

Scope and sequence

English

Reception to year 6

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English: Scope and sequence reception to year 6

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Context statement

The Australian Curriculum: English has three interrelated strands:

- **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
- **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.

Content descriptions in each of the three 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 a deeper level of detail. The processes of listening, speaking, reading, viewing and writing, also known as the language modes, are embedded in an integrated and interdependent way across all content descriptors.

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

- Achievement standards written in dot points and positioned with content for reception to year 10 levels of schooling.
- 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. This will support school curriculum planning and assessment.
- A clear balance when demonstrating the interconnectedness between the 3 interrelated strands: Language, Literacy and Literature. Each strand distinctly contributing to the curriculum area of English to support the development of knowledge, understanding and skills.
- A description of the knowledge, skills and understanding taught at each year level enabling flexibility of how these can be taught in different contexts.

Achievement standards

Receptive modes: listening, reading and viewing						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>By the end of reception, students:</p> <ul style="list-style-type: none"> • use predicting and questioning strategies to make meaning from texts • recall one or two events from texts with familiar topics • understand that different types of texts can have similar characteristics • identify connections between texts and their personal lives • read short, decodable and predictable texts with familiar vocabulary and supportive images • use decoding and self-monitoring strategies • recognise the letters of the English alphabet in upper and lower case • know and use the most common sounds represented by most letters • read high frequency words and blend sounds orally to read consonant-vowel-consonant words • use appropriate interaction skills to listen and respond to others • listen for rhyme, letter patterns and sounds in words. 	<p>By the end of year 1, students:</p> <ul style="list-style-type: none"> • understand the different purposes of texts • make connections to personal experiences when explaining characters and main events in short texts • identify that texts serve different purposes and that this affects how they are organised • describe characters, settings and events in different types of literature • read aloud, with developing fluency • read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images • use knowledge of the relationship between sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning when reading • recall key ideas and recognise literal and implied meaning in texts • listen and interact with others when taking part in conversations, using appropriate skills. 	<p>By the end of year 2, students:</p> <ul style="list-style-type: none"> • understand how similar texts share characteristics • identify text structures and language features used to describe characters and events, or to communicate factual information • read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information • monitor meaning and self-correct using phonics, syntax, punctuation, semantics and context knowledge • use knowledge of a wide variety of letter-sound relationships to read words with 1 or more syllables fluently • identify literal and implied meaning, main ideas and supporting detail • make connections between texts by comparing content • listen for particular purposes and intent within various contexts • listen for and manipulate sound combinations and rhythmic sound patterns. 	<p>By the end of year 3, students:</p> <ul style="list-style-type: none"> • understand how content can be organised using different text structures depending on the purpose of the text • understand how language features, images and vocabulary choices are used for different effects • read texts that contain varied structures, a range of punctuation conventions, and images that provide extra information • use phonics and word knowledge to fluently read more complex words • identify literal and implied meaning connecting ideas in different parts of a text • select information, ideas and events in texts that relate to their own lives and to other texts • listen to others' views and respond appropriately using interaction skills. 	<p>By the end of year 4, students:</p> <ul style="list-style-type: none"> • understand that texts have different structures depending on purpose and context • explain how language features, images and vocabulary are used to engage the interest of audiences • describe literal and implied meaning connecting ideas in different texts • fluently read texts that include varied structures and unfamiliar vocabulary, including multisyllabic words • express preferences for particular types of texts, and respond to others' viewpoints • listen for and share key points in discussions. 	<p>By the end of year 5, students:</p> <ul style="list-style-type: none"> • explain how structures assist in understanding the text • understand how language features, images and vocabulary influence interpretations of characters, settings and events • encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge • analyse and explain literal and implied information from a variety of texts • describe how events, characters and settings in texts are depicted • explain their own responses to texts • listen and ask questions to clarify content. 	<p>By the end of year 6, students:</p> <ul style="list-style-type: none"> • understand how text structures can be used to achieve particular effects • analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events • compare and analyse information in different and complex texts, explaining literal and implied meaning • select and use evidence from a text to explain a response • listen to discussions, clarifying content and challenging others' ideas.

