Good Shepherd
Lutheran School
A N G A S T O N

English Policy

1. **Rationale**

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light it is clear that the Good Shepherd's English Curriculum plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The Good Shepherd's English Curriculum contributes both to nation-building and to internationalisation.

The Good Shepherd's English Curriculum also helps its students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and its literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience. Good Shepherd's English Curriculum values, respects and explores this contribution. It also emphasises Australia's links to Asia.

2. **Aims**

Good Shepherd's English Curriculum aims to ensure that their students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

3. Content Structure

Good Shepherd's English Curriculum Foundation to Year 10 is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English (English). Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

- *Language*: knowing about the English language
- *Literature*: understanding, appreciating, responding to, analysing and creating literature
- *Literacy*: expanding the repertoire of English usage.

Strands and sub-strands

Content descriptions in each strand are grouped into sub-strands that, across the year levels, present a sequence of development of knowledge, understanding and skills. The sub-strands are:

language	literature	literacy
Language variation and change	Literature and context	Texts in context
Language for interaction	Responding to literature	Interacting with others
Text structure and organisation	Examining literature	Interpreting, analysing and evaluating
Expressing and developing ideas	Creating literature	Creating texts
Sound and letter knowledge		

Texts

Texts provide the means for communication. They can be written, spoken or multimodal, and in print or digital/online forms. Multimodal texts combine language with other means of communication such as visual images, soundtrack or spoken word, as in film or computer presentation media. Texts provide important opportunities for learning about aspects of human experience and about aesthetic value. Many of the tasks that students undertake in and out of school involve understanding and producing imaginative, informative and persuasive texts, media texts, everyday texts and workplace texts.

The term 'literature' refers to past and present texts across a range of cultural contexts that are valued for their form and style and are recognised as having enduring or artistic value. While the nature of what constitutes literary texts is dynamic and evolving, they are seen as having personal, social, cultural and aesthetic value and potential for enriching students' scope of experience. Literature includes a broad range of forms such as novels, poetry, short stories and plays; fiction for young adults and children, multimodal texts such as film, and a variety of non-fiction. Literary texts also include excerpts from longer texts. This enables a range of literary texts to be included within any one year level for close study or comparative purposes.

English educators use many ways of categorising texts. The descriptions of texts used in Good Shepherd's English Curriculum are based on practical as well as conceptual considerations. The specific designation of a strand labelled 'literature' is aimed at encouraging teachers working at all year levels not only to use texts conventionally understood as 'literary', but also to engage students in examining, evaluating and discussing texts in increasingly sophisticated and informed 'literary' ways.

The usefulness of distinctions among types of texts relates largely to how clearly at each year level these distinctions can guide the selection of materials for students to listen to, read, view, write and create, and the kinds of purposeful activities that can be organised around these materials.

The language modes

The processes of listening, speaking, reading, viewing and writing, also known as language modes, are interrelated and the learning of one often supports and extends learning of the others. To acknowledge these interrelationships, content descriptions in each strand of the Good Shepherd's English Curriculum incorporate the processes of listening, speaking, reading, viewing and writing in an integrated and interdependent way.

Classroom contexts that address particular content descriptions will necessarily draw from more than one of these processes in order to support students' effective learning. For example, students will learn new vocabulary through listening and reading and apply their knowledge and understanding in their speaking and writing as well as in their comprehension of both spoken and written texts.

Content descriptions can also be viewed by these processes or language modes. In this aspect, each content description has been placed in the mode in which a major focus of its learning occurs. Content descriptions can be filtered to identify all relevant processes or language modes.

Year level descriptions

Year level descriptions have three functions. First, they emphasise the interrelated nature of the three strands and the expectation that planning an English program will involve integration of content from the strands. Second, they provide information about the learning contexts that are appropriate at each year for learning across the Language, Literature and Literacy strands. Third, they provide an overview of the range of texts to be studied and an indication of their complexity and key features. They also describe differences in the texts that students create. In the early years, development in reading and writing is rapid and clear distinctions in text complexity can be made so descriptions are written for each year at Foundation, 1 and 2. In Years 3– 7, the two-year description provides for greater flexibility.

Content descriptions

Good Shepherd's English Curriculum includes content descriptions at each year level. These describe the knowledge, understanding, skills and processes that teachers are expected to teach and students are expected to learn, but do not prescribe approaches to teaching. Learning in English is recursive and cumulative, and builds on concepts, skills and processes developed in earlier years. Nevertheless, the content descriptions have been written to ensure that learning is appropriately ordered and that unnecessary repetition is avoided. However, a concept or skill introduced at one year level may be revisited, strengthened and extended at later year levels as needed.

