

# Year 3 to 6

# English

September 2022

## Scope and sequence

Revised to align with the Australian Curriculum V9.0 (2022)

V2.0



Government  
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Department for Education

# English: Years 3 to 6

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# Context statement

## Context Statement for English

The English curriculum is presented in year levels from Foundation to Year 10. Content is organised under 3 interrelated strands: Language, Literature and Literacy.

**Language:** knowing about the English language and how it works.

**Literature:** understanding, appreciating, responding to, analysing and creating literary texts of personal, cultural and social value. The range of literary texts for Foundation to Year 10 comprises oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide ranging Australian and world authors, including texts from and about Asia.

**Literacy:** interpreting and creating texts with appropriateness, accuracy, confidence, fluency and efficacy for learning in and out of school, and for participating in Australian life more generally.

Teaching and learning programs should balance and integrate all 3 strands. Content descriptions in each of the 3 strands are grouped into sub-strands that, across the year levels, present a sequence of development of knowledge, understanding and skills. These sub-strands are further organised into threads that provide connection across R to 10. The processes of reading and viewing, listening and speaking, and writing and creating are embedded in an integrated and interdependent way across all content descriptors. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.

The South Australian English Scope and Sequence R to 10 provides:

- achievement standards and content descriptions organised in 3 year level groups, reception to year 2, years 3 to 6 and years 7 to 10, presented in tables for ease of comparison
- clarity for teachers to easily see the progression of what should be taught in the Australian Curriculum and what opportunities are important for the ongoing learning of English, supporting school curriculum planning and assessment
- a clear balance when demonstrating the interconnectedness between the 3 interrelated strands, Language, Literacy and Literature, with each strand distinctly contributing to the curriculum area of English to support the development of knowledge, understanding and skills
- a description of the knowledge, understanding and skills taught at each year level, enabling flexibility in how these can be taught in different contexts.

# Achievement standards

## Interacting and creating spoken texts

| Year 3  | Year 4  | Year 5   | Year 6   |
|---|---|--|--|
| <p>By the end of Year 3, students:</p> <ul style="list-style-type: none"> <li>• interact with others and listen to and create spoken and multimodal texts including stories</li> <li>• relate ideas; express opinion, preferences and appreciation of texts; and include relevant details from learnt topics, topics of interest or texts</li> <li>• group, logically sequence and link ideas</li> <li>• use language features including topic specific vocabulary, visual features and features of voice.</li> </ul> | <p>By the end of Year 4, students:</p> <ul style="list-style-type: none"> <li>• interact with others, and listen to and create spoken and multimodal texts including stories</li> <li>• share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts</li> <li>• use text structures to organise and link ideas</li> <li>• use language features including subjective and objective language, topic specific vocabulary and literary devices, and visual features and features of voice.</li> </ul> | <p>By the end of Year 5, students:</p> <ul style="list-style-type: none"> <li>• interact with others, and listen to and create spoken and multimodal texts including literary texts</li> <li>• share, develop and expand on ideas and opinions, for particular purposes and audiences, using supporting details from topics or texts</li> <li>• use different text structures to organise, develop and link ideas</li> <li>• use language features including topic specific vocabulary and literary devices, and multimodal features and features of voice.</li> </ul> | <p>By the end of Year 6, students:</p> <ul style="list-style-type: none"> <li>• interact with others, and listen to and create spoken and multimodal texts including literary texts</li> <li>• share, develop, explain and elaborate on ideas from topics or texts for particular purposes and audiences</li> <li>• use and vary text structures to organise, develop and link ideas</li> <li>• use and vary language features including topic specific vocabulary and literary devices, and multimodal features and features of voice.</li> </ul> |

## Reading, viewing and comprehending

| Year 3  | Year 4   | Year 5   | Year 6   |
|---|--|--|--|
| <p>By the end of Year 3, students:</p> <ul style="list-style-type: none"> <li>• read, view and comprehend texts, recognising their purpose and audience</li> <li>• identify literal meaning and explain inferred meaning</li> <li>• describe how stories are developed through characters and events</li> <li>• describe how texts are structured and presented</li> <li>• describe the language features of texts, including topic specific vocabulary and literary devices</li> <li>• describe how visual features in texts extend meaning</li> </ul> | <p>By the end of Year 4, students:</p> <ul style="list-style-type: none"> <li>• read, view and comprehend texts created to inform, influence and engage audiences.</li> <li>• describe how ideas are developed including through characters and events, and how texts reflect contexts</li> <li>• describe the characteristic features of different text structures</li> <li>• describe how language features including literary devices shape meaning</li> <li>• describe how visual features shape meaning</li> <li>• read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge.</li> </ul> | <p>By the end of Year 5, students:</p> <ul style="list-style-type: none"> <li>• read, view and comprehend texts created to inform, influence and engage audiences</li> <li>• explain how ideas are developed including through characters, settings and events, and how texts reflect contexts</li> <li>• explain how characteristic text structures support the purpose of texts</li> <li>• explain how language features including literary devices contribute to the effect and meaning of a text</li> <li>• explain how visual features contribute to the effect and meaning of a text.</li> </ul> | <p>By the end of Year 6, students:</p> <ul style="list-style-type: none"> <li>• read, view and comprehend different texts created to inform, influence and engage audiences</li> <li>• identify similarities and differences in how ideas are presented and developed including through characters, settings and events, and how texts reflect contexts</li> <li>• identify how texts have similar and different text structures to reflect purpose</li> <li>• explain how language features including literary devices influence audiences</li> <li>• explain how visual features influence audiences.</li> </ul> |

- read fluently using phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns.