Productive modes: speaking, writing, creating						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>By the end of reception, students:</p> <ul style="list-style-type: none"> • understand that their texts can reflect their own experiences • identify and describe likes and dislikes about familiar texts, objects, characters and events • communicate clearly informal and whole-class settings • retell events and experiences with peers and known adults. • identify and use rhyme, and orally blend and segment sounds in words • use familiar words, phrases and images to convey ideas when writing • show evidence of letter and sound knowledge when writing • experiment with capital letters and full stops • form known upper and lower-case letters correctly. 	<p>By the end of year 1, students:</p> <ul style="list-style-type: none"> • understand how characters in texts are developed and give reasons for personal preferences • create texts that show understanding of the connection between writing, speech and images • create short texts for a small range of purposes • interact in pair, group and class discussions, taking turns when responding • make short presentations on familiar topics • provide details about ideas or events and participants in those events when writing • accurately spell words with regular spelling patterns • use capital letters and full stops, and form all upper and lowercase letters correctly. 	<p>By the end of year 2, students:</p> <ul style="list-style-type: none"> • use everyday language features and topic-specific vocabulary when discussing their ideas and experiences • explain their preferences for aspects of texts using other texts as comparisons • create texts that show how images support the meaning of the text • create texts, drawing on their own experiences, their imagination and information they have learnt • use a variety of strategies to engage in group and class discussions and make presentations • accurately spell words with regular spelling patterns and words with less common long vowel patterns • use punctuation accurately, and write words and sentences legibly using unjoined upper and lowercase letters. 	<p>By the end of year 3, students:</p> <ul style="list-style-type: none"> • understand how language features are used to link and sequence ideas • understand how language can be used to express feelings and opinions on topics • include writing and images within their own texts to express and develop experiences, events, information, ideas and characters in some detail • create a range of texts for familiar and unfamiliar audiences • contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations • demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose of their writing • use knowledge of letter-sound relationships, including consonant and vowel clusters, to spell words accurately • re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning • write using joined letters that are accurately formed and consistent in size. 	<p>By the end of year 4, students:</p> <ul style="list-style-type: none"> • use language features to create coherence and add detail to their texts • understand how to express an opinion based on information in a text • create texts that show understanding of how images and detail can be used to extend key ideas • create structured texts to explain ideas for different audiences • make presentations and contribute actively to class and group discussions, varying language according to context • demonstrate understanding of grammar by: <ul style="list-style-type: none"> ○ choosing appropriate vocabulary from a range of resources ○ using accurate spelling and punctuation ○ rereading and editing their work to improve meaning. 	<p>By the end of year 5, students:</p> <ul style="list-style-type: none"> • use language features to show how ideas can be extended • develop and explain a point of view about a text • select information, ideas and images from a range of resources • create imaginative, informative and persuasive texts for different purposes and audiences • make presentations which include multimodal elements for defined purposes • contribute actively to class and group discussions, considering other perspectives • demonstrate understanding of grammar using a variety of sentence types when writing • select specific vocabulary and use accurate spelling and punctuation. • edit their work for cohesive structure and meaning. 	<p>By the end of year 6, students:</p> <ul style="list-style-type: none"> • understand how language features and language patterns can be used for emphasis • show how specific details can be used to support a point of view • explain how their choices of language features and images are used • create detailed texts elaborating on key ideas for a range of purposes and audiences • make presentations and contribute actively to class and group discussions, using a variety of strategies for effect • demonstrate an understanding of grammar, and make considered vocabulary choices to enhance and structure their writing • use accurate spelling and punctuation for clarity, and make and explain editorial choices based on criteria.

Scope and sequence

Strand: Language							
<p>In the Language strand, students develop their knowledge of the English language and how it works.</p> <p>They learn that changes in English are related to historical developments and the geographical differences of its users over the centuries, and that there are many differences in dialect and accent.</p> <p>They learn how language enables people to interact effectively, to build and maintain relationships and to express and exchange knowledge, skills, attitudes, feelings and opinions.</p> <p>They discover the patterns and purposes of English usage, including spelling, grammar and punctuation at the levels of the word, sentence and extended text, and they study the connections between these levels.</p> <p>By developing a body of knowledge about these patterns and their connections, students learn to communicate effectively through coherent, well-structured sentences and texts.</p> <p>They gain a consistent way of understanding and talking about language, language in use and language as a system, so they can reflect on their own speaking and writing and discuss these productively with others.</p> <p>This strand informs the planning and conduct of teaching and learning activities in English and provides resources that connect to key concepts and skills in the other strands.</p>							
Sub-strand: Language variation and change							
<p>Students learn that languages and dialects are constantly evolving due to historical, social and cultural changes, demographic movements, and technological innovations. They come to understand that these factors, along with new virtual communities and environments, continue to affect the nature and spread of English.</p>							
Thread	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Language variation and change How English varies according to context and purpose, including cultural and historical context.</p>	<p>Understand that English is one of many languages spoken in Australia, and that different languages may be spoken or signed by family, classmates and community.</p>	<p>Understand that people use different systems of communication to cater to different needs and purposes. Many people may use sign systems to communicate with others.</p>	<p>Understand that spoken, visual, and written forms of language are different modes of communication. Understand that the use of these modes varies according to the audience, purpose, context, and cultural background.</p>	<p>Understand that languages have different written and visual communication systems, different oral traditions, and different ways of constructing meaning.</p>	<p>Understand that standard Australian English is one of many social dialects used in Australia, and that while it originated in England, it has been influenced by many other languages.</p>	<p>Understand that the pronunciation, spelling and meanings of words have histories, and change over time.</p>	<p>Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English.</p>
Sub-strand: Language for interaction							
<p>Students learn that the language used by individuals varies according to their social setting and the relationships between the participants. They learn that accents and styles of speech and idioms are part of the creation and expression of personal and social identities.</p>							
Thread	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Language for social interactions How language used in different formal and informal social interactions is influenced by the purpose and audience.</p>	<p>Explore how language is used differently at home and school depending on the relationships between people.</p>	<p>Understand that language is used in combination with other means of communication, for example facial expressions and gestures, to interact with others.</p> <p>Understand that there are different ways of asking for information, making offers and giving commands.</p>	<p>Understand that the language used changes when people take on different roles in social and classroom interactions.</p> <p>Understand how using key interpersonal interactions vary depending on context.</p>	<p>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.</p>	<p>Understand that social interactions influence the way people engage with ideas and respond to others, for example:</p> <ul style="list-style-type: none"> when exploring and clarifying the ideas of others when summarising their own views and reporting them to a larger group. 	<p>Understand that patterns of language interaction vary across social contexts and types of texts, and help to signal social roles and relationships.</p>	<p>Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase.</p>
<p>Evaluative language How language is used to express opinions and make evaluative judgements about people, places, things.</p>	<p>Understand that language can be used to explore ways of expressing needs, likes and dislikes.</p>	<p>Explore different ways of expressing emotions including verbal, visual, body language, and facial expressions.</p>	<p>Identify language that can be used for appreciating texts and the qualities of people and things.</p>	<p>Examine how evaluative language can be varied to be more or less forceful.</p>	<p>Understand differences between the language of opinion and feeling and the language of factual reporting or recording.</p>	<p>Understand how to move beyond making bare assertions and take account of differing perspectives and points of view.</p>	<p>Understand the uses of objective language and subjective language and bias.</p>

