



Overarching processes: • Comprehending texts through listening, reading and viewing • Composing texts through speaking, writing and creating

Organising Elements		Level 1e At the end of Foundation, students:	Level 2 At the end of Year 2, students:	Level 3 At the end of Year 4, students:	Level 4 At the end of Year 6, students:	Level 5 At the end of Year 8, students:	Level 6 At the end of Year 10, students:
Comprehending texts	Navigate, read and view learning area texts	navigate, read and view simple texts with familiar vocabulary and supportive illustrations	navigate, read and view texts with illustrations and simple graphics	navigate, read and view different types of texts with illustrations and more detailed graphics	navigate, read and view subject-specific texts with some challenging features and a range of graphic representations	navigate, read and view a variety of challenging subject-specific texts with a wide range of graphic representations	navigate, read and view a wide range of more demanding subject-specific texts with an extensive range of graphic representations
	Listen and respond to learning area texts	listen and respond to brief questions and one and two step instructions, listen for information in simple spoken texts and respond to audio texts and texts read aloud	listen to two or more step instructions for undertaking learning tasks, listen for information about topics being learned in spoken and audio texts and respond to texts read aloud	listen to spoken instructions with some detail for undertaking learning area tasks, listen to identify key information in spoken and multi-modal texts and respond to texts read aloud	listen to detailed spoken instructions for undertaking learning tasks, listen to spoken and audio texts, and respond to and interpret information and opinions presented	listen to extended spoken and audio texts, respond to and interpret stated and implied meanings, and evaluate information and ideas	listen to a range of extended spoken and audio texts and respond to, interpret and evaluate ideas, information and opinions
	Interpret and analyse learning area texts	interpret simple texts using comprehension strategies	interpret and use texts to explore topics, gather information and make some obvious inferences using comprehension strategies	interpret literal information and make inferences to expand topic knowledge using comprehension strategies	interpret and analyse information and ideas, comparing texts on similar topics or themes using comprehension strategies	interpret and evaluate information, identify main ideas and supporting evidence, and analyse different perspectives using comprehension strategies	interpret and evaluate information within and between texts, comparing and contrasting information using comprehension strategies
Composing texts	Compose spoken, written, visual and multimodal texts	compose short learning area texts, with support, to record and report ideas and events	compose and edit a small range of learning area texts	compose and edit a range of learning area texts	compose and edit learning area texts	compose and edit longer sustained learning area texts	compose and edit longer and more complex learning area texts
	Use language to interact with others	use short pair, group and class conversations and discussions as learning tools to explore learning area topics and to prepare for creating texts	use pair, group and class discussions as learning tools to explore learning area topics, to represent ideas and relationships, and to prepare for creating texts	use pair, group and class discussions about learning area topics as learning tools to explore and represent ideas and relationships, test possibilities and to prepare for creating texts	use pair, group and class discussions and informal debates as learning tools to explore ideas and relationships, test possibilities, compare solutions and to prepare for creating texts	use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, test possibilities, compare solutions, rehearse ideas and arguments in preparation for creating texts	use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, compare solutions, evaluate information and ideas, refine opinions and arguments in preparation for creating texts
	Deliver presentations	plan and deliver short presentations related to learning area topics	plan, rehearse and deliver short presentations on learning area topics, incorporating some visual and multimodal elements	plan, rehearse and deliver presentations on learning area topics, incorporating some learned content and appropriate visual and multimodal elements	plan, research, rehearse and deliver presentations on learning area topics, selecting appropriate content and visual and multimodal elements to suit different audiences	plan, research, rehearse and deliver presentations on learning area topics, sequencing selected content and multimodal elements for accuracy and their impact on the audience	plan, research, rehearse and deliver presentations on more complex issues and learning area topics, combining visual and multimodal elements creatively to present ideas and information and support opinions and engage and persuade an audience