## Creating written and multimodal texts

| Year 3  | Year 4   | Year 5  | Year 6   |
|---|--|---|--|
| <p>By the end of Year 3, students:</p> <ul style="list-style-type: none"> <li>• create written and multimodal texts including stories to inform, narrate, explain or argue for audiences</li> <li>• relate ideas including relevant details from learnt topics, topics of interest or texts</li> <li>• use text structures including paragraphs</li> <li>• use language features including compound sentences, topic specific vocabulary and literary devices, and visual features</li> <li>• write texts using letters that are accurately formed and consistent in size</li> <li>• spell multisyllabic words using phonic and morphemic knowledge, and high frequency words.</li> </ul> | <p>By the end of Year 4, students:</p> <ul style="list-style-type: none"> <li>• create written and multimodal texts including stories for purposes and audiences</li> <li>• develop ideas using details from learnt topics, topics of interest or texts</li> <li>• use paragraphs to organise and link ideas</li> <li>• use language features including complex sentences, topic specific vocabulary and literary devices, and visual features</li> <li>• write texts using clearly formed letters with developing fluency</li> <li>• spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge.</li> </ul> | <p>By the end of Year 5, students:</p> <ul style="list-style-type: none"> <li>• create written and multimodal texts, including literary texts, for particular purposes and audiences</li> <li>• develop and expand on ideas with supporting details from topics or texts</li> <li>• use paragraphs to organise, develop and link ideas</li> <li>• use language features including complex sentences, tenses, topic specific vocabulary and literary devices, and multimodal features</li> <li>• spell using phonic, morphemic and grammatical knowledge.</li> </ul> | <p>By the end of Year 6, students:</p> <ul style="list-style-type: none"> <li>• create written and multimodal texts, including literary texts, for particular purposes and audiences</li> <li>• develop, explain and elaborate on relevant ideas from topics or texts</li> <li>• use text structures and vary paragraphs to organise, develop and link ideas</li> <li>• use and vary language features including sentence structures, topic specific vocabulary and literary devices, and multimodal features</li> <li>• spell using phonic, morphemic and grammatical knowledge.</li> </ul> |

# Scope and sequence

## Strand: Language

In the Language strand, students develop their knowledge of the English language and how it works.

Students learn how language enables people to interact effectively, build and maintain relationships, and express and exchange knowledge, skills, attitudes, emotions and opinions. Oral language is the foundation of learning and an essential component of exploring ideas, expressing viewpoints, forming arguments and building vocabulary.

Language operates within a contextual framework in which choices vary according to topics, purpose and audience. Students discover the patterns and purposes of English usage, including spelling, grammar and punctuation at the levels of the word, sentence and extended text. By developing a body of knowledge about these patterns and their connections, students learn to communicate effectively through coherent, well-structured sentences and texts. They gain a consistent way of understanding and talking about language, language in use and language as a system. This enables them to reflect on their own speaking and writing and discuss these productively with others.

This strand informs teaching and learning activities and connects to key concepts and skills in the other strands.

## Sub-strand: Language for interacting with others

Students learn that language varies according to relationships, social settings, purpose and audience, and is a means for expressing personal and social identity.

