and experiences with others?**

---

*Students examine past, present and future representations of society as they critically interpret a range of visual, multimodal and written texts which contain increasingly complex ideas about local and global issues.*

*(refer p 9 for Concept Map and p 11 for Texts and Contexts—a range of texts)*
Students examine past, present and future representations of society as they critically interpret a range of visual, multimodal and written texts which contain increasingly complex ideas about local and global issues.

**F In T KC1**

**relating to outcomes**

3.3, 4.3

- Begins to pose critical questions about popular beliefs and positioning of groups of people portrayed within texts.
- Poses critical questions about popular beliefs and positioning of groups of people portrayed within texts.
- Considers critically aspects of texts, including:
  - who the intended audience is and the reading or viewing levels
  - what the text types (genres) are which are being used
  - how and why the text has been constructed to present the themes and issues in a particular way
  - how the structure and language of the genre is used to influence the audience’s responses and understandings.

**In T KC1**

3.3

Reads and views a range of texts containing some ideas and issues of social/cultural interest and more complex text structures and language features and explains possible reasons for different interpretations of texts.

4.3

Reads and views a range of texts containing multiple social and cultural perspectives and examines personal and diverse understandings of the contemporary world.
Students independently read, view and interpret a range of written, visual and multimodal texts dealing with more complex themes and issues. They identify and critically appraise combinations of language choices in these texts, and discuss how these work to influence readers’ and viewers’ responses and understandings.

### KEY IDEAS

(Refer p 39 for Primary Years)

<table>
<thead>
<tr>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 3</td>
<td>Towards Standard 4</td>
<td>Standard 4</td>
</tr>
</tbody>
</table>

- Recognises that genres are organised in a distinctive format (e.g., a narrative has orientation, complication(s), resolution(s), evaluation, and reorientation).
- Recognises the connection between composition and purpose of texts (e.g., graphics in advertising).
- Understands the need for specific terms (e.g., appropriate terms, precise descriptors, adjectives and adverbs) to enhance description.

#### GRAMMAR

- Recognises that different genres have typical grammatical patterns (e.g., action verbs in recounts).
- Recognises that the grammatical structures create the message within the text (e.g., verbs for thoughts, feelings and behaviour of characters).

#### OUTCOMES

- Considers language, understanding there is a link between genre and language used, including:
  - sentence length and complexity (e.g., short sentences for active voice when making statements, long sentences for passive voice/descriptive passages when giving detail)
  - maintenance of tone and mood
  - punctuation—apostrophes, direct/indirect speech, dash, colon, semi-colon, full stop, commas, exclamation marks
  - spelling conventions.

- Identifies and analyses features of written language and visual images when reading and viewing independently a range of texts about familiar and unfamiliar topics.
  - TC KC1

- Analyses and evaluates features of written texts and visual images when reading and viewing independently a range of texts dealing with more complex themes and issues.
  - TC KC1
Students independently read, view and interpret a range of written, visual and texts dealing with more complex themes and issues. They identify and critically appraise combinations of language choices in these texts, and discuss how these work to influence readers’ and viewers’ responses and understandings.

**PUNCTUATION**

- Understands the function of appropriate punctuation such as commas, full stops, exclamation marks, question marks and speech marks.

**PUNCTUATION**

- Understands the function of appropriate punctuation, observing it when reading aloud (e.g. commas, full stops, exclamation marks, question marks, semi-colons).

- Reads fiction texts, including novels, short stories, poetry, scripts, diaries, journals, websites, e-magazines, considering the structure before focusing on language.

**Structure:**

- Plot (e.g. storylines: climax points of action from the beginning of the text through to resolution) and sub-plot (where applicable)
- Characters (e.g. main, minor, and the interplay between characters)
- Themes (e.g. the writer’s main message)
- Narrative point of view and its significance (e.g. who is telling the story).

**Language:**

- Formal versus colloquial language
- Everyday versus technical language
- Figurative language (e.g. puns, irony, satire, sarcasm).

**KC1 KC2**

3.7 Identifies and analyses features of written language and visual images when reading and viewing independently a range of texts about familiar and unfamiliar topics. In **KC1**

4.7 Analyses and evaluates features of written texts and visual images when reading and viewing independently a range of texts dealing with more complex themes and issues. In **KC1**
Students independently read, view and interpret a range of written, visual and texts dealing with more complex themes and issues. They identify and critically appraise combinations of language choices in these texts, and discuss how these work to influence readers’ and viewers’ responses and understandings.

In T C KC1 KC2 relating to outcomes 3.7, 4.7

Views fiction texts, including film, TV dramas, soap operas, multimedia texts and advertising, considering the structure of a visual text before focusing on the language.