Sub-strand: Text structure and organisation							
Students learn how texts are structured to achieve particular purposes: <ul style="list-style-type: none"> • Language is used to create texts that are cohesive and coherent. • Texts about more specialised topics contain more complex language patterns and features. • The author guides the reader or viewer through the text using resources at the whole text, paragraph, and sentence levels. 							
Thread	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Purpose, audience and structures of different text types How texts serve different purposes and how the structures of text types (genres and macro genres) vary according to the purpose, context and audience.	Understand that texts can take many forms. They can be very short, such as an exit sign, or quite long, such as an information book or a film. Understand that stories and informative texts have different purposes.	Understand that the purpose of a genre shapes its structure in predictable ways.	Understand that different genres (text types) have identifiable text structures and language features that help the text serve its purpose.	Understand how different genres (text types) vary in use of language choices, depending on their purpose and context, for example, tense and types of sentences.	Understand how genres (text types) vary in complexity and technicality depending on the approach to the topic, the purpose, and the intended audience.	Understand how genres (text types) and macro-genres vary in purpose, text structure, and topic as well as the degree of formality.	Understand how authors innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects.
Text cohesion How texts work as cohesive wholes through language features that link parts of the text together. These language features include paragraphs, connectives, nouns and associated pronouns.	Understand that some language in written texts is unlike everyday spoken language.	Understand patterns of repetition and contrast in simple texts.	Understand how language features, including word associations, synonyms, and antonyms, make texts more cohesive.	Understand that paragraphs are a key organisational feature of written texts.	Understand how using linking devices, including noun/pronoun reference chains and text connectives, make texts more cohesive.	Understand that different sentence openers give prominence to the message in the text and allows for prediction of how the text will unfold.	Understand that cohesive links can be made in texts by omitting or replacing words.
Punctuation How punctuation works to perform different functions in a text.	Understand that punctuation is a feature of written text, different from letters. Recognise that: <ul style="list-style-type: none"> • capital letters are used for names • the beginning and end of sentences are signalled by capital letters and full stops. 	Recognise that different types of punctuation (full stops, question marks and exclamation marks) signal sentences that make statements, ask questions, express emotion or give commands.	Recognise that capital letters signal proper nouns and commas are used to separate items in lists.	Know that word contractions are a feature of informal language and that apostrophes in contractions are used to signal missing letters.	Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech.	Understand how apostrophes can be used to signal possessives. Understand how to use apostrophes with common and proper nouns.	Understand the use of commas to separate clauses.
Concepts of print and screen Different conventions apply to how text is presented on a page, a screen, online or in multimedia texts.	Understand concepts about print and screen, including how books, film, and simple digital texts work. Know some features of print, such as directionality.	Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars, and links.	Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams such as timelines.	Identify the features of online texts that enhance navigation.	Identify features of online texts that enhance readability including text navigation, links, graphics, and layout.	Investigate how text organisation can be used to predict content and assist text navigation: <ul style="list-style-type: none"> • chapters, headings and subheadings • home pages and subpages for online texts • according to chronology or topic. 	From year 6 onwards, knowledge, concepts and skills for this thread continue to be consolidated.