| Thread:   | Year 3  | Year 4   | Year 5  | Year 6  |
|---|---|--|---|---|
| <p><b>Language variation for interaction</b></p> <p>Language varies according to purpose, audience and different social contexts, including formal and informal interactions.</p> | <p>Understand that cooperation with others depends on shared understanding of social conventions and cultural protocols, which vary according to the degree of formality, including:</p> <ul style="list-style-type: none"> <li>• turn taking language</li> <li>• recognising and using collaborative language</li> <li>• initiating and negotiating topics</li> <li>• asking questions</li> <li>• providing useful feedback</li> <li>• checking and confirming understanding.</li> </ul> | <p>Explore language used to develop relationships in formal and informal situations, understanding that interactions in different contexts are influenced by:</p> <ul style="list-style-type: none"> <li>• age</li> <li>• expertise</li> <li>• familiarity</li> <li>• cultural codes and conventions.</li> </ul> | <p>Understand that language is selected for social contexts and that it helps to signal social roles and relationships that can vary according to:</p> <ul style="list-style-type: none"> <li>• cultural protocols and communication processes, including those of First Nations Australians</li> <li>• roles and positions in interactions such as within formal meetings or debates.</li> </ul> | <p>Understand that language varies and can become more complex and demanding as levels of formality and social distance increase, including:</p> <ul style="list-style-type: none"> <li>• presenting ideas and opinions at levels of formality appropriate to the context and audience</li> <li>• discussing levels of language such as slang, colloquial, conversational and formal, and how appropriateness changes with the situation and audience.</li> </ul> |
| <p><b>Language for interpretation and evaluation</b></p> <p>Language is used to express opinions and make evaluative judgements about people, places and things.</p>              | <p>Understand how the language of evaluation and emotion can be varied to be more or less forceful including:</p> <ul style="list-style-type: none"> <li>• modal verbs (must, might, could) that indicate degrees of probability or obligation</li> <li>• adverbs, nouns and verbs used to evaluate characters.</li> </ul>  | <p>Identify the subjective language of opinion and feeling, and the objective language of factual reporting, including:</p> <ul style="list-style-type: none"> <li>• verbs used to express opinions (think, believe)</li> <li>• verbs used to report findings (find, conclude)</li> </ul>                        | <p>Understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources.</p>   | <p>Identify bias and understand the uses of objective and subjective language, including recognising language that:</p> <ul style="list-style-type: none"> <li>• shares feelings and opinions such as in a personal recount</li> <li>• is objective such as in a factual report</li> <li>• evokes emotions and judgements</li> </ul>  |

| Thread: | Year 3 | Year 4  | Year 5 | Year 6  |
|---------|--------|---|--------|---|
|         |        | <ul style="list-style-type: none"> <li>comparison of similar statements that are either subjective or objective.</li> </ul> |        | <ul style="list-style-type: none"> <li>persuades audiences to take a different position or action.</li> </ul> |

### Sub-strand: Text structure and organisation

Students learn how texts are structured for different audiences and contexts, and to achieve particular purposes. They learn techniques that authors use to guide and influence the reader or viewer through effective use of language at the level of the whole text, paragraph and sentence.

| Thread:   | Year 3   | Year 4  | Year 5  | Year 6  |
|---|--|---|---|---|
| <b>Purpose, audience and structures of text types</b><br>The organisation of texts according to purpose, context and audience.                  | Describe how texts across the curriculum use different language features and structures relevant to their purpose.   | Identify how texts across the curriculum have different language features and are typically organised into characteristic stages depending on purpose.  | Describe how spoken, written and multimodal texts use language features and are typically organised into characteristic stages and phases, depending on purposes in texts.  | Explain how texts across the curriculum are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt literary devices, text structures and language features.   |
| <b>Text cohesion</b><br>Texts are made cohesive through language features that link parts of the text together.                                 | Understand that paragraphs begin with a topic sentence and are a key organisational feature of the stages of written texts, grouping related information together.   | Identify how text connectives, including temporal and conditional words and topic word associations, are used to sequence and connect ideas and construct cohesive texts, including: <ul style="list-style-type: none"> <li>using pronouns to identify something previously mentioned (this, that, those)</li> <li>using sequential and temporal text connectives to begin sentences and paragraphs and to link sections of a text (first, then, after that, today, finally)</li> <li>using conditional conjunctions to create links between different ideas (however, therefore, unless).</li> </ul> | Understand how texts can be made cohesive by using the starting point of a sentence or paragraph to give prominence to the message and to guide the reader through the text, including understanding that: <ul style="list-style-type: none"> <li>a sequence of clauses may use different tenses but remain connected through a topic</li> <li>sentence openers signal what the sentence will be about, and the rest of the sentence typically elaborates on the sentence opener by providing new information.</li> </ul> | Understand that cohesion can be created by the intentional use of repetition of key words or avoidance of repetition through the use of: <ul style="list-style-type: none"> <li>more general words instead of specific terms already mentioned (word associations)</li> <li>synonyms and antonyms.</li> </ul> |
| <b>Concepts of print and screen</b><br>Different conventions apply to how text is presented on a page, a screen, online or in multimedia texts. | Identify the purpose of layout features in print and digital texts and the words used for navigation, including words used: <ul style="list-style-type: none"> <li>as hyperlinks</li> <li>as headings or subheadings</li> <li>for chapter titles.</li> </ul> | Identify text navigation features of online texts that enhance readability, including: <ul style="list-style-type: none"> <li>headlines</li> <li>drop down menus</li> <li>links</li> <li>graphics and layout.</li> </ul>  | <b>Concepts of print and screen</b><br><i>thread finishes at year 4</i>   | <b>Concepts of print and screen</b><br><i>thread finishes at year 4</i>   |

**Sub-strand: Language for expressing and developing ideas**

Students learn how authors control and use a range of clause structures and word groups as well as combinations of sound, image, movement and layout. They build vocabulary and learn how to understand and use words according to context.