Content elaborations

Content elaborations are provided for Foundation to Year 7 to illustrate and exemplify content and assist teachers in developing a common understanding of the content descriptions. They are not intended to be comprehensive content points that all students need to be taught. (To be found at www.australiancurriculum.edu.au)

Glossary

A glossary is provided to support a common understanding of key terms in the content descriptions. (To be found at www.australiancurriculum.edu.au)

4. *Language*: knowing about the English language

In the *Language* strand, students develop their knowledge of the English language and how it works. 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. 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. 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. 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-system, so they can reflect on their own speaking and writing and discuss these productively with others.

Language

Language variation and change: 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.

Language for interaction: 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 idiom are part of the creation and expression of personal and social identities.

Text structure and organisation: Students learn how texts are structured to achieve particular purposes; how language is used to create texts that are cohesive and coherent; how texts about more specialised topics contain more complex language patterns and features; and how the author guides the reader/viewer through the text through effective use of resources at the level of the whole text, the paragraph and the sentence.

Expressing and developing ideas: Students learn how, in a text, effective authors control and use an increasingly differentiated range of clause structures, words and word groups, as well as combinations of sound, image, movement, verbal elements and layout. They learn that the conventions, patterns and generalisations that relate to English spelling involve the origins of words, word endings, Greek and Latin roots, base words and affixes.

Sound and letter knowledge: Students develop knowledge about the sounds of English and learn to identify the sounds in spoken words. They learn the letters of the alphabet and how to represent spoken words by using combinations of these letters.

Language

The *Language* strand is based on concepts drawn largely from historical and linguistic accounts of the English language. These approaches draw attention to the ways in which languages change, and to the distinction between language-in-use and language-as-system. These approaches also acknowledge that students' ability to use grammar will exceed their ability to explicitly reflect on grammar. Young children, for example, will use complex sentences before they can explain how these are structured. These approaches, in describing language, also pay attention to both the structure (syntax) and meaning (semantics) at the level of the word, the sentence and the text. The Good Shepherd's English Curriculum uses standard grammatical terminology within a contextual framework, in which language choices are seen to vary according to the topics at hand, the nature and proximity of the relationships between the language users, and the modalities or channels of communication available. 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.

Literature: **understanding, appreciating, responding to, analysing and creating literature**

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, expanding the scope of their experience, and because they represent effective and interesting features of form and style. Learning to appreciate literary texts and to create their own literary texts 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/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 immigrant cultures and texts of the students' choice.

Literature

Literature and context: Students learn how ideas and viewpoints about events, issues and characters that are expressed by authors in texts are drawn from and shaped by different historical, social and cultural contexts.

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.

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.

Creating literature: Students learn how to use personal knowledge and literary texts as starting points to create imaginative writing in different 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.

Literature

There are many approaches to the study of literature. In the Good Shepherd English Curriculum the sources drawn on most substantially include:

- cultural studies, with emphasis on the different ways in which literature is significant in everyday life
- structuralism, with its emphasis on close analysis of literary works and the key ideas on which they are based; for example, the detailed stylistic study of differing styles of literary work
- comparativism, with its emphasis on comparisons of works of literature from different language, ethnic and cultural backgrounds
- historicism, with its emphasis on exploring the relationships between historical, cultural and literary traditions.

The *Literature* strand also gives students the opportunity to study the processes by which certain literary works become 'prized' and 'perennial', the 'valuing' process itself, and why it is that most cultures have works they cherish. The approach to learning in this strand is not to present students with an English literary canon that is a static entity, but rather to invite their curiosity about, and develop an increasingly specialised inquiry into, the historical, cultural and aesthetic processes by which works come to be regarded as valued and cherished.

Literacy: expanding the repertoire of English usage

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. 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 abstraction and complexity can be shown through language and through multimodal representations. This means that print and digital contexts are included, and that listening, viewing, reading, speaking, writing and creating are all developed systematically and concurrently.

Literacy

Texts in context: Students learn that texts from different cultures or historical periods may reveal different patterns in how they go about narrating, informing and persuading.

Interacting with others: 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.

Interpreting, analysing, evaluating: 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, and they use their growing knowledge of textual features to explain how texts make an impact on different audiences.

Creating texts: Students apply knowledge they have developed in other strands and sub-strands to create with clarity, authority and novelty a range of spoken, written and multimodal texts that entertain, inform and persuade audiences. They do so 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, selecting purposefully from a range of functions to communicate and create clear, effective, informative and innovative texts.