Sub-strand: Expressing and developing ideas							
Students learn: <ul style="list-style-type: none"> • how, in a text, effective authors control and use an increasingly differentiated range of clause structures, words and word groups • to use a combination of sound, image, movement, verbal elements, and layout • the conventions, patterns and generalisations that relate to English spelling involve: <ul style="list-style-type: none"> ○ the origins of words ○ Greek and Latin roots ○ base words ○ word endings ○ affixes. 							
Thread	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentences and clause-level grammar What a clause is and how simple, compound and complex sentences are constructed through one clause (simple) or by combining clauses using different types of conjunctions (compound and complex).	Recognise that sentences are key units for expressing ideas.	Identify the parts of a simple sentence that represent ‘what is happening?’, ‘what state is being described?’, ‘who or what is involved?’ and the surrounding circumstances.	Understand that simple connections can be made between ideas by using a compound sentence with 2 or more clauses usually linked by a coordinating conjunction.	Understand that a clause is a unit of grammar, usually containing a subject and a verb, and that these need to be in agreement.	Understand that the meaning of sentences can be enriched through the use of <ul style="list-style-type: none"> • noun groups • verb groups • prepositional phrases. Investigate how quoted (direct) and reported (indirect) speech work in different types of texts.	Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause.	Investigate how complex sentences can be used in a variety of ways to elaborate, extend, and explain ideas.
Word-level grammar 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.	Recognise that texts are made up of words and groups of words that make meaning.	Explore differences in words that represent: <ul style="list-style-type: none"> • people, places, and things (nouns, including pronouns) • happenings and states (verbs) • qualities (adjectives) • details, such as when, where and how (adverbs). 	Understand that nouns represent people, places, concrete objects and abstract concepts. Understand that there are 3 types of nouns (common, proper, and pronouns), and that noun groups/ phrases can be expanded using articles (a, an, the) and adjectives .	Understand that verbs represent different processes, and that these processes are anchored in time through tense, for example: <ul style="list-style-type: none"> • doing • thinking • saying • relating. 	Understand how adverb groups, and prepositional phrases work in different ways to provide circumstantial details about an activity.	Understand how noun groups and adjective groups can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea.	Understand how ideas can be expanded and sharpened, and effects upon readers may be constructed through: <ul style="list-style-type: none"> • careful choice and placement of verbs groups • elaborated tenses • noun groups • a range of adverb groups.
Visual language How images work in texts to communicate meanings, especially in conjunction with other elements such as print and sound.	Explore the different contribution of words and images to communicate meaning in stories and informative texts.	Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning.	Identify visual representations of characters’ actions, reactions, speech, and thought processes in narratives. Consider how these images add to, contradict, or multiply the meaning of accompanying words.	Identify how techniques such as shot size, vertical camera angle, and layout in picture books, advertisements and film segments affect audiences.	Explore the effect of visual language choices when framing an image, where elements are placed in the image, and salience on composition of still and moving images in a range of types of texts.	Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers’ interpretations.	Identify and explain how analytical images like figures, tables, technical diagrams, maps, and graphs contribute to our understanding of verbal and print information in factual and persuasive texts.
Vocabulary Meanings of words, including everyday and specialist and how words take their meanings from the context of the text.	Understand how vocabulary is used in familiar contexts related to everyday experiences, personal interests and topics taught at school.	Understand how vocabulary is used in everyday contexts as well as a growing number of school contexts. This includes using formal and informal terms of address appropriately in different contexts.	Understand how vocabulary is used to describe familiar and new topics. Experiment with and begin to make conscious vocabulary choices to suit audience and purpose.	Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs.	Incorporate new vocabulary encountered in learning into students’ own texts. This includes vocabulary from range of sources.	Understand how precise nouns and adjectives are used to express meaning with greater precision. Know that words can have different meanings in different contexts.	Investigate how vocabulary choices, including evaluative language, can express degrees of meaning, feeling and opinion.

Sub-strand: Phonics and word knowledge							
<p>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 (graphemes) and how to represent spoken words by using combinations of these letters. They pay attention to the stream of speech and learn that sentences are made up of words, and are introduced to understandings about the complexities and subtleties of learning English.</p> <p>Students learn that patterns and generalisations relate to how words are spelled in English and involve word origins, prefixes and suffixes, visual, and meaning strategies. Reading skills are inherently complex, have infinite possibilities for use, and therefore require practice and application. This is achieved when students engage in the receptive modes of communication (listening, reading, and viewing) and the productive modes of communication (speaking, writing, and creating). This occurs not just in English, but across the curriculum. Applying phonemic awareness and phonic knowledge to develop reading, especially from reception to year 2, is critical.</p>							
Thread	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Phonological awareness and phonemic awareness</p> <p>The ability to identify the discrete sounds in speech (phonemes), and to reproduce and manipulate them orally.</p>	<p>Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words.</p> <p>Segment sentences into individual words and orally blend and segment onset and rime in 1 syllable spoken words.</p> <p>Isolate, blend and manipulate phonemes in single syllable words.</p>	<p>Segment consonant blends or clusters into separate phonemes at the beginnings and ends of 1 syllable words.</p> <p>Manipulate phonemes in spoken words by adding, deleting, and substituting initial, medial and final phonemes to generate new words.</p>	<p>Orally manipulate more complex sounds in spoken words through:</p> <ul style="list-style-type: none"> blending and segmenting sounds phoneme deletion and substitution. <p>This will be done in combination with using letters in reading and writing.</p>	<p>From year 3 onwards, knowledge, concepts and skills for this thread continue to be applied.</p>	<p>From year 3 onwards, knowledge, concepts and skills for this thread continue to be applied.</p>	<p>From year 3 onwards, knowledge, concepts and skills for this thread continue to be applied.</p>	<p>From year 3 onwards, knowledge, concepts and skills for this thread continue to be applied.</p>
<p>Alphabet and phonic knowledge</p> <p>The relationship between sounds and letters (graphemes) and how these are combined when reading and writing.</p>	<p>Recognise and name all upper and lower case letters (graphemes) and know the most common sound that each letter represents.</p> <p>Write consonant-vowel-consonant (CVC) words by representing some sounds with the appropriate letters.</p> <p>Blend sounds associated with letters when reading CVC words.</p>	<p>Use short vowels, common long vowels, and consonant blends when writing, and blend these to read 1 syllable words.</p> <p>Understand that a letter can represent more than 1 sound. Understand that a syllable must contain a vowel sound.</p>	<p>Use most letter-sound matches when reading and writing words that are 1 or more syllables. These include vowel digraphs, less common long vowel patterns, letter clusters, and silent letters.</p> <p>Understand that a sound can be represented by various letter combinations.</p>	<p>Apply letter-sound relationship, syllables, blending, and segmenting knowledge to fluently read and write multisyllabic words with more complex letter patterns.</p>	<p>Understand how to use phonic knowledge to read and write multisyllabic words with more complex letter combinations. This includes a variety of vowel sounds and known prefixes and suffixes.</p>	<p>Understand how to use phonic knowledge to read and write less familiar words that share common letter patterns but have different pronunciations.</p>	<p>Understand how to use phonic knowledge and accumulated understandings to read and write increasingly complex words. Phonetic knowledge includes:</p> <ul style="list-style-type: none"> blending letter-sound relationship common and uncommon letter patterns phonic generalisation.