| Thread:  | Year 3   | Year 4  | Year 5  | Year 6   |
|--|--|---|---|--|
| <p><b>Sentence and clause level grammar</b></p> <p>Clauses and how they construct sentences. One clause can make a simple sentence. Clauses can be combined using different types of conjunctions to make compound and complex sentences.</p>        | <p>Understand that a clause is a unit of grammar usually containing a subject and a verb that need to agree.</p>   | <p>Understand that complex sentences contain one independent clause and at least one dependent clause typically joined by a subordinating conjunction to create relationships, such as:</p> <ul style="list-style-type: none"> <li>• time (when, whenever)</li> <li>• causality (although, unless).</li> </ul>  | <p>Understand that the structure of a complex sentence includes a main clause and at least one dependent clause, and how writers can use this structure for effect, including to:</p> <ul style="list-style-type: none"> <li>• provide a reason for something</li> <li>• state a purpose</li> <li>• express a condition</li> <li>• make a concession</li> <li>• link 2 ideas in terms of time.</li> </ul> | <p>Understand how embedded clauses and conjunction choice can expand the variety of complex sentences to elaborate, extend and explain ideas.</p>  |
| <p><b>Word level grammar</b></p> <p>Different classes of words used in English (such as nouns and verbs) and the functions they perform in sentences, including when combined in particular recognisable groups such as phrases and noun groups.</p> | <p>Understand how verbs represent different processes and control meaning in a clause, including:</p> <ul style="list-style-type: none"> <li>• doing and saying verbs</li> <li>• thinking and feeling verbs</li> <li>• relating verbs (verbs that define or describe, such as 'is', 'are', 'has' or 'have').</li> </ul> <p>Understand that verbs are anchored in time through tense.</p> | <p>Understand how adverbs, adverbial groups and prepositional phrases work in different ways to provide details about circumstances surrounding a happening or state, such as:</p> <ul style="list-style-type: none"> <li>• time (when)</li> <li>• manner (how)</li> <li>• place (where)</li> <li>• accompaniment (with what or with whom).</li> </ul> <p>Understand past, present and future tenses and their impact on meaning in a sentence.</p> | <p>Understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea.</p>   | <p>Understand how ideas can be expanded and sharpened through careful choice of verbs, a range of adverb groups and elaborated tenses that are selected to show an added aspect of time beyond a simple tense.</p>   |
| <p><b>Visual language</b></p> <p>Images work in texts communicate meanings, especially in conjunction with other elements such as print and sound.</p>   | <p>Identify how images extend the meaning of a text, including recognising how images can:</p> <ul style="list-style-type: none"> <li>• depict relationships between characters</li> <li>• construct a relationship with the viewer.</li> </ul>  | <p>Explore the effect of choices when framing an image, placement of elements in the image and salience on composition of still and moving images in texts, including:</p> <ul style="list-style-type: none"> <li>• building vocabulary to describe visual elements and techniques</li> <li>• understanding how these choices influence viewer response.</li> </ul>   | <p>Explain how the sequence of images in print, digital and film texts has an effect on meaning. This can include exploring and interpreting:</p> <ul style="list-style-type: none"> <li>• texts by First Nations Australians</li> <li>• wordless picture books</li> <li>• images revealed through different hyperlink choices</li> </ul>   | <p>Identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning, including exploring the representation of:</p> <ul style="list-style-type: none"> <li>• sequential events</li> <li>• concepts, information and relationships</li> <li>• images and maps that may be sensitive for First Nations Australians, ensuring that a disclaimer is applied, and judgement</li> </ul> |



| Thread:   | Year 3   | Year 4   | Year 5  | Year 6  |
|---|--|--|---|---|
|   |  |  | <ul style="list-style-type: none"> <li>• short films or segments from films viewed with and without sound to compare interpretations.</li> </ul>  | used about cultural appropriateness and sensitivities.  |
| <b>Vocabulary</b><br>Meanings of words, including everyday and specialist and how words take their meanings from the context of the text. | Extend topic specific and technical vocabulary and know that words can have different meanings in different contexts.    | Expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources, contexts and learning areas, including: <ul style="list-style-type: none"> <li>• words encountered in texts formed from First Nations Australian languages.</li> </ul> | Understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the origins and evolution of words. | Identify authors' use of vivid, emotive vocabulary, including literary devices such as metaphors, similes, personification, idioms, imagery and hyperbole, and how it create shades of meaning in texts for different purposes. |
| <b>Punctuation</b><br>The functions and purposes of using punctuation at the word, sentence, and whole text level.                        | Understand that apostrophes signal missing letters in contractions, and are used to show singular and plural possession. | Understand that punctuation signals dialogue through quotation marks and that dialogue follows conventions for the use of capital letters, commas and boundary punctuation.  | Use commas to indicate prepositional phrases, and apostrophes where there is multiple possession.   | Understand how to use the comma for lists, to separate a dependent clause from an independent clause, and in dialogue.  |

## Strand: Literature

The Literature strand engages students in the study of literary texts of personal, cultural, social and aesthetic value. These texts include works that are recognised as having enduring social and artistic value, some of which may be referred to as classic or canonical texts, and some that attract contemporary attention.