Structure:
- plot and sub-plot (as for written texts)
- characters (eg actor characteristics such as physical features and what they bring to the role)
- theme (eg director’s main messages)
- narrative point of view (eg the role of the camera in telling the story)
- setting (eg the world of the film)
- editing (eg what is left in the film and what shots are not included)
- cutting (eg the length of scenes, to pace the film).

Language:
- camera use (eg angles, position, shot type)
- technical effects (eg music, dialogue, sound, lighting).

A&RQ: Have I provided time for learners to analyse and evaluate the feedback they are given?

3.7 Identifies and analyses features of written language and visual images when reading and viewing independently a range of texts about familiar and unfamiliar topics. T C KC1

4.7 Analyses and evaluates features of written texts and visual images when reading and viewing independently a range of texts dealing with more complex themes and issues. In T C KC1
Students independently read, view and interpret a range of written, visual and texts dealing with more complex themes and issues. They identify and critically appraise combinations of language choices in these texts, and discuss how these work to influence readers' and viewers' responses and understandings.

**In TC KC1 KC2 relating to outcomes 3.7, 4.7**

- **3.7** Identifies and analyses features of written language and visual images when reading and viewing independently a range of texts about familiar and unfamiliar topics.

- **4.7** Analyses and evaluates features of written texts and visual images when reading and viewing independently a range of texts dealing with more complex themes and issues.

- **3.7** Reads non-fiction texts, including everyday texts, biographies and autobiographies, considering and using the structure and language of everyday texts as found in diaries and journals, instructions, text messaging, e-mail/chatrooms, discussions, notes, formal letters, minutes of class meetings, instruction booklets, newspapers, magazines and e-magazines.

- **4.7** Views non-fiction texts, including documentaries, journalism, photojournalism, webpages, news reports, chat shows, considering the structure of the non-fiction visual text in relation to its purpose and form and the language, including voice-overs, interviews, subtitles, text boxes on a screen, sound effects and music.
<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>Strategies</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students use a range of reading/viewing strategies to research independently and in teams, record specific information and critically interpret increasingly complex texts. <strong>F Id C KC1 KC2 KC4 relating to outcomes 3.11, 4.11</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 6</strong> Standard 3</td>
<td><strong>Year 7</strong> Towards Standard 4</td>
<td><strong>Year 8</strong> Standard 4</td>
</tr>
<tr>
<td>Discusses plot, characters, atmosphere, suspense and setting.</td>
<td>Discusses points of view, characterisation, use of imagery, and development of atmosphere.</td>
<td>Begins to demonstrate an understanding of the four roles of the reader described by Freebody and Luke:</td>
</tr>
<tr>
<td>Maps plot structure, listing the features of the type of text.</td>
<td>Develops character portraits indicating the accumulation of information about characters as the text unfolds.</td>
<td>- Code breaker</td>
</tr>
<tr>
<td>Selects and uses a variety of strategies for locating and recording information through reading and critically interpreting a range of written and electronic fiction and non-fiction texts.</td>
<td>Controls, adjusts and compares a variety of strategies for locating and recording information through reading and critically interpreting a range of fiction and non-fiction texts for specific purposes.</td>
<td>- Text participant: Participating in meaning of texts</td>
</tr>
<tr>
<td>Remembers content by:</td>
<td>Remembers content by:</td>
<td>- Text user: Using texts functionally</td>
</tr>
<tr>
<td>- constructing a timeline of events</td>
<td>- answering questions with interpretation</td>
<td>- Text analyst: Critically analysing and transforming texts.</td>
</tr>
<tr>
<td>- answering factual questions (about character, plot, setting)</td>
<td>- constructing a chronology for a character or event</td>
<td></td>
</tr>
<tr>
<td>- listing characters, events and settings</td>
<td>- describing in detail a particular character or event.</td>
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<tr>
<td>- keeping a log book.</td>
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<tr>
<td><strong>3.11</strong> Selects and uses a variety of strategies for locating and recording information and for reading, viewing and critically interpreting a range of written and visual texts. <strong>F Id T C KC1 KC2</strong></td>
<td><strong>4.11</strong> Controls, adjusts and compares a variety of strategies for locating and recording information and for reading, viewing and critically interpreting written and visual texts for specific purposes. <strong>T C KC1 KC2</strong></td>
<td></td>
</tr>
</tbody>
</table>
Students use a range of reading/viewing strategies to research independently and in teams, record specific information and critically interpret increasingly complex texts.

**F Id C** KC1 KC2 KC4 relating to outcomes

### 3.11, 4.11

**Understands content by:**
- retelling a section of a novel or paraphrasing a factual report
- identifying or naming the main characters or ideas
- visually recounting (e.g., storyboards of text, illustration of main event, cartoon sequence)
- explaining how, when, where or why an event occurred
- mapping the setting
- formulating questions for group discussion (e.g., literal or closed form quiz show).