Literacy

The Literacy strand takes account of approaches to literacy learning that are based on the development of skills, social and psychological growth, and critical and cultural analysis. These approaches hold that the technical, intellectual and cultural resources related to competence in literacy have developed to serve the big and small practical, everyday communication purposes associated with living and participating in societies such as contemporary Australia. These technical, intellectual and cultural resources include:

- fluency in the sound–letter correspondences of English
- an expanding reading, writing and speaking vocabulary and a grasp of grammatical and textual patterns sufficient to understand and learn from texts encountered in and out of school, and to create effective and innovative texts
- fluency and innovation in reading, viewing and creating texts in different settings
- the skill and disposition needed to analyse and understand the philosophical, moral, political and aesthetic bases on which many texts are built
- an interest in expanding the range of materials listened to, viewed and read, and in experimenting with innovative ways of expressing increasingly subtle and complex ideas through texts.

Relationships between the strands

Each strand contributes to the study of English its own distinctive goals, body of knowledge, history of ideas and interests, and each relates to material worth studying in its own right. Teaching, learning and assessment programs should balance and integrate the three strands in order to support the development of knowledge, understanding and skills. The key focal

point for a unit of work or a learning activity may arise from any one of the strands, but the intention is that units and activities draw on all three strands in ways that are integrated and clear to learners.

5. English across Foundation to Year 7

Complementing the year by year description of the curriculum, this advice describes the nature of learners and the curriculum across four year-groupings:

- Foundation – Year 2: typically students from 5 to 8 years of age
- Years 3–7: typically students from 8 to 13 years of age
- Years 7: Typically 12-13 years of age

Foundation – Year 2

Students bring with them to school a wide range of experiences with language and texts. These experiences are included in the curriculum as valid ways of communicating and as rich resources for further learning about language, literature and literacy. From Foundation to Year 2, students engage with purposeful listening, reading, viewing, speaking and writing activities for different purposes and contexts.

The curriculum in these years aims to extend the abilities of students prior to school learning and to provide the foundation needed for continued learning. The study of English from Foundation to Year 2 develops students' skills and disposition to expand their knowledge of language as well as strategies to assist that growth. It aims to do this through pleasurable and varied experiences of literature and through the beginnings of a repertoire of activities involving listening, viewing, reading, speaking and writing.

Years 3–6

Students practise, consolidate and extend what they have learned. They develop an increasingly sophisticated understanding of grammar and language, and are increasingly able to articulate this knowledge. Gradually, more complex punctuation, clause and sentence structures, and textual purposes and patterns are introduced. This deeper understanding includes more explicit metalanguage, as students learn to classify words, sentence structures and texts. To consolidate both 'learning to read and write' and 'reading and writing to learn', students explore the language of different types of texts, including visual texts, advertising, digital/online and media texts.

Year 7

Students continue to practise, consolidate and extend what they have learned from previous years. They also extend their understanding of how language works, and learn to transfer this knowledge to different contexts. To achieve this, students develop an understanding of the requirements of different types of texts; they are introduced to increasingly sophisticated analyses of various kinds of literary, popular culture, and everyday texts, and they are given opportunities to engage with the technical aspects of texts, including those of their own choosing – and to explain why they made that choice.

The notion of valuing certain texts as 'literature' is introduced. Students learn how such texts can be discussed and analysed in relation to themes, ideas and historical and cultural contexts.

Students engage with a variety of genres and modes. They re-enact, represent and describe texts in order to display their understanding of narrative, theme, purpose, context and argument and to defend their ideas in written and oral modes. Students are given further opportunities to create increasingly sophisticated and multimodal texts in groups and individually.

6. Achievement standards

Across Foundation to Year 7, achievement standards indicate the quality of learning students should typically demonstrate by a particular point in their schooling. Achievement standards comprise a written description and student work samples.

An achievement standard describes the quality of learning (the extent of knowledge, the depth of understanding and the sophistication of skills) that would indicate the student is well placed to commence the learning required at the next level of achievement.

The sequence of achievement standards across Foundation to Year 7 describes progress in the learning area. This sequence provides teachers with a framework of growth and development in the learning area.

Student work samples play a key role in communicating expectations described in the achievement standards. Each work sample includes the relevant assessment task, the student's response, and annotations identifying the quality of learning evident in the student's response in relation to relevant parts of the achievement standard.

Together, the description of the achievement standard and the accompanying set of annotated work samples help teachers to make judgments about whether students have achieved the standard.

7. Diversity of Learners

Good Shepherd Curriculum has been developed to ensure that curriculum content and achievement standards establish high expectations for all students. Every student is entitled to enriching learning experiences across all areas of the curriculum. Students in Good Shepherd classrooms have multiple, diverse and changing needs that are shaped by individual learning histories and abilities as well as cultural language backgrounds and socio-economic factors.

Special education needs

The objectives of the Good Shepherd Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with special education needs.

Most students with special education needs can engage with the curriculum provided the necessary adjustments are made to the complexity of the curriculum content and to the means through which students demonstrate their knowledge, skills and understanding.