Literature is a dynamic and evolving body of work comprising texts (written, spoken, visual, multimodal, print and digital) from diverse historical and cultural contexts. These texts are valued and appreciated for their form and style, and contribution to cultural, historical and social understanding. Learning to appreciate literary texts and to create their own literary texts enriches students' understanding of the breadth and complexity of human experiences.

Experience of literature builds students' knowledge of the interrelationship of language and culture, and stimulates creative and critical thinking. Students appreciate, analyse, interpret and evaluate a range of literary texts. This range includes the oral narrative traditions and literature of First Nations Australians, classic and contemporary literature from wide ranging Australian authors, and world literature including texts from and about Asia. Students create texts such as short stories, poetry, prose, plays and short films.

### Sub-strand: Literature and contexts

Students learn how characters, events, perspectives and issues in literary texts are shaped by the historical, social and cultural contexts in which they are created.

| Thread:   | Year 3   | Year 4  | Year 5  | Year 6   |
|---|--|---|---|--|
| <p><b>Texts and contexts</b></p> <p>Texts reflect and respond to the contexts in which they are created.</p> <p>Audiences reflect and respond to texts, making connections to their own experience and prior knowledge.</p> | Discuss characters, events and settings in different contexts in literature by First Nations Australian, wide ranging Australian and world authors and illustrators. | Recognise similar storylines, ideas and relationships in different contexts in literary texts by First Nations Australian, wide ranging Australian and world authors. | Identify aspects of literary texts that represent details or information about historical, social and cultural contexts in literature by First Nations Australian, wide ranging Australian and world authors. | Identify responses to characters and events in literary texts drawn from historical, social or cultural contexts by First Nations Australian, wide ranging Australian and world authors. |

### Sub-strand: Engaging with and responding to literature

Students learn to respond personally to literary texts and make connections to their own lives, other texts and the responses of others.

| Thread:   | Year 3   | Year 4   | Year 5   | Year 6  |
|---|--|--|--|---|
| <p><b>Engaging with and responding to texts</b></p> <p>Responding to the ideas, characters and viewpoints in texts, including relating texts to own experiences</p> | <p>Discuss and make meaningful connections between personal experiences and character experiences, settings, ideas and issues in literary texts.</p> <p>Share reasons for preferring one text or text type over another.</p> | Describe the effects of text structures and language features in literary texts, using appropriate language to talk about, respond to, and share opinions about these effects. | Present an opinion on a literary text using specific terms for literary devices, text structures and language features, and reflect on the viewpoints of others. | Identify and explore similarities and differences in literary texts on similar topics, themes or plots. |

| Thread:                               | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|--------|--------|--------|--------|
| and expressing preferences for texts. |        |        |        |        |

### Sub-strand: Examining Literary texts

Students learn how to explain, analyse and evaluate the ways in which stories, characters, ideas, experiences, opinions and contexts are reflected in texts. They learn to compare and appraise the ways authors use literary devices, language features and text structures to influence readers. They learn to understand, evaluate, interpret and discuss how certain stylistic choices can create multiple layers of interpretation and effect.

| Thread:  | Year 3   | Year 4   | Year 5  | Year 6  |
|--|--|--|---|---|
| <p><b>Themes and perspectives</b></p> <p>Themes in texts that convey an attitude or value about an idea. The theme may be a message or moral. In more complex texts, students perceive what is culturally valued in the text and explore how they identify with, accept or challenge these values.</p> | Understand that the underlying message or moral in a literary text can arise out of character actions and plot events and be revealed in the story climax and resolution.  | Understand that the underlying message in a literary text can be inferred through exploring evidence from the text, including discussing and comparing character actions in response to different events and the consequences of these actions.                                    | Understand that themes are different from subjects or topics, and that they arise out of literary texts when the actions, feelings and problems of characters invite readers to explore real world social, moral or ethical dilemmas.<br><br>Explore how themes are gradually developed through characters propelled by a complex sequences of elaborated events such as flashbacks and shifts in time. | Understand that themes can be explicit or implied attitudes and beliefs about a social, moral or ethical dilemma, or philosophical question.<br><br>Explore how themes can have relevance to students' own relationships, real life experience and knowledge.   |
| <p><b>Features of literary texts</b></p> <p>The key features of literary texts such as plot, setting, characterisation, mood and theme and how these features work together to construct meaning.</p>  | Discuss how authors and illustrators use language and illustrations to: <ul style="list-style-type: none"> <li>portray characters and settings in texts</li> <li>explore how the settings and events influence the mood of the narrative.</li> </ul> | Discuss how authors and illustrators make stories engaging by the way they develop: <ul style="list-style-type: none"> <li>characters (appearance, behaviour and speech)</li> <li>setting</li> <li>plot tension (pivotal parts in plots where characters face choices).</li> </ul> | Recognise that the point of view in a literary text influences how readers interpret and respond to events and characters.  | Identify and explain characteristic features that define an author's individual style, including exploring texts by the same author and identifying similarities and differences in features that can include: <ul style="list-style-type: none"> <li>subject or theme</li> <li>text structures and plot development</li> <li>mood or tone</li> <li>vocabulary</li> <li>visual techniques.</li> </ul> |
| <p><b>Examining literary devices</b></p> <p>Literary devices used by authors to build meaning and create effects in</p>  | Discuss the effects of some literary devices used to enhance meaning and shape the reader's reaction, including: <ul style="list-style-type: none"> <li>rhythm</li> </ul>  | Examine and experiment with the use of literary devices and deliberate word play in texts to shape meaning including: <ul style="list-style-type: none"> <li>devices such as neologisms and puns used to create a sense of playfulness</li> </ul>                                  | Examine the effects of imagery, including simile, metaphor and personification, and sound devices in imaginative, persuasive and informative texts.   | Explain and experiment with the way authors use literary devices of sound and imagery to create meaning and effect in imaginative, persuasive and informative texts, including:   |