**Applies knowledge by:**
- creating a diorama to illustrate an event
- writing an acrostic poem
- making a poster to advertise the text
- making a collage of words and pictures based on a novel or factual text
- classifying the characters into specific types (e.g., humorous, serious, conventional, good, bad)
- exploring, with teacher assistance, the range of points of view within the text and examining whose views are represented and whose are precluded.

**Understands content by:**
- paraphrasing the story or text
- analysing characters
- visually recounting (e.g., slide show)
- comparing or contrasting two characters
- explaining why an event occurred
- making a story map of a text
- formulating questions for group discussion (e.g., interpretative or open-ended form).

**Applies knowledge by:**
- making a board game based on the text
- re-writing the text in a simple form for young children
- re-writing the text as a dramatic script
- re-writing a scene to show it from a different character’s perspective
- describing feelings about the major issues/characters
- comparing others’ response to text
- constructing a sociogram of the characters’ relation to each other.

**Considers content by:**
- keeping a diary/journal as a character
- creating a newspaper article relevant to the text
- writing a script for an imaginary scene between two main characters
- writing letters as a character
- retelling the story from another point of view
- condensing the story to a limit of 100 words
- making presentations relevant to the text (e.g., oral, multimedia, posters, brochures)
- participating in class/small group discussions on elements of the text.

**Applies acquired knowledge by:**
- re-writing the plot in other genres
- writing a prequel or sequel
- adding new scenes to the text
- storyboarding a scene of a visual text
- building character portraits using their own words

3.11 Selects and uses a variety of strategies for locating and recording information and for reading, viewing and critically interpreting a range of written and visual texts.

**F Id T C** KC1 KC2

4.11 Controls, adjusts and compares a variety of strategies for locating and recording information and for reading, viewing and critically interpreting written and visual texts for specific purposes.

**T C** KC1 KC2
Students use a range of reading/viewing strategies to research independently and in teams, record specific information and critically interpret increasingly complex texts.

Evaluates the text by:
- suggesting improvements or changes to the text, its ending or the characters
- listing and discussing issues or moral dilemmas arising from the text
- writing to the author explaining what they liked or disliked in the text
- rating texts, recommending viewer age or profile.

Evaluates the text by:
- justifying or criticising the motives of a character
- creating a list of criteria for judging the text
- selecting and debating a major issue arising from the text
- comparing and contrasting a character’s lifestyle to their own
- evaluating the usefulness of the text for its intended purpose.

Evaluates the text by:
- writing dialogue or providing music for a scene of a visual text (eg watching the scene without sound and then writing the dialogue, then comparing written with original and discussing the visual clues that led them to believe what was being said)
- connecting texts by comparing and contrasting characters and plots in short stories, visual texts and poems
- answering simple interpretative questions.

Evaluates the text by:
- writing in a reflective journal, focusing on techniques of the written and visual texts and how they affect the reader or viewer
- composing a critical review of texts for publication (eg for SAETA Newsletter, classroom use, cross-age tutoring)
- comparing the constructions of gender, race and social class in the world of the text against their own
- connecting themes in written and visual texts with own experiences, beliefs and values.

3.11 Selects and uses a variety of strategies for locating and recording information and for reading, viewing and critically interpreting a range of written and visual texts.

F D C KC1 KC2

4.11 Controls, adjusts and compares a variety of strategies for locating and recording information and for reading, viewing and critically interpreting written and visual texts for specific purposes.

F D T C KC1 KC2
Students use a range of reading/viewing strategies to research independently and in teams, record specific information and critically interpret increasingly complex texts.

**F 1d C KC1 KC2 KC4**

*relating to outcomes 3.11, 4.11*

Utilises some of the following strategies:
- silent sustained reading
- guided reading
- reading a class/group novel
- reading contracts
- aural and reading comprehension
- personal reading records/log books
- reading journal
- reading aloud for a variety of purposes (eg to younger students, small audience, the class)
- reading onto tape
- borrowing from resource centre/library (independent selection of texts).

Utilises some of the following strategies:
- silent sustained reading
- guided reading
- reading a class/group novel
- reading contracts
- aural and reading comprehension
- personal reading records/log books
- reading journal
- reading aloud for a variety of purposes (eg to younger students, assemblies, SRC, public address)
- reading onto tape
- borrowing from a resource centre/library, selecting independently and managing time and requirements for assignments.

Utilises some of the following strategies to synthesise knowledge:
- proposing alternative endings for the text and demonstrating an understanding of how this may alter themes
- communicating the themes of the text in another way, using another genre
- identifying a set of common elements for a specific genre (eg westerns, science fiction, humour)
- creating elements of stereotypical characters (eg hero and heroine).