Sub-strand: Phonics and word knowledge cont.							
Thread	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spelling Knowledge about: <ul style="list-style-type: none"> • how sounds (phonemes) of words are represented by letters or letter patterns • meaning units within words (morphemes) • word origins. 	Understand how to use knowledge of letters and sounds including onset and rime to spell words. High frequency words Know how to read and write some high-frequency words and other familiar words. Word building Understand that words are units of meaning and can be made of more than one meaningful part.	Understand how to spell 1 and 2 syllable words with common letter patterns. High frequency words Use visual memory to read and write high-frequency words. Word building Recognise and know how to use simple grammatical morphemes to create word families.	Use knowledge of digraphs, long vowels, blends and silent letters to spell 1 and 2 syllable words including some compound words. High frequency words Use letter patterns and morphemes knowledge to read and write high-frequency words and words whose spelling is not predictable from their sounds. Word building Build morphemic word families using knowledge of prefixes and suffixes.	Understand how to use letter-sound relationships and less common letter patterns to spell words. High frequency words Recognise and know how to write most high frequency words including some homophones. Word building Know how to use common prefixes and suffixes, and generalisations for adding a suffix to a base word.	Use letter pattern knowledge to spell more complex words, including: <ul style="list-style-type: none"> • double letters • spelling generalisations • morphemic word families • common prefixes and suffixes • word origins. High frequency words Recognise and know how to write most high frequency words including some homophones. Word building Know how to use common prefixes and suffixes, and generalisations for adding a suffix to a base word.	Use knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns, and spelling generalisations to spell new words. Explore less common plurals. Understand how a suffix changes the meaning or grammatical form of a word.	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.

Strand: Literature							
<p>The Literature strand aims to engage students in the study of literary texts of personal, cultural, social and aesthetic value. These texts include some that are recognised as having enduring social and artistic value and some that attract contemporary attention. Texts are chosen because they are judged to have potential for enriching the lives of students, expand the scope of their experience, and represent effective and interesting features of form and style.</p> <p>Learning to appreciate literary texts and to create their own enriches students' understanding of human experiences and the capacity for language to deepen those experiences. It builds students' knowledge about how language can be used for aesthetic ends, to create particular emotional, intellectual or philosophical effects. Students interpret, appreciate, evaluate and create literary texts such as short stories, novels, poetry, prose, plays, film and multimodal texts in spoken, print and digital or online forms. Texts recognised as having enduring artistic and cultural value are drawn from world and Australian literature. These include the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, texts from Asia, texts from Australia's cultures and texts of the students' choice.</p> <p>Across the years of schooling, students will engage with literary texts in spoken, written and multimodal form (including digital texts), such as narratives, poetry, prose, plays and films. At all year levels, students will explore the interconnectedness of country or place, identity and culture in texts by Aboriginal and Torres Strait Islander authors. The year level units for English reception to year 10 give information about the nature of texts to be studied including appropriate types of texts and typical linguistic and structural features.</p>							
Sub-strand: Literature and context							
Students learn how ideas and viewpoints about events, issues, and characters are expressed by authors in texts. These are drawn from and shaped by different historical, social, and cultural contexts.							
Thread	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Texts in contexts Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences.	Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences.	Discuss how authors create characters using language and images.	Discuss how depictions of characters in print, sound, and images reflect the contexts they were created in.	Discuss texts where characters, events and settings are portrayed in different ways, and speculate on the authors' reasons.	Make connections between the ways different authors may represent similar storylines, ideas, and relationships.	Identify aspects of literary texts that convey details or information about particular social, cultural, and historical contexts.	Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social, and cultural contexts.
Sub-strand: Examining literature							
Students learn how to explain and analyse the ways in which stories, characters, settings and experiences are reflected in particular literary genres, and how to discuss the appeal of these genres. They learn how to compare and appraise the ways authors use language and literary techniques and devices to influence readers. They also learn to understand, interpret, discuss and evaluate how certain stylistic choices can create multiple layers of interpretation and effect.							
Thread	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Themes of literary texts Identify the themes in texts and how themes convey an attitude or value about an idea. At a basic level the theme may be a message or moral. In progressively more complex texts students perceive what is culturally valued in the text and explore how they identify with, accept or challenge these values.	Understand that literary texts can convey a message.	Understand that a literary text can convey a message or moral which invites readers to think about their own behaviours and values.	Identify the underlying message or moral in a literary text with topics that are close to the student's experience.	Understand that the underlying message or moral in a literary text arises from particular devices such as plot events, characters' problems, behaviours, motivations and relationships.	Understand that the underlying message in a literary text is suggested through the reader's implied choice between the main character's approach to a key problem and that of other characters. Understand that pervasive human problems reappear in many literary texts.	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 and philosophical questions. Understand that pervasive human problems reappear in many literary texts.	Understand that themes are explicit or implied attitudes and beliefs about a social, moral, philosophical question. These arise mainly out of the construction of characters' conflicts, contrasts and eventual changes in relation to the question. Understand that pervasive human problems reappear in many literary texts.
Features of literary texts The key features of literary texts and how they work together to construct a literary work, such as plot, setting, characterisation, mood and theme	Identify some features of texts including events and characters and retell events from a text. Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry.	Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts.	Discuss the characters and settings of different texts and explore how language is used to present these features in different ways.	Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative.	Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension.	Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses.	Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style.