| Thread:  | Year 3   | Year 4   | Year 5 | Year 6  |
|--|--|--|--------|---|
| imaginative, persuasive and informative texts. | <ul style="list-style-type: none"> <li>• onomatopoeia</li> <li>• imagery.</li> </ul> | <ul style="list-style-type: none"> <li>• poetic language, including adjectives used to emotionally engage an audience</li> <li>• emotive language in texts by First Nations Australian poets and authors.</li> </ul> |        | <ul style="list-style-type: none"> <li>• how imagery creates less predictable shades of meaning and builds emotional connections</li> <li>• identifying imagery used in texts about First Nations Australians' Country or Place.</li> </ul> |

### Sub-strand: Creating literature

Students learn how to use personal knowledge and literary texts as starting points to create texts. They create texts with imaginative and literary qualities in different genres and forms, and for particular audiences. Using print, digital and online media, students develop skills that allow them to convey meaning, address significant issues, and heighten engagement and impact.

| Thread:   | Year 3  | Year 4  | Year 5  | Year 6   |
|---|---|---|---|--|
| <p><b>Creating literary texts</b></p> <p>Create and edit literary texts through using and adapting the language features, literary devices and text structures experienced in a variety of texts.</p> | <p>Create and edit imaginative texts, including using inspiration from explored literary texts, drawing on and adapting:</p> <ul style="list-style-type: none"> <li>• ideas encountered</li> <li>• vocabulary and language features</li> <li>• plot structures, characters, settings and events.</li> </ul> | <p>Create and edit literary texts by developing storylines, characters and settings using:</p> <ul style="list-style-type: none"> <li>• a range of sentence types</li> <li>• dialogue</li> <li>• literary devices</li> <li>• collaboration with peers to edit texts and exchange feedback.</li> </ul> | <p>Create and edit literary texts, experimenting with figurative language, storylines, characters and settings from explored texts.</p> | <p>Create and edit literary texts that adapt plot structure, characters, settings and ideas from explored texts, and experiment with literary devices.</p> |

## Strand: Literacy

In the Literacy strand, students make meaning through application of skills and knowledge from the Language strand. They develop their ability to interpret and create texts with appropriateness, accuracy, confidence, fluency and efficacy for learning in and out of school. These skills help students participate in Australian life.

Students learn the sound (phonemes) and letter (graphemes) correspondences of English and how these combine when they begin to read and write. They learn to adapt language to meet the demands of general or specialised purposes, audiences and contexts, and about the different ways in which knowledge and opinion are represented and developed in texts. They learn that more or less abstraction and complexity can be shown through language and multimodal representations.

Students experience texts from a range of sources, including media, every day and workplace texts, print and digital, and from increasingly complex and unfamiliar settings. Texts are composed by students using language ranging from the everyday language of personal experience to more abstract, specialised and technical language, including that of schooling and academic study. Listening, speaking, reading, viewing, writing and creating are all developed systematically and concurrently.

