The BitL tool – English years F– 10
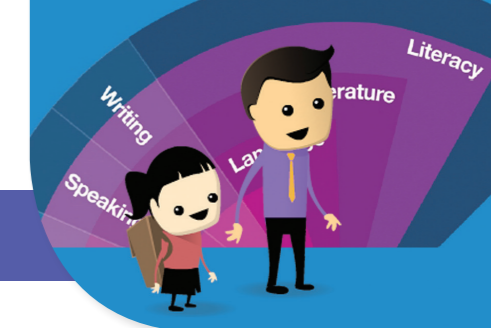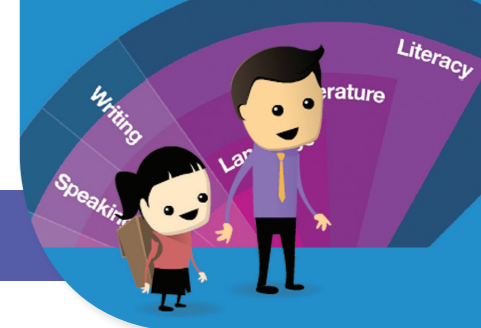
F–2	3–4	5–6	7–8	9–10
What do you already think?	**What do you already think?**	**What do you already think?**	**What do you already think?**	**What do you already think?**
What strategies can you use before listening, reading or viewing a text?	**What strategies can you use before listening, reading or viewing a text?**	**What strategies can you use before listening, reading or viewing a text?**	**What strategies can you use before listening, reading or viewing a text?**	**What strategies can you use before listening, reading or viewing a text?**
Activate prior knowledge of the topic.	Activate prior knowledge of the topic.	Activate prior knowledge of the topic.	Activate prior knowledge of the topic.	Activate prior knowledge of the topic.
Establish a purpose for engaging with the text.	Establish a purpose for engaging with the text.	Establish a purpose for engaging with the text.	Establish a purpose for engaging with the text.	Establish a purpose for engaging with the text.
Make predictions.	Make predictions.	Make predictions.	Make predictions.	Make predictions.
Preview the text structure.	Preview the text structure.	Preview the text structure.	Preview the text structure.	Preview the text structure.

■ Language strand   ■ Literacy strand   ■ Literature strand

F–2	3–4	5–6	7–8	9–10
Pedagogical questions:	**Pedagogical questions:**	**Pedagogical questions:**	**Pedagogical questions:**	**Pedagogical questions:**
• Why would we want to read/view/listen to this text? • What do you already know about the topic? • What questions do you have? • What are the different ways things are told? • What can you imagine?	• Why would we want to read/view/listen to this text? • What do you already know about the topic? • What do you already know about the historical or cultural context? • What questions do you have? • What can you imagine?	• Why would we want to read/view/listen to this text? • What do you already know about the topic? • What do you already know about the historical or cultural context? • What questions could you ask that might be answered by the text? • What can you imagine?	• Why would we want to read/view/listen to this text? • What do you already know about the topic? • What do you already know about the historical or cultural context? • What questions could you ask that might be answered by the text? • What can you imagine?	• Why would we want to read/view/listen to this text? • What do you already know about the topic? • What do you already know about the historical or cultural context? • What questions could you ask that might be answered by the text? • What can you imagine?

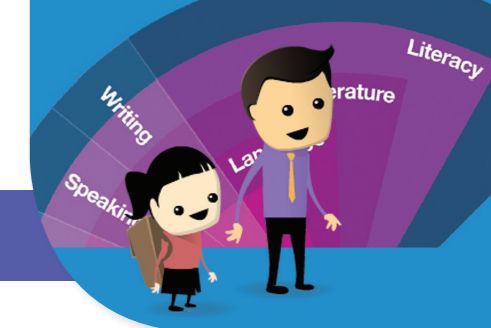| F–2	3–4	5–6	7–8	9–10
By the end of Year 1, students, 'identify the language features, images and vocabulary used to describe characters and events and give reasons for personal preferences for texts' (Achievement Standard). They do this through 'written and multimodal texts designed to entertain and inform… including picture books' (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.	*By the end of Year 3, students 'select information, ideas and events in texts that relate to their own lives and to other texts and contribute actively to class and group discussions' (Achievement Standard). They do this through literary texts that 'extend over several pages and involve unusual happenings within a framework of familiar experiences' (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.*	*By the end of Year 6, students 'analyse and explain how language features, images and vocabulary are used by different authors and they select and use evidence from a text to explain their response to it. Select information, ideas and events in texts that relate to their own lives and to other texts and contribute actively to class and group discussions' (Achievement Standard). They do this through literary texts that 'explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings' (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.*	*By the end of Year 8, 'students select evidence from the text to show how events, situations and people can be represented from different viewpoints and understand how the selection of language features can be used for particular purposes and effects' (Achievement Standard). They do this through texts that 'include various types of media texts including newspapers, magazines and digital texts' (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.*	*By the end of Year 10, students 'develop and justify their own interpretations of text and explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments' (Achievement Standard). They do this through a 'wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade' (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.*
Example: Year 1 – Picture books from different cultures	**Example: Year 3 – Collaborative group work**	**Example: Year 6 - Text analysis**	**Example: Year 8 - Text analysis of media texts**	**Example: Year 10 - Representations in texts**
Language: Expressing and developing ideas (texts) Compare different kinds of images in narrative and informative texts and discuss how they contribute to the meaning.	*Language: Language for interaction (texts)* Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations.	*Language: Expressing and developing ideas (identity)* Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion.	*Language: Language variation and change (texts)* Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return.	*Language: Language for interaction (identity)* Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication.
Literature: Literature and Context (identity) Express preferences for specific texts and authors and listen to the opinions of others.	*Literature: Responding to literature (identity)* Draw connections between personal experiences and the worlds of texts, and share responses with others.	*Literature: Examining literature (texts)* Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose.	*Literature: Examining literature (identity)* Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups.	*Literature: Responding to literature (texts)* Evaluate the social, moral and ethical positions represented in texts.
Literacy: Texts in context (choosing and using) Respond to texts drawn from a range of cultures and experiences.	*Literacy: Interacting with others (choosing and using)* Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations.	*Literacy: Interpreting, analysing, evaluating (choosing and using)* Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge on context, text structures and language features.	*Literacy: Texts in context (choosing and using)* Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication.	*Literacy: Interpreting, analysing, evaluating (choosing and using)* Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence.
Why would we want to read this picture book? What do you already know about the topic? What questions do you have?	Why would we want to contribute to this discussion? What do you already know about the topic? What ideas might you share with others? What can you imagine others will say?	What do you already know about this topic? What language do you imagine will be used in this text? What makes you think this?	What do you already know about the historical or cultural context of this text? What can you imagine this text will be about?	What do you already know about this topic? What do you already know about the historical or cultural context? What questions could you ask that might be answered by the text?