For some learners, making adjustments to instructional processes and to assessment strategies enables students to achieve educational standards commensurate with their peers.

For other students, teachers will need to make appropriate adjustments to the complexity of the curriculum content, focusing instruction on content different to that taught to others in their age group. It follows that adjustments will also need to be made to how the student's progress is monitored, assessed and reported.

For a small percentage of students, the Foundation to Year 7 curriculum content and achievement standards may not be appropriate nor meaningful, even with adjustments. Most of these students have a significant intellectual disability. During 2011, ACARA will develop additional curriculum content and achievement standards for this group of students in order to provide an Australian Curriculum that is inclusive of every learner.

For further advice about how to use the curriculum with students with special education please contact the principal of Good Shepherd.

English as an additional language or dialect

Many students in Australian schools are learners of English as an additional language or dialect (EAL/D). Learners of EAL/D are students whose first language is a language other than Standard Australian English and who require additional support to assist them to develop English language proficiency. While many EAL/D learners do well in school, a significant group of these learners leave school without achieving their potential.

EAL/D students come from diverse backgrounds and may include:

- overseas- and Australian-born children whose first language is a language other than English
- Aboriginal and Torres Strait Islander students whose first language is an Indigenous language, including traditional languages, creoles and related varieties, or Aboriginal English.

EAL/D learners enter Australian schools at different ages and at different stages of English language learning and have various educational backgrounds in their first languages. For some, school is the only place they use English.

The aims of the Good Shepherd English Curriculum are ultimately the same for all students. However, EAL/D learners are simultaneously learning a new language and the knowledge, understanding and skills of the English curriculum through that new language. They require additional time and support, along with informed teaching that explicitly addresses their language needs, and assessments that take into account their developing language proficiency.

A national EAL/D document is being produced that will support the Good Shepherd Curriculum. It will provide a description of how language proficiency develops, and will be a valuable reference for all teachers. It will allow English teachers to identify the language levels of the EAL/D learners in their classrooms and to address their specific learning requirements when teaching, ensuring equity of access to the English learning area for all.

8. General capabilities

The skills, behaviours and attributes that students need to succeed in life and work in the twenty-first century have been identified in the Good Shepherd Curriculum as general capabilities. There are seven general capabilities:

- literacy
- numeracy
- information and communication technology (ICT) competence
- critical and creative thinking
- ethical behaviour
- personal and social competence
- intercultural understanding.

Over the course of their schooling, students develop and use these general capabilities within and across learning areas and in their lives outside school. General capabilities and learning areas have a reciprocal relationship. Learning areas provide opportunities for students to develop and use general capabilities. Similarly, wherever general capabilities are made explicit in learning areas, they can enrich and deepen learning. In the Good Shepherd English Curriculum, each of the seven general capabilities is embedded (where appropriate) in the content descriptions or elaborations. There are further opportunities to develop the general capabilities through appropriate teaching activities.

Literacy

Students become literate as they develop the skills to learn and communicate confidently at school and to become effective individuals, community members, workers and citizens. These skills include listening, reading and viewing, writing, speaking and creating print, visual and digital materials accurately and purposefully within and across all learning areas.

The progressive development of literacy knowledge and skills is essential for success in all learning areas and is the responsibility of all teachers. It is important that teachers across all years of schooling and learning areas develop student understanding of the specific language and literacy demands of the various learning areas.

Relationship with the English curriculum"

In English, students learn to read, write, listen and speak accurately, flexibly and critically, and to view and create increasingly complex texts in a variety of contexts. The general capability of Literacy is drawn from the content descriptions in the Language and Literacy strands of the English curriculum. The literacy knowledge and skills are developed and applied through all three strands: *Language, Literature* and *Literacy*.

The Literacy general capability has been developed for use across the curriculum in all learning areas. It is written for teachers of all years of schooling and learning areas and incorporates language and literacy demands specific to learning areas other than English. These demands may include, for example, the language structures of mathematics questions or problems, or the particular requirements of writing a report of an experiment in science.

Numeracy

Students become numerate as they develop the capacity to recognise and understand the role of mathematics in the world around them and the confidence, willingness and ability to apply mathematics to their lives in ways that are constructive and meaningful. Numeracy can be addressed in English learning contexts across all year levels. Students select and apply numerical, measurement, spatial, graphical, statistical and algebraic concepts and skills to real-world situations and problems when they comprehend information from a range of sources and offer their ideas. When responding to or creating texts that present issues or arguments based on data, students identify, analyse and synthesise numerical information and discuss the credibility of sources and methodology.

Information and communication technology (ICT) competence

Students develop ICT competence as they learn to use ICT effectively and appropriately when investigating, creating and communicating ideas and information at school, at home, at work and in their communities.