**3.11**
Selects and uses a variety of strategies for locating and recording information and for reading, viewing and critically interpreting a range of written and visual texts.

**F 1d T C KC1**

**4.11**
Controls, adjusts and compares a variety of strategies for locating and recording information and for reading, viewing and critically interpreting written and visual texts for specific purposes.

**T C KC1 KC2**
<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>(refer p 43 for Primary Years)</th>
<th>Texts and contexts</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students choose and compose a range of written texts which explore different perspectives about local and some global issues. They apply an understanding of context, purpose and audience to their own writing.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 6</strong></td>
<td><strong>Year 7</strong></td>
<td><strong>Year 8</strong></td>
<td></td>
</tr>
<tr>
<td>Standard 3</td>
<td>Towards Standard 4</td>
<td>Standard 4</td>
<td></td>
</tr>
<tr>
<td>3.4 Composes a range of texts identifying and incorporating text features (eg recount, narrative, procedure, report, exposition, explanation).</td>
<td>4.4 Composes a range of texts incorporating text features (eg recount, narrative, procedure, report, imaginative recount, exposition) and experiments with a range of text features, various perspectives and writing for a wider audience.</td>
<td>3.4 Composes a range of texts that include ideas and information about familiar and some unfamiliar topics and applies an understanding of audience, purpose and context.</td>
<td></td>
</tr>
<tr>
<td>Explores persuasive texts, in particular, including:</td>
<td>Explores how texts are altered to suit different audiences, including letters written for different audiences (eg students write to a newspaper, a member of parliament, a local councillor and tourist operators about saving the River Murray).</td>
<td>4.4 Composes a range of texts that include detailed information and explore different perspectives about a range of issues and adjusts texts for particular audiences, purposes and contexts.</td>
<td></td>
</tr>
<tr>
<td>- advertisements</td>
<td></td>
<td>Id T C KC2</td>
<td></td>
</tr>
<tr>
<td>- letters to the editor (eg of complaint, of application, to promote an idea)</td>
<td></td>
<td>Id C KC2</td>
<td></td>
</tr>
<tr>
<td>- speech scripts (eg for a school role such as traffic monitor, library monitor, chairperson)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- pamphlets, reviews (eg of books, films, excursions)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- summaries with evaluative statements.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.4 Writes increasingly to explore unfamiliar topics (eg school activities, favourite products, new interest topics, films, books, websites, local issues, leadership roles, media issues, environmental issues).</td>
<td>4.4 Writes increasingly to explore local or global issues and topics (eg community facilities, recreation, sporting and cultural events, environmental issues, conflict, politics).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.4 Composes texts on a single topic, such as writing about the demolition of a theme park, showing the ability to adapt to purpose and audience, including:</td>
<td>4.4 Demonstrates knowledge of written text conventions and awareness of context, purpose and audience when writing for less familiar audiences, real or imagined.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- writing a letter as a property developer</td>
<td></td>
<td>Id T C KC2</td>
<td></td>
</tr>
<tr>
<td>- imaginative writing about an important object found in the park</td>
<td></td>
<td>Id C KC2</td>
<td></td>
</tr>
<tr>
<td>- a newspaper report</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- interview questions for a prospective developer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- as a long term resident writing to a relative.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Students choose and compose a range of written texts which explore different perspectives about local and some global issues. They apply an understanding of context, purpose and audience to their own writing.