The BitL tool – English years F– 10

F–2	3–4	5–6	7–8	9–10
Can you identify purposes, contexts and audiences?	**Can you identify purposes, contexts and audiences?**	**Can you identify purposes, contexts and audiences?**	**Can you identify purposes, contexts and audiences?**	**Can you identify purposes, contexts and audiences?**
What are the purposes of different texts?	**How do different texts meet different purposes?**	**How do authors change structures for different purposes?**	**How are different features combined for different purposes?**	**How do language devices serve different purposes in different ways?**
Students listen to, read and view a range of texts for pleasure, including picture books, simple chapter books, non-fiction, poetry and drama.	Students listen to, read and view a variety of texts whose primary purpose is aesthetic, including simple chapter books, non-fiction, poetry and drama.	Students listen to, read and view a range of texts whose primary purpose is aesthetic, including junior and early adolescent fiction, non-fiction, poetry and drama.	Students listen to, read and view a variety of texts whose primary purpose is aesthetic, including early adolescent fiction, non-fiction, poetry and drama.	Students listen to, read and view a range of texts whose primary purpose is aesthetic, including early adolescent fiction, non-fiction, poetry and drama.
Informative and persuasive texts, including print and digital texts, present new content about topics of interest and topics studied in other curriculum areas and are used by students as models for constructing their own work.	Informative and persuasive texts, including print and digital texts, present new content about topics of interest and topics studied in other curriculum areas and are used by students as models for constructing their own work.	Informative and persuasive texts, including media texts, present technical and content information about a wide range of topics of interest and topics studied in other curriculum areas.	Informative and persuasive texts, including media texts, present technical and content information about specialised topics and comprise more complex text structures and language features.	Informative and persuasive texts, including media and performance texts, represent a synthesis of technical and abstract information about specialised topics and include themes and issues involving abstraction, higher order reasoning and intertextual references.
The context and audience is familiar and everyday as students learn to deconstruct texts about their own and other cultures.	The contexts and audiences are mostly familiar but also include a range of contexts that relate to other areas of the curriculum and the community.	Contexts and audiences relate to all areas of the curriculum and the community and to contemporary as well as traditional cultural aspects.	Contexts and audiences involve familiar and unfamiliar, including those that relate to the curriculum, the school community, regional and global aspects.	Contexts and audiences are familiar and unfamiliar and include local community, regional, vocational and global aspects.

■ **Language strand**   ■ **Literacy strand**   ■ **Literature strand**

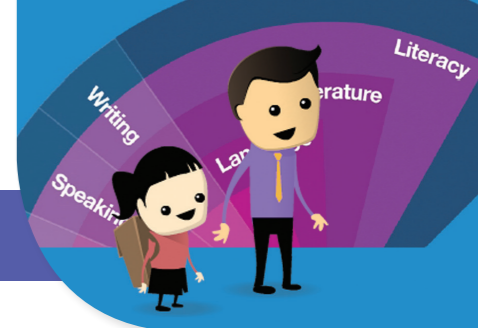| **Pedagogical questions:**	**Pedagogical questions:**	**Pedagogical questions:**	**Pedagogical questions:**	**Pedagogical questions:**
• What do we think the text will be about? (predicting and questioning, pre-reading strategies) • What is the text for? • Who are the stories about? • How are stories told? • What do we think will happen in the story? • How do we know where the story takes place? • Can we tell where the story comes from? • What is the information for? • How does this affect the length of the text and how it is written/spoken? • Who is the text for?	• What is the purpose of this text? How do you know? • What does this text need to do to achieve its purpose? • Why is this text spoken and not written? • Why is this text written and not spoken? • Who is the audience for this text? How do you know? • How is the text structured? • Does the structure suit the purpose, topic and audience? How? • What ideas /information do you expect from this text? Are there clues? Where did you find them?	• What is the purpose of this text? How do you know? • Who is the audience for the text? How do you know? • How is it structured/laid out? How does the structure of the text help it to achieve its purpose? • Has the author experimented with the structure of the text to achieve a particular purpose? How? • Has the author experimented with the language features of the text to achieve a particular purpose? How? • What ideas /information do you expect from this text? Are there clues? What are they? Where did you find them?	• How can the purpose and audience of the text affect its structure? • Does the text help us to understand the way it is structured? How? • How might persuasive texts be affected by the medium of communication that is used?	• Can you identify the purposes and effects of different spoken text structures? • How might the structure of the text relate to the purpose and audience for the medium used? • Do you think there are similarities in purpose/text structure between traditional and contemporary texts in different media? Do you think there are differences? Can you explain them?

The BitL tool – English years F– 10

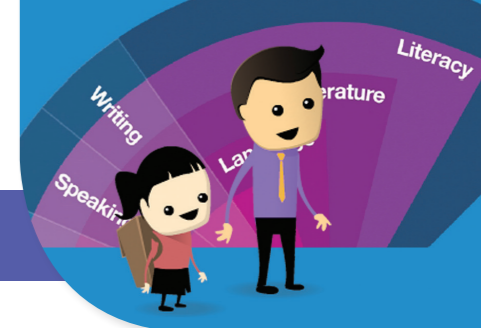| F–2	3–4	5–6	7–8	9–10
Can you identify purposes, contexts and audiences? Continued	**Can you indentify purposes, contexts and audiences?** Continued	**Can you indentify purposes, contexts and audiences?** Continued	**Can you indentify purposes, contexts and audiences?** Continued	**Can you indentify purposes, contexts and audiences?** Continued
By the end of Year 1, students, 'identify the language features, images and vocabulary used to describe characters and events and give reasons for personal preferences for texts' (Achievement Standard). They do this through 'written and multimodal texts designed to entertain and inform… including picture books' (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.	*By the end of Year 3, students 'select information, ideas and events in texts that relate to their own lives and to other texts and contribute actively to class and group discussions' (Achievement Standard). They do this through literary texts that 'extend over several pages and involve unusual happenings within a framework of familiar experiences' (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.*	*By the end of Year 6, students 'analyse and explain how language features, images and vocabulary are used by different authors and they select and use evidence from a text to explain their response to it. Select information, ideas and events in texts that relate to their own lives and to other texts and contribute actively to class and group discussions' (Achievement Standard). They do this through literary texts that 'explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings' (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.*	*By the end of Year 8, 'students select evidence from the text to show how events, situations and people can be represented from different viewpoints and understand how the selection of language features can be used for particular purposes and effects' (Achievement Standard). They do this through texts that 'include various types of media texts including newspapers, magazines and digital texts' (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.*	*By the end of Year 10, students 'develop and justify their own interpretations of text and explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments' (Achievement Standard). They do this through a 'wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade' (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.*
Example: Year 1 – Picture books from different cultures *Language: Expressing and developing ideas (texts)* Compare different kinds of images in narrative and informative texts and discuss how they contribute to the meaning. *Literature: Literature and Context (identity)* Express preferences for specific texts and authors and listen to the opinions of others. *Literacy: Texts in context (choosing and using)* Respond to texts drawn from a range of cultures and experiences.	**Example: Year 3 – Collaborative group work** *Language: Language for interaction (texts)* Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations. *Literature: Responding to literature (identity)* Draw connections between personal experiences and the worlds of texts, and share responses with others. *Literacy: Interacting with others (choosing and using)* Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations.	**Example: Year 6 - Text analysis** *Language: Expressing and developing ideas (identity)* Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion. *Literature: Examining literature (texts)* Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose. *Literacy: Interpreting, analysing, evaluating (choosing and using)* Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge on context, text structures and language features.	**Example: Year 8 - Text analysis of media texts** *Language: Language variation and change (texts)* Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return. *Literature: Examining literature (identity)* Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups. *Literacy: Texts in context (choosing and using)* Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication.	**Example: Year 10 - Representations in texts** *Language: Language for interaction (identity)* Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication. *Literature: Responding to literature (texts)* Evaluate the social, moral and ethical positions represented in texts. *Literacy: Interpreting, analysing, evaluating (choosing and using)* Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence.
What do you think will happen in this story? How do we know where the story takes place? Can we tell where the story comes from? What clues does the author give us? Who do you think this story is for? Why?	What is the purpose of this discussion? How do you know? How might you share your ideas/information? What ideas/information do you expect from other group members? Why?	What is the purpose of this text? How do you know? Who is the audience for this text? How do you know? Has the author experimented with the language features of the text to achieve a particular purpose? How?	How can the purpose and audience of the text affect its structure? How might persuasive texts be affected by the medium of communication that is used?	Do you think there are similarities/differences in how this topic is represented in traditional and contemporary texts? Can you give some examples and explain why they might be different?