Language devices in literary texts Language devices, including figurative language that authors use and how these create meanings and effects in literary texts, especially devices in poetry	Replicate the rhythms and sound patterns in stories, rhymes, songs, and poems from a range of cultures.	Listen to, recite and perform poems, chants, rhymes, and songs, imitating and inventing sound patterns including alliteration and rhyme.	Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs.	Discuss the nature and effects of some poetic conventions used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose.	Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example: <ul style="list-style-type: none"> • nonsense words • spoonerisms • neologisms • puns. 	Understand, interpret and experiment with sound devices and imagery (including simile, metaphor, and personification) in narratives, shape poetry, songs, anthems and odes.	Identify the relationship between poetic conventions, such as sounds, poetic devices, imagery and word play, in narratives and poetry, including ballads, limericks, and free verse.
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Sub-strand: Responding to literature

Students learn to identify personal ideas, experiences, and opinions about literary texts and discuss them with others. They learn how to recognise areas of agreement and difference, and how to develop and refine their interpretations through discussion and argument.

Thread	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Personal responses to literary texts Personal responses to the ideas, characters and viewpoints in texts. An individual response to the ideas, characters and viewpoints in literary texts, including relating texts to their own experiences.	Respond to texts, identifying favourite stories, authors and illustrators.	Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences.	Compare opinions about characters, events and settings in and between texts.	Draw connections between personal experiences and the worlds of texts, and share responses with others.	Discuss literary experiences with others, sharing responses and expressing a point of view.	Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others.	Analyse and evaluate similarities and differences in texts on similar topics, themes or plots.
Expressing preferences and evaluating texts Expressing personal preference for different texts and types of texts, and identifying the features of texts that influence personal preference.	Share feelings and thoughts about the events and characters in texts.	Express preferences for specific texts and authors and listen to the opinions of others.	Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences.	Develop criteria for establishing personal preferences for literature.	Use metalanguage to describe the effects of ideas, text structures and language features of literary texts.	Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences.	Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts.

Sub-strand: Creating literature

Students learn how to use personal knowledge and literary texts as starting points to create literary texts in different modes, forms and genres, 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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creating literary texts Creating literary texts based on ideas, features and structures of texts experienced.	Retell familiar literary texts through performance, illustrations and images.	Recreate texts imaginatively using drawing, writing, performance and digital forms of communication.	Create events and characters using different media to further develop key events and characters from existing literary texts.	Use visual features such as perspective, distance and angle to create imaginative texts based on characters, settings and events from students' own and other cultures.	Create literary texts that explore students' own experiences and imagination.	Create literary texts using realistic and fantasy settings, and characters that draw on the worlds represented in texts students have experienced.	Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways.
Experimentation and adaptation Creating a variety of texts, including multimodal texts, and adapting ideas and devices from literary texts.	Innovate on familiar texts through play.	Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary.	Innovate on familiar texts by experimenting with character, setting or plot.	Create texts that adapt language features and patterns encountered in literary texts, for example: <ul style="list-style-type: none"> • characterisation • rhyme • rhythm • mood • music • sound effects • dialogue. 	Create literary texts by developing storylines, characters and settings.	Create literary texts that experiment with structures, ideas and stylistic features of selected authors.	Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice.

Strand: Literacy							
<p>The Literacy strand aims to develop students' ability to interpret and create texts with appropriateness, accuracy, confidence, fluency and efficacy for learning in and out of school, and for participating in Australian life more generally. Texts chosen include media texts, everyday texts and workplace texts from increasingly complex and unfamiliar settings, ranging from the everyday language of personal experience to more abstract, specialised and technical language, including the language of schooling and academic study.</p> <p>Students learn to adapt language to meet the demands of more general or more specialised purposes, audiences and contexts. They learn about the different ways in which knowledge and opinion are represented and developed in texts, and about how more or less complexity can be shown through language and through multimodal representations. This means that print and digital contexts are included, and that listening, speaking, reading, viewing, writing and creating are all developed systematically and concurrently.</p>							
Sub-strand: Texts in contexts							
Students learn that texts from different cultures, historical periods and situational contexts may reveal different or similar patterns							
Thread	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Texts and the contexts in which they are used How texts relate to their contexts and reflect the society they were created in.	Identify some familiar texts and the contexts they are used in.	Respond to texts drawn from a range of cultures and experiences.	Discuss texts on a similar topic, identifying similarities and differences between the texts.	Identify the point of view in a text and suggest alternative points of view.	Identify and explain language features of texts from the past. Compare these with the vocabulary, images, layout, and content of contemporary texts.	Show how ideas and points of view in texts are conveyed through vocabulary, including idiomatic expressions, objective and subjective language. Understand that these can change according to context.	Compare texts including media texts that represent ideas and events in different ways. Explain the effects of the different approaches.
Sub-strand: Interacting with others							
<p>Students learn how individuals and groups use language patterns to express ideas and key concepts to develop and defend arguments. They learn how to promote a point of view by designing, rehearsing and delivering spoken and written presentations and by appropriately selecting and sequencing linguistic and multimodal elements.</p> <p>Students become increasingly proficient at:</p> <ul style="list-style-type: none"> • active listening • strategic and respectful questioning • using language to share information • using information to negotiate meaning and outcome. 							
Thread	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and speaking interactions – purposes and contexts Students engage in listening and speaking interactions with different purposes and contexts.	Listen to and respond orally to texts and the communication of others in informal and structured classroom situations.	Engage in conversations: <ul style="list-style-type: none"> • about texts, topics and routines • by exhibiting active listening behaviours • by showing interest • by contributing ideas, information and questions. 	Listen for specific purposes and information, including instructions. Extend students' own and others' ideas in discussions.	Listen to and contribute to conversations to share information and ideas. Negotiate in collaborative situations.	Interpret ideas and information in spoken texts. Listen for key points in order to carry out tasks. Use information to share and extend ideas and information.	Participate and contribute to formal and informal discussions by: <ul style="list-style-type: none"> • clarifying understanding of content as it unfolds • connecting ideas to student's own experiences • presenting and justifying a point of view. 	Participate and contribute to formal and informal discussions by: <ul style="list-style-type: none"> • clarifying and interrogating ideas • developing and supporting arguments • sharing and evaluating information, experiences and opinions.
Listening and speaking interactions – skills Skills students use when engaging in listening and speaking interactions.	Use interaction skills including: <ul style="list-style-type: none"> • listening while others speak • using appropriate voice levels • articulation and body language • gestures and eye contact. 	Use interaction skills including: <ul style="list-style-type: none"> • turn-taking • recognising the contributions of others • speaking clearly • using appropriate volume and pace. 	Use interaction skills including: <ul style="list-style-type: none"> • initiating topics • making positive statements • voicing disagreement in an appropriate manner • speaking clearly • varying tone, volume and pace appropriately. 	Use interaction skills, including: <ul style="list-style-type: none"> • active listening behaviours • communicate in a clear, coherent manner • using a variety of everyday and learned vocabulary • appropriate tone, pace, pitch, and volume. 	Use interaction skills such as: <ul style="list-style-type: none"> • acknowledging another's point of view • linking students' response to the topic • using familiar and new vocabulary • using a range of vocal effects such as tone, pace, pitch, and volume • speaking clearly and coherently. 	Use interaction skills, for example: <ul style="list-style-type: none"> • paraphrasing • questioning and interpreting non-verbal cues • choosing vocabulary and vocal effects appropriate for different audiences and purposes. 	Use interaction skills and varying spoken interaction conventions such as: <ul style="list-style-type: none"> • voice volume, tone, pitch and pace, according to group size • formality of interaction • needs and expertise of the audience.