### Sub-strand: Understanding texts in contexts

Students learn that texts are influenced by historical and cultural contexts and created for particular purposes and audiences.

| Thread:   | Year 3   | Year 4   | Year 5  | Year 6  |
|---|--|--|---|---|
| <b>Texts in contexts</b><br>Texts are contextual and reflect the time, society, and culture in which they were created. | Recognise how texts can be created for similar purposes but different audiences, including audiences that might vary due to: <ul style="list-style-type: none"> <li>• age such as very young children or adults</li> <li>• levels of knowledge and experience in a subject or topic area, such as beginners or experts.</li> </ul> | Compare texts from different times with similar purposes and audiences to identify similarities and differences in their depictions of events, including exploring: <ul style="list-style-type: none"> <li>• documentaries and news footage from different periods of time</li> <li>• the communication of texts with similar purposes and audiences that change over time with technology.</li> </ul> | Describe the ways in which a text reflects the time and place in which it was created including describing how: <ul style="list-style-type: none"> <li>• ideas in texts are conveyed by vocabulary, including idiomatic expressions, and can change according to time and place</li> <li>• describing how ideas in texts reflect the social expectations of the time and place in which they were created.</li> </ul> | Examine texts including media texts that represent ideas and events, and identify how they reflect the context in which they were created, including: <ul style="list-style-type: none"> <li>• different time periods</li> <li>• different geographic locations.</li> </ul> |

### Sub-strand: Interacting with others

Students develop skills and strategies to express ideas, arguments and opinions in spoken and written presentations by selecting and using linguistic and multimodal elements.

| Thread:  | Year 3  | Year 4  | Year 5  | Year 6   |
|--|---|---|---|--|
| <b>Listening and speaking skills for interactions</b><br>Listening and speaking for different purposes in a range of contexts within the classroom (pairs, groups, whole class) and for contexts beyond the classroom. | Use interaction skills to contribute to conversations and discussions to share information and ideas. | Listen for key points and information to carry out tasks and contribute to discussions. | Use appropriate interaction skills in a range of informal to formal contexts to present and justify an opinion or idea. | Use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions. |

**Sub-strand: Analysing, interpreting and evaluating**

Students learn to apply text processing skills and strategies to navigate increasingly complex texts. Students learn to comprehend what they read and view. They develop more sophisticated processes for interpreting, analysing, evaluating and critiquing ideas, information and issues from different sources. Students explore how conventions and structures are used in written, digital, multimedia and cinematic texts. They use their growing knowledge of text structures, language and visual features and literary devices to explain how texts influence different audiences.

| Thread:   | Year 3  | Year 4   | Year 5   | Year 6  |
|---|---|--|--|---|
| <b>Purpose and audience</b><br>Differences between text types according to their purpose and audience.  | Identify the audience and purpose of imaginative, informative and persuasive texts through their use of language features and images.   | Identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text.  | Explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text.   | Analyse how text structures and language features work together to meet the purpose of a text, and engage and influence audiences.  |
| <b>Reading processes</b><br>Using and combining contextual, semantic, grammatical and phonic knowledge to decode texts. This includes predicting, monitoring, cross-checking, self-correcting, skimming and scanning. | Read a range of texts using phonic, semantic and grammatical knowledge to read accurately and fluently, rereading and self-correcting when required.  | Read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, rereading and self-correcting when needed.  | Navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming.  | Select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features; for example, table of contents, glossary, chapters, headings and subheadings.  |
| <b>Comprehension strategies</b><br>Constructing meaning from texts, including literal and inferential meaning.  | Use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features. | Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas and evaluate texts. | Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas. | Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources, including making connections between the text and students' own experience or other texts. |