The BitL tool – English years F– 10

F–2	3–4	5–6	7–8	9–10

How can you make meanings?

What meaning making strategies do you learn to use with texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information?

Text processing strategies eg monitoring meaning and self-correcting using context, prior knowledge, punctuation, language and phonic knowledge.

Comprehension strategies applied eg making connections, visualising, questioning, inferring, determining importance, summarising and synthesising to describe literal and implied meaning, main ideas and supporting details.

Listening for particular purposes.

How can you make meanings?

What meaning making strategies can you use to learn using texts that have varied structures according to purpose and audience?

Text processing strategies eg monitoring meaning, predicting, confirming, rereading, reading on, self-correcting and reviewing.

Comprehension strategies applied eg making connections, visualizing, questioning, inferring, determining importance, summarizing and synthesizing to describe literal and implied meaning, connecting ideas across different texts.

Listening for key points.

How can you make meanings?

What meaning making strategies can you use to comprehend different texts with varied content, features and structures, by a range of authors?

Navigating texts for specific purposes applying strategies such as monitoring meaning, skimming and scanning and interpreting features such as glossaries and subheadings.

Comprehension strategies applied eg making connections, isualizing, questioning, inferring, determining importance, summarizing and synthesizing to compare and analyse information in different texts, explaining literal and implied meaning and the effects of different text features and structures.

Selecting and using evidence to explain responses.

Listening to clarify content and challenge ideas.

How can you make meanings?

What meaning making strategies can you use to interpret different texts across a variety of modes, representing a range of viewpoints?

Text processing strategies and comprehension strategies as well as an expanding vocabulary applied to increase fluency and comprehension.

Analysis of features according to audience and purpose and the reliability of sources of ideas and information.

Selecting evidence to show representations from different viewpoints.

Listening for and identifying different emphases in texts, using that information to elaborate upon discussions.

How can you make meanings?

What meaning making strategies can you use to evaluate information and connect ideas in innovative texts by a range of authors?

Reading paths, techniques and comprehension strategies applied appropriately to the text to retrieve and connect ideas within and between texts.

Developing own interpretations and evaluating other interpretations.

Listening for ways that features within texts can be manipulated to achieve particular effects.

🟩 Language strand 🟦 Literacy strand ⬛ Literature strand

Pedagogical questions:

- How can we show people that we are listening to them?
- Do we look at the people we are listening to? Why?
- Does everyone speak the same language?
- What different ways of communicating are there? How are they used?
- What do people tell?
- Who do people speak with?
- Why do people write some things but say other things?
- Are patterns used in the text? Why? How?
- What sounds do we use? How do we write these sounds?
- How are sounds put together?
- What are words?
- What words might we use to talk about our thinking (I think, I like, I believe)?
- What words can people use to show how strongly they feel about something (modality)?
- What are sentences? How are ideas put together in a sentence?
- What is punctuation for?
- How is punctuation used?
- What information can we get from the text/illustrations?
- Do the words and images give the same meaning?
- Does the author use the text/ illustrations to tell us about the character? How?
- How do we understand what is written?
- Does the author tell us about the setting? How? Why?
- What does the author tell us about the characters? How?

Pedagogical questions:

- Which strategies help you make meaning from the text?
- How can comprehension strategies increase understanding?
- How can you check your understanding while you are reading?
- Whose view does the text represent? Whose view is missing?
- What information can we get from the text/illustrations (eg setting/characters/events/facts)?
- What are the language features of this text? How do they help you understand the text?
- Are paragraphs used? Why?
- What language is used to link ideas? How?
- How can noun groups and verb groups enrich meaning?
- How can adverbs and prepositional phrases add to meaning?
- How does the author use adverbs and modal verbs to express an opinion? Can you find some examples?
- What words and phrases are used to describe the setting?
- How can different words change the mood/setting?
- How does the author use words to make us feel sad/excited/ scared…?
- What punctuation is used in this text? (eg apostrophes, quotation marks, speech marks) What difference does it make?
- Is technical language used? Why?
- What different communication systems do languages use (written/visual/oral)?
- Do we use words that have come from other languages? Can you give some examples?
- What strategies can you use to learn to spell new words? How do you decide which one to use?

Pedagogical questions:

- Which strategies can help you to understand this text effectively?
- What comprehension strategies can increase your understanding? How?
- When do you use different strategies? How do you decide which one to use?
- How do the images used in factual texts increase your understanding/add to meaning?
- What effects do visual elements, their organisation and placement have on audiences?
- How do vocabulary choices affect the meaning, feelings and opinions in texts?
- How does the context in which it is used affect the meaning a word can have?
- How can you use verb phrases and adverb phrases to sharpen ideas?
- How has English changed over time? Why?
- Does everyone speak English in the same way?
- What helps you to find the information you need?
- How formal is the text?
- Is the text biased? In what way (objective/subjective)?
- How does the author try to influence the audience?
- Has the author changed the structure for particular persuasive or humorous effects? How?
- Is the text written from a particular viewpoint? How can you tell?
- How is the viewpoint in the text communicated through language (eg bias)?
- Could the text have shown other viewpoints? Whose? Why?
- How would a different viewpoint affect your response?