ICT competence is an important component of the English curriculum. Students develop the skills and understanding required to use a range of contemporary technologies. In particular, they explicitly develop increasingly sophisticated word-processing skills to enhance text construction. Students also progressively develop skills in using information technology when conducting research, a range of digital technologies to create, publish and present their learning, and communication technologies to collaborate and communicate with others both within and beyond the classroom.

Critical and creative thinking

Students develop critical and creative thinking as they learn to generate and evaluate knowledge, ideas and possibilities, and use them when seeking new pathways or solutions. In learning to think broadly and deeply, students learn to use reason and imagination to direct their thinking for different purposes. In the context of schooling, critical and creative thinking are integral to activities that require reason, logic, imagination and innovation.

Critical and creative thinking is essential to developing understanding in English. Students are encouraged to be critical thinkers, to take responsibility for their own learning, and to reflect on their learning processes. They develop and employ critical thinking and reasoning through class discussion, close analysis of texts, and research and knowledge of language.

Creative thinking is vital to the English curriculum when reading, viewing, creating and presenting texts and when developing an aesthetic understanding of and engagement with literary texts. Through their reading and through interaction with others, students are encouraged to see existing situations in new ways, identify alternative explanations, and perceive connections that can assist in problem-solving. It is through the imaginative application of ideas and through flexible thinking that students come to understand the power of language, and become independent, innovative and imaginative learners.

Ethical behaviour

Students develop ethical behaviour as they learn to understand and act in accordance with ethical principles. This includes understanding the role of ethical principles, values and virtues in human life; acting with moral integrity; acting with regard for others; and having a desire and capacity to work for the common good.

Ethical behaviour and issues with an ethical dimension are integral to many of the texts that students encounter in English. By studying literary texts and exploring how moral principles affect characters' behaviour and judgments, students' own understanding and practice of ethical behaviour can be enhanced. Equally, when they study issues and arguments, students consider whether these issues are ethical issues and whether various positions held are reasonable.

Personal and social competence

Students develop personal and social competence as they learn to understand and manage themselves, their relationships, lives, work and learning more effectively. This involves students recognising and regulating their emotions,

developing concern for and understanding of others, establishing positive relationships, making responsible decisions, working effectively in teams, and handling challenging situations constructively.

There are many opportunities for students to develop personal and social competence in English. The study of English helps them to identify and express their own opinions, beliefs and responses and to interact confidently and appropriately in a range of social contexts. The English curriculum emphasises the development of communication skills for conversation, negotiation and the expression of viewpoints and arguments. Students work both independently and collaboratively to solve problems and make decisions.

Intercultural understanding

Students develop intercultural understanding as they learn to understand themselves in relation to others. This involves students valuing their own cultures and beliefs and those of others, and engaging with people of diverse cultures in ways that recognise differences, create connections and cultivate respect between people.

The study of English offers rich opportunities for intercultural understanding and exchange across all three strands. For example, in the Language strand, the study of 'Language variation and changes' and 'Language for interaction' includes consideration of diverse language and cultures. The Literature strand exposes students to world views and interests that may be different from their own and offers them the opportunity to consider a variety of viewpoints. Students experience a range of literature from different cultures including the inscriptional and oral narrative traditions of Aboriginal people and Torres Strait Islander people, as well as the contemporary literature of these two cultural groups. They also read classic and contemporary world literature including texts from and about Asia.

9. Cross-curriculum priorities

There are three cross curriculum priorities in the Good Shepherd Curriculum:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability.

The cross curriculum priorities are embedded in the curriculum and will have a strong but varying presence depending on their relevance to each of the learning areas.

Aboriginal and Torres Strait Islander histories and cultures

Aboriginal and Torres Strait Islander communities are strong, rich and diverse. Aboriginal and Torres Strait Islander Identity is central to this priority and is intrinsically linked to living, learning Aboriginal and Torres Strait Islander communities, deep knowledge traditions and holistic world view.

A conceptual framework based on Aboriginal and Torres Strait Islander Peoples' unique sense of Identity has been developed as a structural tool for the embedding of Aboriginal and Torres Strait Islander histories and cultures within the Australian curriculum. This sense of Identity is approached through the interconnected aspects of Country/Place, People and Culture. Embracing these elements enhances all areas of the curriculum.

The Aboriginal and Torres Strait Islander priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. This knowledge and understanding will enrich their ability to participate positively in the ongoing development of Australia.

Good Shepherd English Curriculum values Aboriginal and Torres Strait Islander histories and cultures. It articulates relevant aspects of Aboriginal and Torres Strait Islander languages, literatures and literacies.