**In T C KC2 KC3 relating to outcomes**

<table>
<thead>
<tr>
<th>3.4</th>
<th>Shows awareness of a range of perspectives within the school and local community (e.g., students write on a local or school issue from the perspective of a reporter, an advocate, a consumer, a class representative).</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.4</td>
<td>Shows awareness of a wider range of perspectives at the community, regional and state level (e.g., students write on the topic of saving the River Murray from the perspective of a tourist operator, conservationist, irrigator, recreation user, domestic water user).</td>
</tr>
<tr>
<td>3.4</td>
<td>Composes a range of texts that include ideas and information about familiar and some unfamiliar topics and applies an understanding of audience, purpose and context.</td>
</tr>
<tr>
<td>4.4</td>
<td>Composes a range of texts that include detailed information and explore different perspectives about a range of issues and adjusts texts for particular audiences, purposes and contexts.</td>
</tr>
<tr>
<td>KEY IDEAS</td>
<td>Language OUTCOMES</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Students plan and compose, independently, an extensive range of texts on different themes and issues. They demonstrate knowledge about and competent control of language choices in texts in different modes and media.</td>
<td>Selects and uses a variety of language elements and displays these by:</td>
</tr>
<tr>
<td>T C KC2 KC3 relating to outcomes 3.8, 4.8</td>
<td>- sequencing events</td>
</tr>
<tr>
<td></td>
<td>- using headings</td>
</tr>
<tr>
<td></td>
<td>- using paragraphing, logically ordered and with increasing complexity</td>
</tr>
<tr>
<td></td>
<td>- using topic appropriate vocabulary</td>
</tr>
<tr>
<td></td>
<td>- using synonyms and antonyms, including the use of suffixes and prefixes</td>
</tr>
<tr>
<td></td>
<td>- introducing items to support or add to text (eg graphical elements, cliches, proverbs).</td>
</tr>
<tr>
<td></td>
<td>Selects and uses a variety of sophisticated language elements and displays these by:</td>
</tr>
<tr>
<td></td>
<td>- sequencing events with greater detail</td>
</tr>
<tr>
<td></td>
<td>- using chapters and subheadings and creating thoughtful, motivating headings</td>
</tr>
<tr>
<td></td>
<td>- using paragraphing with elements to ensure cohesiveness (eg hence, subsequently, initially, soon after)</td>
</tr>
<tr>
<td></td>
<td>- including quotations, acknowledgments and footnotes</td>
</tr>
<tr>
<td></td>
<td>- varying sentence beginnings with emphasis on gaining and retaining audience attention</td>
</tr>
<tr>
<td></td>
<td>- embedding specialised vocabulary</td>
</tr>
<tr>
<td></td>
<td>- using synonyms and antonyms, including the use of suffixes and prefixes</td>
</tr>
<tr>
<td></td>
<td>- drawing on language for effect by using cliches, metaphors and similes</td>
</tr>
<tr>
<td></td>
<td>- introducing items to support or add to text (eg graphical elements, idioms, palindromes).</td>
</tr>
<tr>
<td></td>
<td>Selects and uses a variety of sophisticated language elements and displays these by:</td>
</tr>
<tr>
<td></td>
<td>- sequencing multiple events with greater detail</td>
</tr>
<tr>
<td></td>
<td>- using a variety of correctly structured paragraphs</td>
</tr>
<tr>
<td></td>
<td>- using sentences of varying length and complexity for effect</td>
</tr>
<tr>
<td></td>
<td>- increasing variety of vocabulary and spelling correctly</td>
</tr>
<tr>
<td></td>
<td>- using similes, metaphors and other imagery, colloquial language, puns, and a variety of conjunctions to provide the reader with information (eg cause and effect, to sum up, probability)</td>
</tr>
<tr>
<td></td>
<td>- showing beginnings of nominalisation, particularly to move writing from spoken mode to a more technical written mode</td>
</tr>
<tr>
<td></td>
<td>- using increasingly sophisticated topic specific vocabulary</td>
</tr>
<tr>
<td></td>
<td>- using a variety of ways to indicate time (eg expression of time, conjunctions, verbs such as wonder and remember).</td>
</tr>
</tbody>
</table>
Students plan and compose, independently, an extensive range of texts on different themes and issues. They demonstrate knowledge about and competent control of language choices in texts in different modes and media.

**GRAMMAR**
- Attempts to maintain consistent tense.
- Maintains consistent person (ie first or third).
- Uses statements, questions, commands and exclamations.
- Combines clauses to form a more complex sentence.
- Uses a range of conjunctions.
- Demonstrates subject–verb agreement.
- Uses a variety of pronouns.
- Shows appropriate use of reference items (eg those/these/that).
- Uses comparative forms of adjectives.
- Uses adverbs and adjectives to enhance meaning.

**PUNCTUATION**
- Uses common punctuation with accuracy.
- Uses direct and indirect speech.

**GRAMMAR**
- Maintains consistent tense.
- Uses complex sentences to link ideas and enhance meaning.
- Uses statements, questions, commands and exclamations.
- Combines clauses to form more complex sentence structures.
- Uses subject–verb agreement.
- Uses a variety of pronouns.
- Shows appropriate use of reference items (eg those/these/that).
- Uses comparative forms of adjectives.
- Uses adverbial and adjectival phrases and clauses to clarify and enhance meaning.

**PUNCTUATION**
- Punctuates broken quotations accurately.

**GRAMMAR**
- Uses language to create poetry/aesthetic texts, showing increasing familiarity with figurative expression.

**GRAMMAR**
- Consolidates and extends ability to:
  - use consistent tense
  - use a variety of complex sentences to communicate ideas and clarity
  - use statements, questions, commands and exclamations
  - combine clauses to form more varied complex sentences structure
  - use subject–verb agreement
  - use a variety of appropriate pronouns
  - use reference items
  - use comparative forms of adjectives
  - use adverbial phrases and clauses to clarify and enhance meaning.