Pedagogical questions:

- Which strategies can you use to interpret the text?
- How can comprehension strategies help you synthesise and critique ideas and issues? When do you use different strategies? Why?
- What devices have been used to increase the complexity of the text?
- How can the purpose and audience of the text affect its language features?
- How has language been compressed to achieve dramatic effect?
- Are clause structures used to pack more information into the text? How?
- What devices are used to improve text cohesion/flow?
- What punctuation conventions are used? Why?
- Does the text employ modality? If so, how?
- Does the text employ normalisation? If so, how and why?
- Is specialised vocabulary used in the text? Why has it been used?
- What 'new' words do we have now to describe new technology?
- How does the vocabulary of the text contribute to its technicality, abstraction or style?
- What factors influence the way we use English?
- How is English continuing to change? Why?
- How has English influenced, and been influenced by, other languages?
- How has language evolved over time? What factors have influenced its evolution?

Pedagogical questions:

- Which strategies can help you to retrieve information and connect ideas?
- How do you use comprehension strategies to compare and contrast texts?
- How can you use comprehension strategies to identify and analyse embedded perspectives?
- How do the structure, language and visual choices in texts influence the way people, events, cultures, places, objects and concepts are represented?
- What values/beliefs/assumptions are present in the text? How can you tell? How are these values/beliefs/ assumptions influenced by purpose and likely audience?
- How have different perspectives been constructed to serve the text's purpose?
- Does the author creatively use sentence and clause structures in the text? How? Why?
- How are higher order concepts developed through clause combinations and nominalisations?
- How are higher order concepts developed through technicality and abstraction?
- For what purposes has the author creatively used spelling (eg to create humour)?
- For what purposes are punctuation, layout and font variations used?
- How might visual features of the text influence audience response?
- For what purposes and effects has the author innovated with the structure and language features of the text?
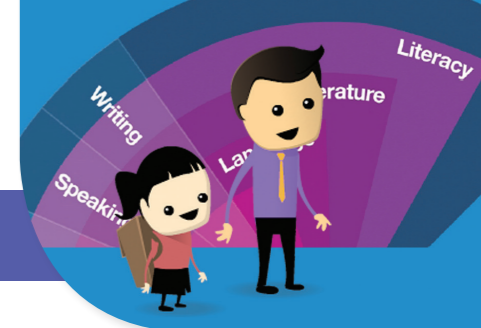
The BitL tool – English years F– 10

F–2	3–4	5–6	7–8	9–10
How can you make meanings? Continued	**How can you make meanings?** Continued	**How can you make meanings?** Continued • What are the language features of the text? • Has the author used language features to make the text more entertaining/humorous? How? • Do the language features help the text meet its purpose? How? • Are chapters/headings/sub-headings used? Why? • How does the sentence structure of the text help you to make predictions? • Are complex sentences used? In what ways? • What is the difference between a main and a subordinate clause? When would you use them? • What words have been used to help the text flow or to increase its cohesion? • What punctuation has been used in this text? For what purpose?	**How can you make meanings?** Continued	**How can you make meanings?** Continued • What are the conventions for citing others? Why are they used? • How does English continue to evolve? Why? • Have words been lost? Can you explain why they might have been lost? • What might cause the creation of 'new' words?

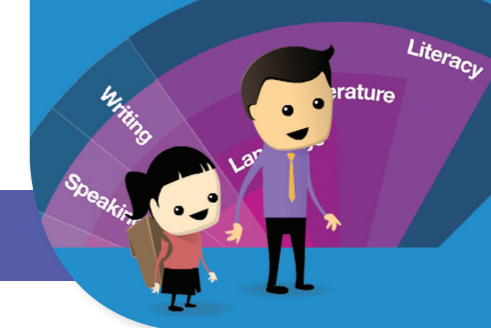| F–2	3–4	5–6	7–8	9–10
By the end of Year 1, students, 'identify the language features, images and vocabulary used to describe characters and events and give reasons for personal preferences for texts' (Achievement Standard). They do this through 'written and multimodal texts designed to entertain and inform… including picture books' (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using. **Example: Year 1 – Picture books from different cultures** **Language: Expressing and developing ideas (texts)** Compare different kinds of images in narrative and informative texts and discuss how they contribute to the meaning. **Literature: Literature and Context (identity)** Express preferences for specific texts and authors and listen to the opinions of others. **Literacy: Texts in context (choosing and using)** Respond to texts drawn from a range of cultures and experiences. What information can we get from the images? Do the words and images give the same meaning? How? Does the author use images to tell us about the character/s? How?	By the end of Year 3, students 'select information, ideas and events in texts that relate to their own lives and to other texts and contribute actively to class and group discussions' (Achievement Standard). They do this through literary texts that 'extend over several pages and involve unusual happenings within a framework of familiar experiences' (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using. **Example: Year 3 – Collaborative group work** **Language: Language for interaction (texts)** Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations. **Literature: Responding to literature (identity)** Draw connections between personal experiences and the worlds of texts, and share responses with others. **Literacy: Interacting with others (choosing and using)** Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations. How can you check your understanding while you are listening? Which strategies help you listen for key points? Whose viewpoint is represented? Whose is missing? What language can you use to link ideas? How can you express your opinion? What words and phrases might you use to describe your ideas? What technical words might you use? Why? How might you summarise your information?	By the end of Year 6, students 'analyse and explain how language features, images and vocabulary are used by different authors and they select and use evidence from a text to explain their response to it. Select information, ideas and events in texts that relate to their own lives and to other texts and contribute actively to class and group discussions' (Achievement Standard). They do this through literary texts that 'explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings' (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using. **Example: Year 6 - Text analysis** **Language: Expressing and developing ideas (identity)** Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion. **Literature: Examining literature (texts)** Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose. **Literacy: Interpreting, analysing, evaluating (choosing and using)** Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge on context, text structures and language features. Which strategies can help you to understand this text effectively? Which strategies help you make meaning of the language used in this text? How did you decide which ones to use? How does the author try to influence the audience? Has the author changed the structure for particular persuasive or humorous effects? How? How is the viewpoint in the text communicated through language (eg bias)?	By the end of Year 8, 'students select evidence from the text to show how events, situations and people can be represented from different viewpoints and understand how the selection of language features can be used for particular purposes and effects' (Achievement Standard). They do this through texts that 'include various types of media texts including newspapers, magazines and digital texts' (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using. **Example: Year 8 - Text analysis of media texts** **Language: Language variation and change (texts)** Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return. **Literature: Examining literature (identity)** Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups. **Literacy: Texts in context (choosing and using)** Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication. How can the purpose and audience of the text affect its language features? How has language been compressed to achieve dramatic effect? Is specialised vocabulary used in the text? Why has it been used? How is English continuing to change? Why? How has language evolved over time? What factors have influenced its evolution?	By the end of Year 10, students 'develop and justify their own interpretations of text and explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments' (Achievement Standard). They do this through a 'wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade' (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using. **Example: Year 10 - Representations in texts** **Language: Language for interaction (identity)** Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication. **Literature: Responding to literature (texts)** Evaluate the social, moral and ethical positions represented in texts. **Literacy: Interpreting, analysing, evaluating (choosing and using)** Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence. How can you use comprehension strategies to identify and analyse embedded perspectives? How do the structure, language and visual choices in texts influence the way people, events, cultures, places, objects and concepts are represented? What values/beliefs/assumptions are present in the text? How can you tell? How are these values/beliefs/ assumptions influenced by purpose and likely audience? How have different perspectives been constructed to serve the text's purpose?