All students will develop an awareness and appreciation of, and respect for the literature of Aboriginal and Torres Strait Islander Peoples including storytelling traditions (oral narrative) as well as contemporary literature. Students will be taught to develop respectful critical understandings of the social, historical and cultural contexts associated with different uses of language and textual features.

Students will be taught that there are many languages and dialects spoken in Australia including Aboriginal English and Yumplatok (Torres Strait Islander Creole) and that these languages may have different writing systems and oral traditions. These languages can be used to enhance enquiry and understanding of English literacy.

Asia and Australia's engagement with Asia

The Asia and Australia's engagement with Asia priority provides a regional context for learning in all areas of the curriculum. China, India and other Asian nations are growing rapidly and the power and influence they have in all areas of global endeavour is extensive. An understanding of Asia underpins the capacity of Good Sheperd's students to be active and informed citizens working together to build harmonious local, regional and global communities, and build Australia's social, intellectual and creative capital.

This priority is concerned with Asia literacy for all Australian students. Asia literacy develops knowledge, skills and understanding about the histories, geographies, cultures, arts, literatures and languages of the diverse countries of our region. It fosters social inclusion in the Australian community. It enables students to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region. Australia now has extensive engagement with Asia in areas such as trade, investment, immigration, tourism, education and humanitarian assistance and this engagement is vital to the prosperity of all Australians.

Good Shepherd English Curriculum enables students to explore and appreciate the rich tradition of texts from and about the peoples and countries of Asia, including texts written by Asian Australians. They develop an understanding of the many languages used in Australia and how they have influenced Australian culture.

In this learning area, students develop communication skills that reflect cultural awareness and intercultural understanding. They are encouraged to draw on knowledge of the arts and literature of the Asia region to influence their own creative pursuits and to express themselves through different media and genres.

Sustainability

Sustainability addresses the ongoing capacity of Earth to maintain all life.

Sustainable patterns of living meet the needs of the present without compromising the ability of future generations to meet their needs. Actions to improve sustainability are both individual and collective endeavours shared across local and global

communities. They necessitate a renewed and balanced approach to the way humans interact with each other and the environment.

Education for sustainability develops the knowledge, skills and values necessary for people to act in ways that contribute to more sustainable patterns of living. It is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through action that recognises the relevance and interdependence of environmental, social, cultural and economic considerations.

The Good Shepherd's English Curriculum provides students with the skills required to investigate and understand issues of environmental and social sustainability; communicate information about sustainability, and advocate action to improve sustainability.

If people now and into the future are to be treated fairly, action to improve sustainability needs to be informed by a world view of peoples, places and communities. Both literature and literacy are key elements in the development of each student's world view. More sustainable patterns of living are largely shaped by people's behaviours. English provides an important means of influencing behaviours, facilitating interaction and expressing viewpoints through the creation of texts for a range of purposes, audiences and contexts including multimodal texts and the use of visual language.

10. Links to other learning areas

The study of English involves the development of understanding and knowledge for informed and effective participation not only in English but also in other learning areas. When knowledge, skills and comprehension from English are meaningfully applied to other learning areas, learning becomes more relevant and understanding deepens.

The relationship between the learning areas is also reciprocal. Science, history and mathematics emphasise skills in English literacy as well as students' capacity to communicate coherently to a range of audiences. Each learning area draws upon what is taught in the language strand of English and incorporates subject-specific language knowledge as required.

Mathematics

The skills taught in English of communicating with others, comprehending texts, making connections within and across texts and creating new texts reinforce learning in mathematics. When reading texts, students develop an understanding of concepts such as time, number and space. They interpret numerical symbols and combine these with pictures to make meaning. When creating and responding to texts, students draw on an understanding of spatial features. Understanding statistical reasoning, graphical representations, quantitative data and numerical scale and proportion is an invaluable skill for analysing argument in English. Being able to present quantitative evidence as part of an argument is a persuasive tool. Deriving quantitative and spatial information can also be an important aspect of understanding a range of texts.

Science

The skills of communicating with others, problem solving, comprehending and using texts and creating new texts reinforce learning in science. In English, as in science, students base their discussions on the objective analysis of evidence, justifying points of view, drawing conclusions and making presentations in a variety of media. The abilities to plan investigations; think objectively about evidence; analyse data; describe objects and events; interpret descriptions; read and give instructions; explain ideas to others; write clear reports and recommendations; and participate in group discussions are all important in both disciplines.

History

The skills taught in English of communicating with others, comprehending and researching texts and creating new texts reinforce learning in history. Literature, with its emphasis on studying texts from a range of historical and cultural contexts, helps students understand the perspectives and contributions of people from around the world and from both the past and present. In history, students use their English skills to undertake research, read texts with critical discernment and create texts that present the results of historical understanding clearly and logically.