**3.8**
Selects and uses a variety of language aspects when planning and composing a range of well-structured fiction, factual and media texts on different themes and issues.

**4.8**
Controls and adjusts most aspects of language when planning and composing an extensive range of written and multimedia texts on different themes and issues.
**Learning Area: English**

**Writing**  
**Band: Middle Years**  
**Standards: 3 & 4**

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>(refer p 46 for Primary Years)</th>
<th>Strategies</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students develop a range of strategies for planning, composing and reviewing specific written texts. They use a multi-strategic approach to develop consistency and accuracy in the conventions of written texts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Id C KC3 KC6 relating to outcomes 3.12, 4.12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Year 6 Standard 3</th>
<th>Year 7 Towards Standard 4</th>
<th>Year 8 Standard 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plans, prepares and drafts texts of recognised genres, with scaffolding.</td>
<td>Plans texts, choosing appropriate scaffolding which include a clear representation of the key idea and consideration of a specific audience.</td>
<td>Develops a writing plan within set time limits.</td>
</tr>
<tr>
<td>Creates texts by:</td>
<td>Creates texts by:</td>
<td>Identifies clearly, with support, the form, purpose and audience for their text (eg using a proforma, context sheet).</td>
</tr>
<tr>
<td>- creating a new cover for the text</td>
<td>- creating a role-play of a major issue</td>
<td>Uses a range of strategies to spell all key words correctly (eg wordbanks, own spelling dictionary, lists).</td>
</tr>
<tr>
<td>- writing a poem about a character</td>
<td>- writing a poem expressing the views of a character or about an event</td>
<td>Uses punctuation correctly to ensure clear communication.</td>
</tr>
<tr>
<td>- writing an article about the author explaining why the author wrote a particular text</td>
<td>- role-playing characters in a different setting</td>
<td>Edits and proofreads own and others’ work.</td>
</tr>
<tr>
<td>- rewriting the text as a picture book.</td>
<td>- placing the character in a different timeframe or place with different values and describing own reaction</td>
<td>Keeps an organised folio of written work.</td>
</tr>
<tr>
<td></td>
<td>- writing a chapter that comes before or after the text.</td>
<td>Reflects on and evaluates achievements regularly and identifies points of growth.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Uses a range of planning materials provided.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provides structured constructive feedback to other students using prompts supplied.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Uses writing partners.</td>
</tr>
</tbody>
</table>

| OUTCOMES | |
|----------| |
| 3.12 Selects and uses a variety of strategies for planning, composing and reviewing own written texts and for consistently spelling most common words accurately. T C KC3 |
| 4.12 Uses, compares and adjusts multiple strategies for planning, composing and reviewing written texts. T C KC3 |

A&RQ: Have I explicitly modelled and supported my learners to be self-reflective on the feedback they receive?
Students develop a range of strategies for planning, composing and reviewing specific written texts. They use a multi-strategic approach to develop consistency and accuracy in the conventions of written texts.

- Spells most commonly used words accurately.
- Uses punctuation such as capitals, full stops, question marks, exclamation marks, commas, speech marks, and apostrophes of contraction.
- Recognises and corrects common misspellings and takes action using a variety of strategies.
- Uses and checks unfamiliar vocabulary for both spelling and meaning.
- Uses punctuation such as interrupted direct speech marks, capitals, colons, semi-colons and apostrophes of possession.
- Uses paragraphing reflecting genre requirement (eg orientation and complication, resolution, reorientation in a narrative).
- Uses paragraphing reflecting genre requirement (eg thesis, argument(s), elaboration(s) and restatement of thesis in argument).
- Publishes and presents work to individuals and peers through:
  - displays (school, community)
  - class newsletter
  - school newsletter
  - neighbourhood papers.
- Presents and publishes using methods to best suit the purpose including multimedia presentations to a wider community (eg PowerPoint displays, webpages, desktop publishing).
- Reflects upon and evaluates the effectiveness of their product by using teacher-generated or self-generated rubrics for:
  - self-evaluation and assessment
  - peer assessment.
- Asks for feedback from peers, teacher, available adults, and community audience.
- Organises feedback using a variety of methods (eg self-devised proformas/questionnaire), actively seeking it from target audiences and using it as a basis for reflection and further development.

- Uses different ways of starting to compose (eg storyboarding, creating setting or character first, choosing not to start at the beginning yet maintains cohesion).
- Works with others appropriately to develop group products using each other’s strengths and weaknesses.
- Uses own experiences as a basis or starting point of writing (eg developing a character, establishing atmosphere).