| Sub-strand: Creating texts   |   |   |  |   |
|--|---|---|--|---|
| Students apply knowledge and skills they have developed in other strands and sub-strands to create spoken, written and multimodal texts. They create these texts with clarity, authority and novelty by selecting key aspects of a topic as well as language and multimodal features. As part of the process of creating texts, students learn to edit for enhanced meaning and effect. They develop and consolidate a handwriting style that is legible, fluent and automatic, and that supports sustained writing. |   |   |  |   |
| Thread:  | Year 3  | Year 4  | Year 5   | Year 6  |
| <p><b>Creating written texts</b></p> <p>Use language features and text structures to create and edit written and multimodal imaginative, informative and persuasive texts for a specific audience and context.</p>   | <p>Plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, appropriately using:</p> <ul style="list-style-type: none"> <li>• correct spelling of most high frequency and phonetically regular words</li> <li>• mostly correct tense</li> <li>• topic specific vocabulary</li> <li>• simple and compound sentences</li> <li>• ideas grouped in simple paragraphs</li> <li>• appropriate form and layout to suit writing purpose.</li> </ul> | <p>Plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts appropriately using:</p> <ul style="list-style-type: none"> <li>• correct spelling of multisyllabic words</li> <li>• simple punctuation</li> <li>• appropriate tense</li> <li>• topic specific, precise and varied vocabulary</li> <li>• synonyms and antonyms</li> <li>• complex sentences</li> <li>• relevant linked ideas with paragraphs to group and sequence content.</li> </ul> | <p>Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using:</p> <ul style="list-style-type: none"> <li>• accurate spelling and grammar</li> <li>• punctuation including dialogue punctuation</li> <li>• expanded noun groups</li> <li>• relevant verb tenses</li> <li>• specialist and technical vocabulary</li> <li>• text structure appropriate to the topic and purpose.</li> </ul> | <p>Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive using:</p> <ul style="list-style-type: none"> <li>• punctuation and spelling</li> <li>• expanded verb groups and tense</li> <li>• topic specific and vivid vocabulary</li> <li>• paragraphs and a variety of complex sentences</li> <li>• rhetorical devices, images and modal verbs used for persuasive effects.</li> </ul>   |
| <p><b>Oral presentations</b></p> <p>Use language features and text structures to create, rehearse and present oral and multimodal imaginative, informative and persuasive texts for a specific audience and context.</p>   | <p>Plan, create, rehearse and deliver short oral and multimodal presentations to inform, express opinions or tell stories appropriately using:</p> <ul style="list-style-type: none"> <li>• clear structure</li> <li>• details to elaborate ideas</li> <li>• topic specific and precise vocabulary</li> <li>• visual features</li> <li>• appropriate tone, pace, pitch and volume.</li> </ul>   | <p>Plan, create, rehearse and deliver structured oral and multimodal presentations to report on a topic, tell a story, recount events or present an argument appropriately using:</p> <ul style="list-style-type: none"> <li>• relevant facts, descriptive detail and references to reliable sources to support claims</li> <li>• subjective and objective language</li> <li>• complex sentences</li> <li>• visual features</li> <li>• tone, pace, pitch and volume.</li> </ul>               | <p>Plan, create, rehearse and deliver spoken and multimodal presentations that include using:</p> <ul style="list-style-type: none"> <li>• relevant, elaborated and sequenced ideas</li> <li>• specialist and technical vocabulary</li> <li>• complex sentences</li> <li>• visual and digital features</li> <li>• pitch, tone, pace and volume.</li> </ul>   | <p>Plan, create, rehearse and deliver spoken and multimodal presentations that include:</p> <ul style="list-style-type: none"> <li>• information, arguments and details that logically develop a theme or idea</li> <li>• ideas organised using precise topic specific and technical vocabulary, including rhetorical devices and language features for persuasive effect</li> <li>• pitch, tone, pace, volume, and visual and digital features.</li> </ul> |
| <p><b>Handwriting</b></p> <p>Developing a fluent, legible handwriting style, beginning with unjoined letters and moving to South Australian Modern Cursive.</p>  | <p>Write words using joined letters that are clearly formed and consistent in size.</p>   | <p>Write words using clearly formed joined letters, with developing fluency and automaticity.</p>   | <p><b>Handwriting</b></p> <p><i>thread finished at year 4</i></p>  | <p><b>Handwriting</b></p> <p><i>thread finished at year 4</i></p>   |

**Sub-strand: Phonics and word knowledge**

Students develop knowledge about the sounds of English (phonemes) and learn to identify the sounds in spoken words. They learn the letters of the alphabet and how to write words by using combinations of these letters. They apply their knowledge of phonemes and graphemes to decode words. Students learn that patterns and generalisations relate to the spelling of words in English. They learn to apply phonic knowledge to decode text, especially from Foundation to Year 2. From Year 7, the sub-strand is called Word knowledge.

| Thread:  | Year 3   | Year 4  | Year 5  | Year 6  |
|--|--|---|---|---|
| <b>Alphabet and phonic knowledge</b><br>The relationship between sounds and letters (graphemes) and how these are combined when reading and writing.   | Understand how to apply knowledge of phoneme–grapheme (sound–letter) relationships, syllables and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns.                  | Understand how to use and apply phonological and morphological knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes.                                  | Use phonic, morphemic and vocabulary knowledge to read and spell words that share common letter patterns but have different pronunciations.   | Use phonic knowledge of common and less common grapheme–phoneme relationships to read and write increasingly complex words.   |
| <b>Spelling and word knowledge</b> <ul style="list-style-type: none"> <li>• how sounds (phonemes) of words are represented by letters or letter patterns</li> <li>• meaning units within words (morphemes)</li> <li>• word origins.</li> </ul> | <b>Spelling patterns</b><br>Use phoneme–grapheme (sound–letter) relationships and less common letter patterns to spell words.  | <b>Spelling patterns</b><br>Understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, common prefixes and suffixes, and word origins, to spell more complex words.               | <b>Spelling patterns</b><br>Build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations.   | <b>Spelling patterns</b><br>Use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words.               |
|  | <b>High frequency words</b><br>Recognise and know how to write most high frequency words including some homophones.  | <b>High frequency words</b><br>Read and write high frequency words including homophones and know how to use context to identify correct spelling.   | <b>High frequency words</b><br><i>sub thread finished at year 4</i>   |   |
|  | <b>Word families and word building</b><br>Understand how to apply knowledge of common base words, prefixes, suffixes and generalisations for adding a suffix to a base word to read and comprehend new multimorphemic words. | <b>Word families and word building</b><br>Understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, common prefixes and suffixes, and word origins, to spell more complex words. | <b>Word families and word building</b><br>Build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations.<br><br>Explore less common plurals and understand how a suffix changes the meaning or grammatical form of a word. | <b>Word families and word building</b><br>Use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words. |

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