The Good Shepherd English Curriculum takes account of what students have learned in these areas so their learning in English is supported and their learning in other areas is enhanced.

11. Implications for teaching, assessment and reporting

In the Good Shepherd's English Curriculum, the three strands of Language, Literature and Literacy are interrelated and inform and support each other. While the amount of time devoted to each strand may vary, each strand is of equal importance and each focuses on developing skills in listening, speaking, reading, viewing, writing and creating. Teachers combine aspects of the strands in different ways to provide students with learning experiences that meet their needs and interests.

In Year 3, for example, students might select a favourite poem and share it with the class, explaining why they chose it (*Literature*). They might explain the way particular grammatical choices affect meaning, for example the use of verbs, adjectives and adverbs in the poem (*Language*). Students might then create their own poems and present them to the class (*Literacy*). In Year 7, a teacher who wishes to develop a unit focusing on humour might have students begin by selecting and analysing a variety of humorous texts (*Literature*), considering structure and vocabulary choices that create particular effects or nuance (*Language*). They might then change some of the words to create different effects in the text (*Literacy*).

While content descriptions do not repeat key skills, it should be noted that many aspects of the English curriculum are recursive, and teachers need to provide ample opportunity for revision, ongoing practice and consolidation of previously introduced knowledge and skills.

Students learn at different rates and in different stages. Depending on each student's rate of learning, not all of the content descriptions for a particular year level may be relevant to a student in that year level. Some students may have already learned a concept or skill, in which case it will not have to be explicitly taught to them in the year level stipulated. Other students may need to be taught concepts or skills stipulated for earlier year levels.

The content descriptions in the Good Shepherd English Curriculum enable teachers to develop a variety of learning experiences that are relevant, rigorous and meaningful and allow for different rates of development, in particular for younger students and for those who require additional support.

Some students will require additional support to develop their skills in listening, speaking, reading, viewing and creating. In Good Shepherd's English Curriculum it is expected that appropriate adjustments will be made for some students to enable them to access and participate in meaningful learning, and demonstrate their knowledge, understanding and skills across the three English strands. To provide the required flexibility teachers need to consider expanded interpretations of terms

used in the content descriptions and content elaborations. Terms such as 'read', 'listen' and 'write' could be expanded and interpreted as 'read using text to speech software or Braille'; 'listen using signed communication'; and 'write using computer software'.

Teachers use the Australian Curriculum content and achievement standards first to identify current levels of learning and achievement and then to select the most appropriate content (possibly from across several year levels) to teach individual students and/or groups of students. This takes into account that in each class there may be students with a range of prior achievement (below, at and above the year level expectations) and that teachers plan to build on current learning.

Teachers also use the achievement standards, at the end of a period of teaching, to make on-balance judgments about the quality of learning demonstrated by the students – that is, whether they have achieved below, at or above the standard. To make these judgments, teachers draw on assessment data that they have collected as evidence during the course of the teaching period. These judgments about the quality of learning are one source of feedback to students and their parents and inform formal reporting processes.

If a teacher judges that a student's achievement is below the expected standard, this suggests that the teaching programs and practice should be reviewed to better assist individual students in their learning in the future. It also suggests that additional support and targeted teaching will be needed to ensure that the student does not fall behind.

Assessment of Good Shepherd's Curriculum takes place in different levels and for different purposes, including:

- ongoing formative assessment within classrooms for the purposes of monitoring learning and providing feedback, to teachers to inform their teaching, and for students to inform their learning
- summative assessment for the purposes of twice-yearly reporting by schools to parents and carers on the progress and achievement of students
- annual testing of Years 3, 5 and 7 students' levels of achievement in aspects of literacy and numeracy, conducted as part of the National Assessment Program – Literacy and Numeracy (NAPLAN)
- periodic sample testing of specific learning areas within the Australian Curriculum as part of the National Assessment Program (NAP).

12. English Across Foundation to Year 7

Foundation Year Level Description

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and develop these as needed.

In the Foundation year, students communicate with peers, teachers, known adults, and students from other classes.

Students engage with a variety of texts for enjoyment. They listen to, read and view spoken, written and multimodal texts in which the primary purpose is to entertain, as well as some texts designed to inform. These include traditional oral texts, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, multimodal texts and dramatic performances. They participate in shared reading, viewing and storytelling using a range of literary texts, and recognise the entertaining nature of literature.

The range of literary texts for Foundation to Year 7 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend Foundation students as beginner readers include predictable texts that range from caption books to books with one or more sentences per page. These texts involve straightforward sequences of events and everyday happenings with recognisable, realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest; a small range of language features, including simple and compound sentences; mostly familiar vocabulary, known high- frequency words and single-syllable words that can be decoded phonically, and illustrations that strongly support the printed text.