3.12 Selects and uses a variety of strategies for planning, composing and reviewing own written texts and for consistently spelling most common words accurately. T C KC3

4.12 Uses, compares and adjusts multiple strategies for planning, composing and reviewing written texts. T C KC3
BIBLIOGRAPHY

- Education Department of South Australia (1985) *Handwriting South Australian modern cursive. R–7 language arts*. Adelaide: Education Department of South Australia.
GLOSSARY

Conjunctions
Binding A large set of conjunctions (eg because, if, as, since) that join two clauses forming a relationship of dependence (hence the notion of ‘binding’). The sentences formed are often labelled complex sentences (eg We went and bought the car after we’d asked the bank for a loan.).
Linking A small set of conjunctions (and, or, so, but) that join two clauses forming a relationship of independence (eg We bought the car on Saturday but we couldn’t pick it up until Tuesday.). They can also be used to join within a group.

CAMPER
A critical thinking tool. The acronym CAMPER stands for:

Classifiers
That part of a noun group which reveals the ‘kind’ or ‘type’ of thing. That is, it indicates a sub-class (eg the gum trees, a farm animal).

Connectives
A broad term to describe elements of the language that join various parts together; for example, the different kinds of conjunctions and elements that act like conjunctions (eg One of the reasons ... instead of Firstly ...).

Genre
A written, spoken or visual text, which moves through recognisable stages in order to achieve a social purpose. Genres are culturally specific (refer appendix).

Graphophonology
The relationship between the sounds of the language (phonology) and the letters and combinations of letters used to represent these sounds (graphology). Graphophonic cues enable readers to identify letters, letter patterns and whole words by sight or from their associated sounds.

Guided reading
The teacher assists students in developing strategies to construct meaning and explore the structures and functions of language as they read, talk and think their way through a text. The teacher works with a small group of students on a text at the students’ instructional level. After establishing prior knowledge of the topic/text type the text is briefly introduced. Each student works with an individual copy of the text. Periods of independent reading are followed by discussion and teaching.

Holdaway List
A list of 406 words that comprise approximately 75 per cent of any book that a student will read. The student is given the words in isolation. It is used to assess the student’s ability to recognise basic high frequency words (refer to Holdaway D. (1990) Independence in reading. 3rd edition, Melbourne: Ashton Scholastic Australia).

Idiom(atic)
This refers to an expression that has meaning that differs from its literal one (eg raining cats and dogs). Idioms also include slang and euphemisms.

Modality
This refers to the elements of the language that express the speaker’s judgment or assessment of certainty, frequency, inclination and obligation. These include: may, might, should, could, must, have to (eg You must always cover it.) probably, certainly, always (eg She always wins.) I believe, I hope, I think (eg I think that’s right.).

Multimodal
Multimodal texts are any communication involving language, and may be spoken, written, visual, digital or in a combination of modes (ie multimodal).
**Multimedia**
Multimedia texts use a computer to present text, graphics, video, animation and sound in an integrated way (e.g., a presentation involving audio and video clips would be considered a 'multimedia presentation'). Educational software that involves animations, sound and text is called 'multimedia software'.

**Noun groups**
A group of words in which the head word is a noun and all the other words serve to specify, quantify, describe, classify or qualify that noun (e.g., *Some of the beautifully wrapped Christmas presents under the tree had been opened.*).

<table>
<thead>
<tr>
<th>quantifies</th>
<th>specifies</th>
<th>describes</th>
<th>classifies</th>
<th>head word</th>
<th>qualifies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some</td>
<td>the</td>
<td>beautifully wrapped</td>
<td>Christmas</td>
<td>presents</td>
<td>under the tree</td>
</tr>
</tbody>
</table>

**Personification**
Personification is a type of metaphor in which the attributes of a person are transferred to inanimate or abstract things (e.g., *The leaves danced in the breeze. Terror enveloped them.*).

**Phonological knowledge**
Encompassing phonemic awareness and phonics. It includes the awareness of the sound components of spoken language discriminating between sounds and words, detecting rhyme and alliteration, manipulation of speech sounds and blending of sounds.

**Q cubes**
Q cubes are a set of dice that have the Question Matrix questions printed on their faces.

**Question Matrix**
A visual tool to assist in devising a range of questions around a topic or idea. It is a matrix of 36 question starters that are based on Bloom’s Taxonomy.

**Relative pronouns**
Pronouns (*who, which, that, whose, whom*) whose function is to relate something back to something primary (e.g., *The woman *who* told me* is sitting over there.*).

**Salisbury List**
A list of words compiled from samples of children’s writing in year levels 3–7. This study was undertaken at Salisbury CAE in 1978–79. The first three hundred words listed made up approximately 72 per cent of the words written by children in the study. Some of the words listed may not currently be in such frequent use as indicated and other words may now feature. For a full list of the 2000 words most frequently written by Adelaide children in this study refer to: Education Department of South Australia (1984) *Spelling R–7 language arts*. Adelaide: Education Department of South Australia.