<p>Oral presentations Students engage in formal oral presentations, including:</p> <ul style="list-style-type: none"> presenting recounts and information presenting and arguing a point of view presenting and supporting a response to text. 	<p>Deliver short oral presentations to peers.</p>	<p>Make short presentations using some introduced text structures and language, for example opening statements.</p>	<p>Rehearse and deliver short presentations on familiar and new topics and texts.</p>	<p>Plan and deliver short presentations, providing some key details in logical sequence.</p>	<p>Plan, rehearse and deliver presentations incorporating learned content, taking into account the particular purposes and audiences.</p>	<p>Plan, rehearse and deliver presentations for defined audiences and purposes. Incorporate:</p> <ul style="list-style-type: none"> accurate and sequenced content some elements of body language and vocal delivery multimodal elements. 	<p>Plan, rehearse and deliver presentations, making appropriate choices for modality and emphasis for defined audiences and purpose. Select and sequence:</p> <ul style="list-style-type: none"> appropriate, accurate and sequenced content some elements of body language and vocal delivery multimodal elements.
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Sub-strand: Interpreting, analysing and evaluating texts

Students learn to comprehend what they read and view by applying growing contextual, semantic, grammatical, and phonic knowledge. They develop more sophisticated processes for interpreting, analysing, evaluating and critiquing ideas, information, and issues from a variety of sources. They explore the ways conventions and structures are used in written, digital, multimedia, and cinematic texts to entertain, inform and persuade audiences. They use their growing knowledge of textual features to explain how texts make an impact on different audiences.

Thread	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Purpose and audience Recognising and analysing differences between different types of texts.</p>	<p>Identify some differences between imaginative and informative texts.</p>	<p>Describe some differences between imaginative, informative, and persuasive texts.</p>	<p>Identify the audience of imaginative, informative, and persuasive texts.</p>	<p>Identify the audience and purpose of imaginative, informative, and persuasive texts.</p>	<p>Identify characteristic features used to meet the purpose of the text in imaginative, informative, persuasive, and response texts.</p>	<p>Identify and explain characteristic text structures and language features used to meet the purpose of the text in imaginative, informative, persuasive, and response texts.</p>	<p>Analyse how text structures and language features work together to meet the purpose of the text in imaginative, informative, persuasive, and response texts.</p>
<p>Reading processes Strategies for using and combining contextual, semantic, grammatical, and phonic knowledge to decode texts. This includes predicting, monitoring, cross-checking, self-correcting, skimming, and scanning.</p>	<p>Read decodable and predictable texts, practising phrasing and fluency. Monitor meaning using concepts about print and emerging contextual, semantic, grammatical, and phonic knowledge.</p>	<p>Read decodable and predictable texts using:</p> <ul style="list-style-type: none"> developing phrasing fluency contextual, semantic, grammatical and phonic knowledge emerging text processing strategies such as prediction, monitoring meaning and re-reading. 	<p>Read less predictable texts with phrasing and fluency. Combine contextual, semantic, grammatical, and phonic knowledge with text processing strategies, for example:</p> <ul style="list-style-type: none"> monitoring meaning predicting re-reading self-correcting. 	<p>Read an increasing range of different types of texts. Combine contextual, semantic, grammatical, and phonic knowledge, with text processing strategies, for example:</p> <ul style="list-style-type: none"> monitoring predicting confirming re-reading reading on self-correcting. 	<p>Read different types of texts by combining contextual, semantic, grammatical, and phonic knowledge with text processing strategies, for example:</p> <ul style="list-style-type: none"> monitoring meaning cross checking reviewing. 	<p>Navigate and read texts for specific purposes. Apply appropriate text processing strategies, for example:</p> <ul style="list-style-type: none"> predicting and confirming monitoring meaning skimming scanning. 	<p>Select, navigate and read texts for a range of purposes. Apply appropriate text processing strategies and interpret structural features, for example:</p> <ul style="list-style-type: none"> table of contents glossary chapters headings subheadings.
<p>Comprehension strategies Strategies for constructing meaning from texts, including literal and inferential meaning.</p>	<p>Use comprehension strategies to understand and discuss texts that are listened to, viewed, or read independently.</p>	<p>Use comprehension strategies to build literal and inferred meaning about key events, ideas, and information in texts. Listen to, view and read texts by drawing on growing knowledge of context, text structures, and language features.</p>	<p>Use comprehension strategies to build literal and inferred meaning and begin to analyse texts. Draw on growing knowledge of context, language and visual features, and print and multimodal text structures.</p>	<p>Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts. Draw on a growing knowledge of context, text structures, and language features.</p>	<p>Use comprehension strategies to build literal and inferred meaning to expand content knowledge. Integrate and link ideas, and analyse and evaluate texts.</p>	<p>Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources.</p>	<p>Use comprehension strategies to interpret and analyse information and ideas. Compare content from a variety of textual sources including media and digital texts.</p>