Areas of knowledge applying to both overarching processes

Text knowledge	Use knowledge of text structures	use knowledge of some basic differences between imaginative and informative texts to select and use texts and compose simple learning area texts with teacher support	use knowledge of the structure and features of learning area texts to comprehend and compose a growing range of texts with some teacher support	use growing knowledge of the structure and features of learning area texts to comprehend and compose an increasing number and range of texts	use developing knowledge of the structure and features of learning area texts to comprehend and compose a range of more complex texts for identified purposes	use wide knowledge of the structure and features of learning area texts to comprehend and compose texts, using creative adaptations of text structures and conventions for citing others	use comprehensive knowledge of the structure and features of learning area texts to comprehend and compose complex texts in innovative ways, using conventions for citing others
	Use knowledge of text cohesion	use beginning knowledge of how language is used to comprehend and compose written texts with support	use knowledge of how texts are made cohesive through word repetitions and associations, synonyms and antonyms to comprehend and compose texts	use knowledge of how texts are made cohesive through linking words and phrases, for example 'so', 'therefore', 'then', 'in addition', and the correct use of pronouns to comprehend and compose texts	use knowledge of how cohesive links can be made in texts through omitting and replacing words	use knowledge of word functions to make connections in texts	use knowledge of how the cohesion in texts is improved by strengthening the internal structure
Grammar knowledge	Use knowledge of sentence structures	use simple sentences to record ideas and events with emerging knowledge of word order	use simple and compound sentences to record observations, and make connections between ideas	use simple, compound and complex sentence structures to describe, explain, report and make connections between ideas and events	use simple, compound and complex sentence structures to record, explain, question, describe and elaborate ideas and events	control a range of simple, compound and complex sentence structures to record, explain, question, argue, describe and link ideas, evidence and conclusions	control a range of simple, compound and complex sentence structures to convey complex ideas, build and support arguments, and change emphasis
	Use knowledge of words or word groups	recognise that texts are made up of words and groups of words that make meaning	recognise and use nouns that represent people, places, things and ideas in the learning area and expand nouns to achieve greater precision	recognise and use adverbs and prepositional phrases that provide detailed descriptions in the learning areas	expand and sharpen ideas through careful choice of verbs and phrases and elaborated tenses	recognise and use aspects of language to suggest possibility, probability, obligation and conditionality	develop higher order concepts in academic texts through language features that compact and generalise ideas
	Express an opinion or point of view	use speaking, visual elements (including drawing) and beginning writing to express likes and dislikes	identify and use language that expresses feelings and opinions, and compares and evaluates people and things	differentiate between the language of opinion and feeling and the language of factual reporting or recording	use subjective, objective and evaluative language, and identify bias	use language to evaluate an object, action or text, and language that is designed to persuade the reader/viewer	use language that indirectly expresses opinions and constructs representations of people and events, and consider expressed and implied judgments
Word knowledge	Understand learning area vocabulary	use familiar vocabulary contexts related to everyday experiences, personal interests and topics taught at school and used in other contexts	use mostly familiar vocabulary, with a steady introduction of new vocabulary in learning area contexts	use growing subject-specific vocabulary to read, discuss and write about learning area topics	use vocabulary, including subject-specific vocabulary from a range of learning areas and vocabulary that expresses shades of meaning	use a wide range of new specialist and topic vocabulary to contribute to the specificity, authority and abstraction of texts	use subject-specific vocabulary to express abstract concepts, and refine vocabulary choices to discriminate between shades of meaning
	Use spelling knowledge	spell words using growing sound and letter knowledge and spell words with regular letter patterns	spell topic words, new words with regular letter patterns and some common irregular words, and recognise meaning relationships between words such as "play", "playing", "playground"	spell topic words, more complex irregular words, regular words and word families containing known letters and letter clusters, and use strategies for attempting unknown words	spell topic words and use word origins, base words, prefixes and suffixes when spelling new words	spell specialist topic words and use knowledge of word origins, base words, prefixes and suffixes and unusual letter combinations to spell correctly	use knowledge of a wide range of English spelling conventions to spell unusual and technical words correctly and to deduce the meanings of unfamiliar words and spell unknown words
Visual knowledge	Understand how visual elements create meaning	recognise the different meanings of words and images in imaginative and informative texts	describe how images add to, contradict or multiply the meanings of words in a text, and compare images with the accompanying print text	identify the effects of choices in the construction of images, including framing and composition	explain how analytical images such as figures, diagrams, tables, maps and graphs contribute to understanding of factual information in texts	analyse the effects of different visual elements upon the reader/viewer, and how visual texts such as advertisements and informative texts draw on and allude to other texts to enhance meaning	evaluate the impact of different visual choices in the composition of images, including symbolic images and movement of camera or light, to achieve different nuances