**Tense**
The tense is the setting in time of a clause.

**Primary** tenses are the past, present and future, for example:
- past: *I ate, I said*
- present: *I am eating, I know what you mean.*
- future: *I will eat, I’m going to have it later.*

**Secondary** tenses are those that are a combination of the primary tenses; for example:
- the present happening in the past: *I was eating my dinner.*
- the past happening in the present: *I have eaten my dinner.*
- the past happening in the past: *I had eaten my dinner.*

## APPENDIX: Typical genres in education contexts and their social purposes

<table>
<thead>
<tr>
<th>Genre</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Story genres</strong></td>
<td></td>
</tr>
<tr>
<td>Narrative and traditional</td>
<td>To entertain as well as to instruct the reader or listener about cultural values.</td>
</tr>
<tr>
<td>stories such as fables</td>
<td></td>
</tr>
<tr>
<td>Personal recount</td>
<td>To record chronologically a series of past personal events in order to entertain, and to</td>
</tr>
<tr>
<td></td>
<td>form and build on relationships.</td>
</tr>
<tr>
<td><strong>Factual genres</strong></td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>To describe some of the features of particular people, places or things. This can lead to the</td>
</tr>
<tr>
<td></td>
<td>‘Appearance’ stage in information reports, for example.</td>
</tr>
<tr>
<td>Information report</td>
<td>To provide accurate and relevant information about our living and non-living world. Reports</td>
</tr>
<tr>
<td>- taxonomic</td>
<td>include visual texts. A taxonomic report will usually answer the question: What kinds? while</td>
</tr>
<tr>
<td>- descriptive</td>
<td>a descriptive report will answer: What about? (eg A report entitled Whales will usually be</td>
</tr>
<tr>
<td></td>
<td>taxonomic, while one entitled The Humpback Whale will be descriptive).</td>
</tr>
<tr>
<td>Practical report</td>
<td>To provide a recount of the method undertaken in a practical, as well as the results and the</td>
</tr>
<tr>
<td></td>
<td>conclusions.</td>
</tr>
<tr>
<td>Recount</td>
<td>To relate chronologically a series of past events in order to inform. These events may concern</td>
</tr>
<tr>
<td>- biographical</td>
<td>an individual other than the writer (biographical recounts), or may be about events that occurred</td>
</tr>
<tr>
<td>- historical</td>
<td>in a specific historical period (historical recounts).</td>
</tr>
<tr>
<td>Historical account</td>
<td>To account for why events occurred during a particular time in history. This builds on an</td>
</tr>
<tr>
<td></td>
<td>historical recount by providing the causes for events.</td>
</tr>
<tr>
<td>Explanation</td>
<td>To explain how and why processes occur in our social and physical worlds. Sequential</td>
</tr>
<tr>
<td>- sequential</td>
<td>explanations connect the events in a process chronologically. Causal explanations not only</td>
</tr>
<tr>
<td>- causal</td>
<td>connect the events in a process chronologically but do so causally as well.</td>
</tr>
<tr>
<td>Expository genres</td>
<td>To present arguments on an issue. An analytical argument attempts to persuade the reader/listener</td>
</tr>
<tr>
<td>- argument</td>
<td>to agree with a particular point of view. An hortatory argument presents arguments and also</td>
</tr>
<tr>
<td>- analytical</td>
<td>tries to persuade the reader/listener to take some action.</td>
</tr>
<tr>
<td>- hortatory</td>
<td>Discussions present the case for more than one point of view about an issue.</td>
</tr>
<tr>
<td>- discussion</td>
<td></td>
</tr>
<tr>
<td>Procedure</td>
<td>To instruct someone to make or do things.</td>
</tr>
<tr>
<td><strong>Response genres</strong></td>
<td></td>
</tr>
<tr>
<td>Personal response</td>
<td>To respond personally to a culturally significant work.</td>
</tr>
<tr>
<td>Review</td>
<td>To assess the appeal and value of a culturally significant work, providing some information about</td>
</tr>
<tr>
<td></td>
<td>the text and evaluation.</td>
</tr>
<tr>
<td>Interpretation</td>
<td>To interpret what a culturally significant work is trying to say, providing some information from</td>
</tr>
<tr>
<td></td>
<td>the work to support the interpretation.</td>
</tr>
<tr>
<td>Critical response</td>
<td>To critique a culturally significant work by analysing and making transparent the cultural values of</td>
</tr>
<tr>
<td></td>
<td>the work, providing evidence to support the challenges the response makes.</td>
</tr>
</tbody>
</table>

Adapted from resources by the Write it Right Project of the Disadvantaged Schools Program, Metropolitan East Region, NSW Department of School Education