The BitL tool – English years F– 10

F–2	3–4	5–6	7–8	9–10
How can you make connections?	**How can you make connections?**	**How can you make connections?**	**How can you make connections?**	**How can you make connections?**
How can we connect texts to self, other texts and the world around us?	How can you make connections between and across texts as well as to purpose and audience?	How can you make connections between text features and structures and their effects?	How can you make connections between features, structures and the medium or mode used?	How can you make connections between features, structures and adaptations for particular effects?
Listening for particular purposes.	Listening for key points in discussions.	Listening to discussions, clarifying content and challenging others' ideas.	Listening for and identifying different emphases in texts, using that information to elaborate upon discussions.	Listening for ways language features within texts can be manipulated to achieve particular effects.
Listening for and manipulating sound combinations and rhythmic sound patterns.	Explaining how language features, images and vocabulary are used to engage audiences.	Understanding how the use of text structures can achieve particular effects.	Understanding how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences.	Evaluating how text structures can be used in innovative ways by different authors.
Understanding how similar texts share characteristics.	Describing literal and implied meaning, connecting ideas in different texts.	Analysing and explaining how language features, images and vocabulary are used by different authors to represent ideas, characters and events.	Explaining how language features, images and vocabulary are used to represent different ideas and issues in texts.	Explaining how the choice of language features, images and vocabulary contributes to the development of individual style.
Identifying text structures and language features used to describe characters, settings and events.	Understanding that texts have different text structures depending on purpose and audience.	Selecting and using evidence from a text to explain responses.	Interpreting texts, questioning the reliability of sources.	Developing and justifying own interpretations of texts.
Comparing content between texts.			Selecting evidence from the text to show how events, situations and people can be represented from different viewpoints.	Evaluating other interpretations, analysing the evidence used to support them.

■ **Language strand** ■ **Literacy strand** ■ **Literature strand**

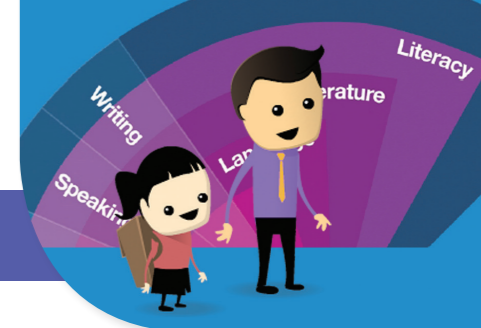| Pedagogical questions:	Pedagogical questions:	Pedagogical questions:	Pedagogical questions:	Pedagogical questions:
• Has something like this (story/ event) happened in your life? How was it the same? How was it different?	• Does the author use strategies to engage the audience? What are they?	• Do other texts (in other media) present this idea/information differently? How?	• How are events, characters and settings combined in different kinds of stories?	• How does the author combine language and visual features to present information, opinion and perspective?
• Where have you seen/heard a text like this? When?	• Are the language features of texts from earlier times similar to/different from those of contemporary texts? How?	• How do the different text media make you feel/understand differently?	• What are the effects of different representations in different media?	• How can you connect and compare representations of individuals and groups in different historical, social and cultural contexts?
• Is this text the same/different from …….? (comparing to another text read/viewed/listened to on same topic) How?	• Why do you think characters/ ideas are portrayed differently in these texts?	• What similarities/differences are there between this text and your own experience?	• How are audiences influenced by the structures and features of multimodal texts?	• What intertextual connections can you make based on the structure and features of literary texts?
• Are the words and images connected? How? Why?	• How can similar stories be represented differently by other authors/different text types?	• What similarities/differences are there between this text and texts with similar themes/topics?	• What are the effects of technological innovations on texts?	• How is 'voice' used in literary texts to evoke particular emotional responses?
• What extra information might we get when we put the text and illustrations together?	• How do different viewpoints make audiences feel/ understand/respond differently?	• What characteristics help you define the author's style? How do they work?	• Does the author combine different modes and media in creating the text? Why? How?	• How reliable is this source of information? How do you know?
• If we could add an image what would it be? Why?	• What are the similarities/ differences in storylines?	• What connections can you make between aspects of the text and the historical/social/cultural context?	• How are Country and Place, People, Identity and Culture interconnected in texts?	• How do still and moving images influence audiences?
• Are the images in a story different to the images in an information text? How? Why?	• What ideas/information can you connect from different parts of the text?	• What ideas/information can you connect from different parts of the text?	• How do combinations of words and images in texts represent particular groups in society? How do texts position readers in relation to those groups?	
• Which part of the sentence tells you 'who'/'what'/'where'/'how'?	• What effects do visual elements and their placement have on audiences?	• For what purposes do poetry and songs use word patterns and images?	• How do conventions of speech adopted by communities (including accents and idioms) influence personal identities?	
• In what ways can two ideas in a sentence be connected?	• How is the vocabulary used connected to purpose, audience and context?		• How might you connect the ideas and viewpoints in texts drawn from different historical, social and cultural contexts? What strategies could you use?	
• Are there nouns, verbs and adverbs in the text? Can we find examples of each?	• How is the vocabulary used connected to the formality of the text?		• Do the ideas and viewpoints in the text reflect or challenge the values of individuals and groups? How?	
• What connections can we make between sounds and words to make patterns and rhymes?	• What connections can you make between the sounds and patterns of real words and nonsense words?		• How do stories draw on our knowledge of other stories? Why?	
	• How is word play connected to text purpose?			