Analysing and evaluating texts Analysing and evaluating how text structures and language features construct meaning and influence readers or viewers.	This sequence starts at year 6.	This sequence starts at year 6.	This sequence starts at year 6.	This sequence starts at year 6.	This sequence starts at year 6.	This sequence starts at year 6.	Analyse the strategies authors use to influence readers.
Sub-strand: Creating texts							
Students apply knowledge they have developed in other strands and sub-strands to create a range of spoken, written and multimodal texts. These texts should have clarity, authority, and novelty and they should entertain, inform, and persuade audiences. Students do this by strategically selecting key aspects of a topic as well as language, visual, and audio features. They learn how to edit for enhanced meaning and effect by refining ideas, reordering sentences, adding or substituting words for clarity, and removing repetition. They develop and consolidate a handwriting style that is legible, fluent, and automatic, and that supports sustained writing. They learn to use a range of software programs, including word processing software. They purposefully select from a range of functions to create clear, effective, informative, and innovative texts.							
Thread	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creating texts Creating different types of spoken, written and multimodal texts (especially imaginative, informative, persuasive, and response genres), using text structure and language feature knowledge.	Create very short elementary examples of basic genres. These should explore, record and report ideas and events using a simple logical order, familiar words, and beginning writing knowledge.	Create short informative and imaginative texts about familiar topics. These may have little detail about events and participants, but will show an emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation, and appropriate multimodal elements, such as illustrations and diagrams.	Create short, simple informative, persuasive, and imaginative texts, using known topic information, for example, ideas and key words from texts read or viewed. Texts will show mostly spoken-like approximations of a growing knowledge of text structures. Students will use language features for familiar and some less familiar audiences. Students will select print and multimodal elements appropriate to the audience and purpose.	Plan, draft and publish simple informative, persuasive, and imaginative texts more independently. Demonstrate increasing control over text structures and language features. Select print and multimodal elements appropriate to the audience and purpose.	Plan, draft and publish simple imaginative, informative, persuasive, and response texts. These text will contain key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features.	Plan, draft and publish imaginative, informative, persuasive and response print and multimodal texts. Choose text structures, language features, images and sound appropriate to purpose and audience.	Plan, draft and publish detailed imaginative, informative, persuasive, and response texts. Choose and experiment with text structures, language features, images, and digital resources appropriate to a broader range of purposes and audiences.
Editing Editing texts for meaning, structure, and grammatical features.	Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops.	Re-read students' own texts and discuss possible changes to improve meaning, spelling, and punctuation.	Re-read and edit text for spelling, sentence-boundary punctuation, and text structure.	Re-read and edit texts for meaning, appropriate structure, grammatical choices, and punctuation.	Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure.	Re-read and edit students' own and others' work using agreed criteria for text structures and language features.	Re-read and edit students' own and others' work using agreed criteria and explaining editing choices.
Handwriting Developing a fluent, legible handwriting style, beginning with unjoined letters and moving to South Australian Modern Cursive.	Produce some lower case and upper case letters using learned letter formations.	Write using unjoined lower case and upper case letters.	Write legibly and with growing fluency using unjoined upper case and lower case letters.	Write using joined letters that are clearly formed and consistent in size.	Write using clearly- formed joined letters, and develop increased fluency and automaticity.	Develop a handwriting style that becomes legible, fluent, and automatic.	Develop a handwriting style that is legible, fluent, and automatic and varies according to audience and purpose.
Using software Using a range of software applications to construct and edit print and multimodal texts.	Construct texts using software including word processing programs.	Construct texts that incorporate supporting images using software, including word processing programs.	Construct texts featuring print, visual, and audio elements using software, including word processing programs.	Use software, including word processing programs, with growing speed and efficiency to construct and edit texts featuring visual, print, and audio elements.	Use a range of software, including word processing programs, to construct, edit, and publish written text. Select, edit and place visual, print, and audio elements.	Use a range of software, including word processing programs fluently, to construct, edit and publish written text. Select, edit, and place visual, print, and audio elements.	Use a range of software, including word processing programs, to learn new functions as required to create texts.