The BitL tool – English years F– 10

F–2	3–4	5–6	7–8	9–10
How can you make connections? Continued	**How can you make connections?** Continued	**How can you make connections?** Continued	**How can you make connections?** Continued	**How can you make connections?** Continued

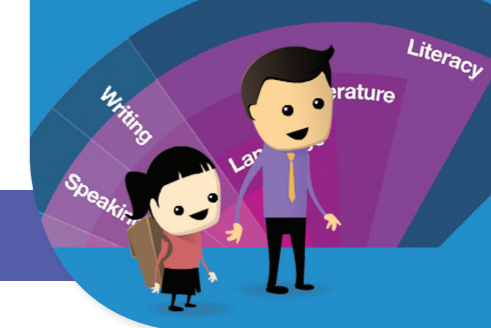| F–2	3–4	5–6	7–8	9–10
By the end of Year 1, students, 'identify the language features, images and vocabulary used to describe characters and events and give reasons for personal preferences for texts' (Achievement Standard). They do this through 'written and multimodal texts designed to entertain and inform… including picture books' (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.	*By the end of Year 3, students 'select information, ideas and events in texts that relate to their own lives and to other texts and contribute actively to class and group discussions' (Achievement Standard). They do this through literary texts that 'extend over several pages and involve unusual happenings within a framework of familiar experiences' (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.*	*By the end of Year 6, students 'analyse and explain how language features, images and vocabulary are used by different authors and they select and use evidence from a text to explain their response to it. Select information, ideas and events in texts that relate to their own lives and to other texts and contribute actively to class and group discussions' (Achievement Standard). They do this through literary texts that 'explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings' (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.*	*By the end of Year 8, 'students select evidence from the text to show how events, situations and people can be represented from different viewpoints and understand how the selection of language features can be used for particular purposes and effects' (Achievement Standard). They do this through texts that 'include various types of media texts including newspapers, magazines and digital texts' (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.*	*By the end of Year 10, students 'develop and justify their own interpretations of text and explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments' (Achievement Standard). They do this through a 'wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade' (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.*
Example: Year 1 – Picture books from different cultures **Language: Expressing and developing ideas (texts)** Compare different kinds of images in narrative and informative texts and discuss how they contribute to the meaning. **Literature: Literature and Context (identity)** Express preferences for specific texts and authors and listen to the opinions of others. **Literacy: Texts in context (choosing and using)** Respond to texts drawn from a range of cultures and experiences.	**Example: Year 3 – Collaborative group work** **Language: Language for interaction (texts)** Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations. **Literature: Responding to literature (identity)** Draw connections between personal experiences and the worlds of texts, and share responses with others. **Literacy: Interacting with others (choosing and using)** Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations.	**Example: Year 6 - Text analysis** **Language: Expressing and developing ideas (identity)** Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion. **Literature: Examining literature (texts)** Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose. **Literacy: Interpreting, analysing, evaluating (choosing and using)** Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge on context, text structures and language features.	**Example: Year 8 - Text analysis of media texts** **Language: Language variation and change (texts)** Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return. **Literature: Examining literature (identity)** Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups. **Literacy: Texts in context (choosing and using)** Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication.	**Example: Year 10 - Representations in texts** **Language: Language for interaction (identity)** Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication. **Literature: Responding to literature (texts)** Evaluate the social, moral and ethical positions represented in texts. **Literacy: Interpreting, analysing, evaluating (choosing and using)** Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence.
Has something like this (story/ event) happened in your life? How was it the same? How was it different? Have you read other stories by this author/from this culture? Which ones? How are they similar? Different? What extra information might we get when we put the text and illustrations together? If you could add an image to this story what would it be? Why?	What strategies can you use to engage the rest of your group ? How do you know if they are effective? How might you respond to different viewpoints? How do they make you feel? How do you connect different ideas/ pieces of information when listening to others? What vocabulary will you choose to use in this context? Why?	Do other texts (in other media) present this idea/information differently? How? How do the different text media make you feel/understand differently? What connections can you make between aspects of the text and the historical/social/cultural context? For what purposes do poetry and songs use word patterns and images?	What are the effects of different representations in different media? What are the effects of technological innovations on texts? How are audiences influenced by the structures and features of multimodal texts? How do combinations of words in this text represent particular groups in society? How does this text position readers in relation to those groups? How does it make you feel?	How does the author combine language and visual features to present information, opinion and perspective? How can you connect and compare representations of individuals and groups in different historical, social and cultural contexts?

The BitL tool – English years F– 10

F–2	3–4	5–6	7–8	9–10
What do you think now?	**What do you think now?**	**What do you think now?**	**What do you think now?**	**What do you think now?**
How can you evaluate texts?	**How can you, with others, evaluate the text?**	**What can you explain?**	**What can you explain and argue?**	**What can you explain and justify?**
Preferences explained for aspects of texts using other texts as comparisons.	Understanding how to express an opinion based on information in a text.	Explaining how choices of language features are used by different authors.	Explaining the effectiveness of language choices used to influence the audience.	Explaining different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments.
Everyday language features and topic-specific vocabulary used when discussing ideas and experiences.	Expressing preferences for particular texts and responding to others' viewpoints.	Showing how specific details can be used to support a point of view.	Understanding how the selection of language features can be used for particular purposes and effects.	Contributing actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments.

🟩 **Language strand** 🟦 **Literacy strand** ⬛ **Literature strand**

Pedagogical questions:
- What else do you think about the characters/setting/key events /information in the text (reading between the lines)? Why?
- What did you like/dislike about the event/text (oral, visual or written)?
- How did it make you feel?
- How did it make your classmates/ friends/family/teacher feel? How do you know?
- How can you present effectively to the class?
- What do you like about the story/ pictures/author?
- Which parts of the text do you prefer? Why?

Pedagogical questions:
- What do you think about the characters/setting/events / information now that you have read/viewed/listened to the text with others?
- Who else do you think could have presented their view through this text?
- How do you need to speak and listen when in groups?
- How can you collaborate and share ideas/information in groups?
- How can you summarise your ideas and the ideas of others?
- How can you share and add ideas, using what you have heard and talked about?
- What metalanguage can you use to share with others, your connections and experiences with texts?
- Which literary texts do you prefer? Why?

Pedagogical questions:
- What do you think about the characters/setting/events / information now that you have read/viewed/listened to the text?
- How can you incorporate several perspectives of an issue, not just your own?
- How can you interact effectively with others in different social contexts?
- How can you clarify your understanding in formal and informal interactions?
- How can you question or add to ideas appropriately?
- How can you adapt interaction skills for different purposes and audiences?
- What language features has the author used? Why?

Pedagogical questions:
- What metalanguage can you use to discuss the aesthetic and social value of texts? Why would you use it?
- How can you evaluate aspects of literary texts, such as differing viewpoints?
- What devices are used to create tone (eg word play and parody)? How effective are they?
- How can you substantiate your text evaluation with reference to the text?
- What rhetorical devices can you use to persuade? How do you decide which to use?
- How can you evaluate the main ideas, concepts and points of view in spoken texts?
- How can you adapt interaction skills to suit different situations?
- How can you interpret the stated and implied meanings in spoken texts? What influences you? Why?

Pedagogical questions:
- How are text evaluations influenced by people's value systems, as well as by the purpose, context and mode of the text?
- How can evaluations be expressed directly and indirectly? How do you choose which to use? Why?
- What personal understandings of the world have you gained from texts? In what ways?
- How can you reflect on, extend, endorse or refute others' responses?
- How can you discuss notions of literary value and how they change according to context?
- How are text construction and interpretation influenced by cultural perspectives and other texts?
- How can you evaluate the social, moral and ethical positions in texts?
- How does the vocabulary used add to the specificity, abstraction and style of the text?
- Do you think the sentence and clause structures used in the text are effective? What makes you think this?
- How well does the author's style appeal to the intended audience?
- How does the narrative viewpoint /structure shape your responses to the text?
- How do characterisation and language devices in narratives shape different interpretations and responses?
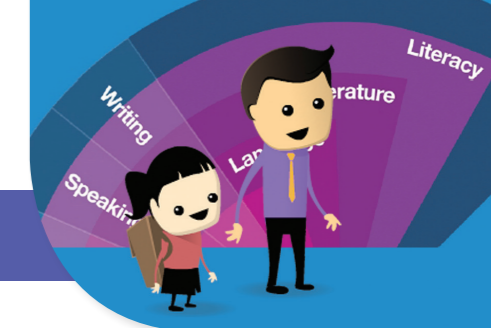
The BitL tool – English years F– 10

F–2	3–4	5–6	7–8	9–10
What do you think now? Continued	**What do you think now?** Continued	**What do you think now?** Continued	**What do you think now?** Continued	**What do you think now?** Continued

F–2

By the end of Year 1, students, 'identify the language features, images and vocabulary used to describe characters and events and give reasons for personal preferences for texts' (Achievement Standard). They do this through 'written and multimodal texts designed to entertain and inform… including picture books' (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.

Example: Year 1 – Picture books from different cultures

Language: Expressing and developing ideas (texts)
Compare different kinds of images in narrative and informative texts and discuss how they contribute to the meaning.

Literature: Literature and Context (identity)
Express preferences for specific texts and authors and listen to the opinions of others.

Literacy: Texts in context (choosing and using)
Respond to texts drawn from a range of cultures and experiences.

What do you like/dislike about this story? Why?
How did the story make you feel? Why?
How did your classmates feel about the story?
Did their opinions change any of your thoughts about the story? How?
Will you read other texts by this author? Why/why not?

3–4

By the end of Year 3, students 'select information, ideas and events in texts that relate to their own lives and to other texts and contribute actively to class and group discussions' (Achievement Standard). They do this through literary texts that 'extend over several pages and involve unusual happenings within a framework of familiar experiences' (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.

Example: Year 3 – Collaborative group work

Language: Language for interaction (texts)
Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations.

Literature: Responding to literature (identity)
Draw connections between personal experiences and the worlds of texts, and share responses with others.

Literacy: Interacting with others (choosing and using)
Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations.

What do you think about the information now that you have listened to others?
Who else do you think could have presented their ideas in this discussion? Why?
How do you need to speak and listen when in a group?
How do you need to listen to others?
How can you summarise the ideas and opinions of others?
Which information did you find the most useful? Why?
Did listening to others' ideas add to or change your own ideas? How? Why?

5–6

By the end of Year 6, students 'analyse and explain how language features, images and vocabulary are used by different authors and they select and use evidence from a text to explain their response to it. Select information, ideas and events in texts that relate to their own lives and to other texts and contribute actively to class and group discussions' (Achievement Standard). They do this through literary texts that 'explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings' (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.

Example: Year 6 - Text analysis

Language: Expressing and developing ideas (identity)
Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion.

Literature: Examining literature (texts)
Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose.

Literacy: Interpreting, analysing, evaluating (choosing and using)
Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge on context, text structures and language features.

What do you think about the characters/setting/events / information now that you have read/viewed/listened to the text? What influenced your thinking?
How might you change some of the language devices to make the text more powerful?

7–8

By the end of Year 8, 'students select evidence from the text to show how events, situations and people can be represented from different viewpoints and understand how the selection of language features can be used for particular purposes and effects' (Achievement Standard). They do this through texts that 'include various types of media texts including newspapers, magazines and digital texts' (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.

Example: Year 8 - Text analysis of media texts

Language: Language variation and change (texts)
Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return.

Literature: Examining literature (identity)
Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups.

Literacy: Texts in context (choosing and using)
Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication.

What metalanguage can you use to discuss the aesthetic and social value of texts? Why would you use it?
What devices are used to create tone (eg word play and parody)? How effective are they?

9–10

By the end of Year 10, students 'develop and justify their own interpretations of text and explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments' (Achievement Standard). They do this through a 'wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade' (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.

Example: Year 10 - Representations in texts

Language: Language for interaction (identity)
Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication.

Literature: Responding to literature (texts)
Evaluate the social, moral and ethical positions represented in texts.

Literacy: Interpreting, analysing, evaluating (choosing and using)
Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence.

How are text evaluations influenced by people's value systems?
How can evaluations be expressed directly and indirectly? How do you choose which to use? Why?
How can you evaluate the social, moral and ethical positions in texts?

The BitL tool – English years F– 10

F–2	3–4	5–6	7–8	9–10
In what ways can you express your ideas, experiences and information?	**In what ways can you express your ideas, experiences and information?**	**In what ways can you express your ideas, experiences and information?**	**In what ways can you express your ideas, experiences and information?**	**In what ways can you express your ideas, experiences and information?**
How can you use language to express your own ideas, experiences and information to familiar audiences?	How can you use structures and features to create detailed texts for less familiar audiences?	How can you use different structures and features to create more detailed texts for different audiences and purposes?	How can you combine ideas, structures and features in new ways to influence audiences?	How can you innovate on texts to express complex ideas and influence audiences?
Using a variety of strategies to engage in group and class discussions and make presentations.	Making presentations and contributing actively to class and group discussions, varying language according to context and purpose.	Making presentations and contributing actively to class and group discussions, using a variety of strategies for effect.	Making presentations and contributing actively to class and group discussions, using language patterns for effect.	Making presentations and contributing actively to class and group discussions, comparing and evaluating responses.
Creating texts that show how images support the meaning of the text.	Creating texts that show understanding of how images and detail can be used to extend key ideas.	Showing how specific details can be used to support a point of view.	Creating, performing and discussing texts for different purposes, selecting language to influence audience response.	Articulating complex ideas by creating, performing and discussing a wide range of multimodal texts.
Creating texts that draw on own experiences, imagination and information learned.	Creating structured texts to explain ideas for different audiences.	Creating detailed texts which elaborate on key ideas for a range of purposes and audiences.	Combining ideas, images and language features from other texts, expressing ideas in new ways.	Showing how the selection of language features can achieve precision and stylistic effect.
Accurately spelling familiar words and attempting to spell less familiar words and using punctuation accurately.	Using language features to create coherence and add detail to own texts.	Showing how language features and language patterns can be used for emphasis.	Understanding how the selection of language features can be used for particular purposes and effects.	Developing own style by experimenting with language features, stylistic devices, text structures and images.
Legibly writing unjoined upper and lower-case letters.	Demonstrating understanding of grammar, selecting vocabulary from a range of resources and using accurate spelling and punctuation.	Demonstrating understanding of grammar, making considered choices from an expanding vocabulary.		Demonstrating understanding of how grammar and varying vocabulary choices can be used for impact.
	Editing own work to improve meaning.	Using accurate spelling and punctuation for clarity.		Accurately using spelling and punctuation when creating and editing texts.
		Making and explaining editorial choices.		

■ Language strand   ■ Literacy strand   ■ Literature strand

Pedagogical questions:
- How do you ask a question at home?
- How do you ask a question at school?
- How do we know when someone is happy/sad/angry…?
- How do you say hello and goodbye in different contexts and with different people?
- How can you use your words, face and actions to give other people information about yourself?
- How can you communicate that you like/dislike something?
- How can you plan and create your own texts?
- What texts can you retell? Why do you remember them?
- How can you plan and create your own story idea? What helps you to do this?
- How can you edit and improve your texts?
- Can you write lower and upper case letters clearly? Do you think others would be able to read them easily?

Pedagogical questions:
- What are the differences between the language of feeling and opinion and the language of factual reporting?
- How can you effectively present details and sequenced ideas to the class and others?
- How can you present information clearly that is appropriate to the purpose and the context?
- What texts can you plan and create using features/patterns from modelled texts?
- What texts can you plan, draft and publish by choosing structures and features appropriate to purpose and audience?
- What multimodal elements can you include in texts?
- What information and detail can you include in non-fiction texts?
- What strategies can you use to spell new words? How do you know which ones to use and when?
- How can you edit and improve your texts?
- What strategies can you use to help make your writing clear and fluent?

Pedagogical questions:
- How can you effectively present appropriate, accurate and sequenced content to defined audiences and for defined purposes?
- What other viewpoints could you consider when you express your view about a text?
- How can you use metalanguage to explain language choices and their effects?
- What texts can you plan and create by adapting aspects from modelled texts?
- How can you experiment with text structures/language features to create different effects?
- What texts can you plan, draft and publish by choosing and experimenting with structures and features, including images and digital resources, appropriate to purpose and audience? How?
- What strategies can you use to spell new words? How do you know which ones to use and when?
- How can you edit and improve your texts?
- What strategies can you use to help make your writing clear and fluent?

Pedagogical questions:
- What appropriate, sequenced content and multimodal elements can you use to promote a point of view or reflect a diversity of viewpoints? How did you decide?
- What deliberate language and textual choices can you make to create texts which raise issues, report events and advance opinions?
- How can you improve the effectiveness of texts through experimentation with text structures and language features?
- How can you experiment with language features from different types of texts? For what purposes?
- What literary texts can you plan and create that adapt aspects of other literary texts for particular purposes and effects? How do you choose what to use?
- What spelling rules and strategies can you use to spell new words? How do you know which ones to use and when?
- What editing strategies can you use to clarify meaning?
- What strategies can you use to help make your writing clear and fluent?

Pedagogical questions:
- How can you create purposeful spoken texts to inform, persuade and engage?
- How can you use 'voice' and language conventions and organisation patterns to engage audiences?
- What appropriate, sequenced content and multimodal elements can you use to influence a course of action? How do you decide what to use?
- How can you construct an argument about a text, based on initial impressions and subsequent analysis?
- How can you plan and create literary texts that have a personal style? How do they reflect your personal style?
- How can you create sustained literary texts that make relevant thematic and intertextual connections with other texts? Why?
- How can you make your texts effective? How do you know they are effective?
- How can you effectively edit and refine your texts?
- What strategies can you use to spell new words? How do you know which ones to use and when?
- How can you review and edit texts to improve their clarity and control?

The BitL tool – English years F– 10

F–2	3–4	5–6	7–8	9–10
In what ways can you express your ideas experiences and information? Continued	**In what ways can you express your ideas experiences and information?** Continued	**In what ways can you express your ideas experiences and information?** Continued	**In what ways can you express your ideas experiences and information?** Continued	**In what ways can you express your ideas experiences and information?** Continued

F–2	3–4	5–6	7–8	9–10
By the end of Year 1, students, 'identify the language features, images and vocabulary used to describe characters and events and give reasons for personal preferences for texts' (Achievement Standard). They do this through 'written and multimodal texts designed to entertain and inform… including picture books' (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.	*By the end of Year 3, students 'select information, ideas and events in texts that relate to their own lives and to other texts and contribute actively to class and group discussions' (Achievement Standard). They do this through literary texts that 'extend over several pages and involve unusual happenings within a framework of familiar experiences' (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.*	*By the end of Year 6, students 'analyse and explain how language features, images and vocabulary are used by different authors and they select and use evidence from a text to explain their response to it. Select information, ideas and events in texts that relate to their own lives and to other texts and contribute actively to class and group discussions' (Achievement Standard). They do this through literary texts that 'explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings' (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.*	*By the end of Year 8, 'students select evidence from the text to show how events, situations and people can be represented from different viewpoints and understand how the selection of language features can be used for particular purposes and effects' (Achievement Standard). They do this through texts that 'include various types of media texts including newspapers, magazines and digital texts' (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.*	*Example: Year 10 - Representations in texts* **Language: Language for interaction (identity)** Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication. **Literature: Responding to literature (texts)** Evaluate the social, moral and ethical positions represented in texts. **Literacy: Interpreting, analysing, evaluating (choosing and using)** Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence.
Example: Year 1 – Picture books from different cultures **Language: Expressing and developing ideas (texts)** Compare different kinds of images in narrative and informative texts and discuss how they contribute to the meaning. **Literature: Literature and Context (identity)** Express preferences for specific texts and authors and listen to the opinions of others. **Literacy: Texts in context (choosing and using)** Respond to texts drawn from a range of cultures and experiences.	**Example: Year 3 – Collaborative group work** **Language: Language for interaction (texts)** Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations. **Literature: Responding to literature (identity)** Draw connections between personal experiences and the worlds of texts, and share responses with others. **Literacy: Interacting with others (choosing and using)** Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations.	**Example: Year 6 - Text analysis** **Language: Expressing and developing ideas (identity)** Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion. **Literature: Examining literature (texts)** Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose. **Literacy: Interpreting, analysing, evaluating (choosing and using)** Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge on context, text structures and language features.	**Example: Year 8 - Text analysis of media texts** **Language: Language variation and change (texts)** Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return. **Literature: Examining literature (identity)** Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups. **Literacy: Texts in context (choosing and using)** Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication.	What appropriate, sequenced content and multimodal elements can you use to influence a course of action? How do you decide what to use? How can you construct an argument about a text, based on initial impressions and subsequent analysis?
How might you describe this story to someone who has not heard it before? How can you plan and create your own text on a similar topic? How can you communicate to the author that you like/dislike characters in this story?	What language can you use to express your opinion? How can you effectively present your information to the group? How can you sequence your ideas to present to the class?	How can you use metalanguage to explain language features/ text structures choices made by the author and their effect? What texts can you plan, draft and publish by choosing and experimenting with structures and features, including images and digital resources, appropriate to purpose and audience? How?	What devices can you use to create the tone you are after in your text? How will you know they are effective? How can you experiment with language features from different types of texts? For what purposes? What literary texts can you plan and create that adapt aspects of other literary texts for particular purposes and effects? How do you choose what to use?	