Students create a range of imaginative, informative and persuasive texts including pictorial representations, short statements, performances, recounts and poetry.

Foundation Year Achievement Standard

By the end of the Foundation year, students listen to, read and view a range of spoken, written and multimodal texts from familiar contexts. They interpret and provide relevant explanations of characters and main events in imaginative texts, and key ideas and visual features in short informative texts, making connections to personal experience. They demonstrate understanding by retelling orally one or two ideas and events from short texts listened to or viewed. They accurately identify the letters of the English alphabet, and know the sounds represented by most letters. They read short, predictable texts aloud with some fluency and accuracy, drawing support from their developing sound and letter knowledge. They effectively use predicting and questioning strategies to make meaning from texts.

Students write one or more simple sentences to retell events and experiences for a known audience. Their writing is connected appropriately to illustrations and images produced as part of the text. They link two or more ideas or events in written and spoken texts. They use and understand familiar vocabulary, predictable text structures and common visual patterns. The short texts they produce show understanding of concepts about print including letters, words and sentences. They use left to right directionality, return sweep and spaces between words. They handwrite most lower case and some upper case letters, and use some capital letters and full stops. Their writing shows some evidence of the use of sound–letter knowledge. In informal classroom settings students communicate clearly and purposefully and engage in pair, group and class discussions, and participate actively in group tasks.

Year 1 Level Description

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 1, students communicate with peers, teachers, known adults and students from other classes.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts designed to entertain and inform. These encompass traditional oral texts including Aboriginal stories, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, dramatic performances, and texts used by students as models for constructing their own texts.

The range of literary texts for Foundation to Year 7 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend Year 1 students as independent readers involve straightforward sequences of events and everyday happenings with recognisably realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest and topics being studied in other areas of the curriculum. These texts also present a small range of language features, including simple and compound sentences, some unfamiliar vocabulary, a small number of high-frequency words and words that need to be decoded phonically, and sentence boundary punctuation, as well as illustrations and diagrams that support the printed text.

Students create a variety of imaginative, informative and persuasive texts including recounts, procedures, performances, literary retellings and poetry.

Year 1 Achievement Standard

By the end of Year 1 students listen to, read and view a range of spoken, written and multimodal texts, recognising the different purposes of these texts. They accurately use knowledge of text structure, letters, words, sentences and directionality to read different kinds of short texts. They retell the main ideas in texts in logical sequence. They understand literal and some inferred meanings in imaginative and informative texts and accurately recall some key ideas. They display sustained interest in longer texts listened to and viewed. They know the sounds represented by all letters, and the purpose of capital letters and full stops. They read short, predictable imaginative and informative texts aloud with some fluency and intonation, and use sentence boundary punctuation appropriately to support meaning.

Students create short imaginative, informative and persuasive spoken and written texts for a limited range of purposes. They include several related ideas on familiar topics, use visual features to support meaning, and include beginnings and endings to indicate sequence. They select vocabulary to enhance meaning, and use relevant vocabulary related to the topic and content of texts to discuss ideas and to share responses. They use capital letters and full stops appropriately. They accurately spell many words with regular spelling patterns and a growing number of irregularly spelled words. They use different interaction conventions including asking questions and making comments, adjusting communication to suit their audience and purpose. They interact in pair, group and class discussions and make short presentations of a few connected sentences on familiar and learned topics.

Year 2 Level Description

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 2, students communicate with peers, teachers, students from other classes, and community members.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is to entertain, as well as texts designed to inform and persuade. These encompass traditional oral texts, picture books, various types of print and digital stories, simple chapter books, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.

The range of literary texts for Foundation to Year 7 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend Year 2 students as independent readers involve sequences of events that span several pages and present unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts include language features such as varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a range of punctuation conventions, as well as illustrations and diagrams that both support and extend the printed text.

Students create a range of imaginative, informative and persuasive texts including imaginative retellings, reports, performances, poetry and expositions.

Year 2 Achievement Standard

By the end of Year 2 students listen to, read and view a range of spoken, written and multimodal texts, recalling details and some main ideas and key facts. They begin to compare the content and purposes of different texts on similar topics. They locate literal information in written texts, and refer to features of language and images to make inferences about characters' actions and motivations. They discuss possible meanings in narratives, and predict likely future events. They sustain interest in characters and events in imaginative texts, seek books by favourite authors and give reasons for personal preferences. They relate information, ideas and events in texts to their own lives and to other texts. They locate information on a variety of topics in texts with some complex language, ideas, images and vocabulary. They read, monitoring meaning and self-correcting using context, prior knowledge, grammar and phonic knowledge.

Students create imaginative, informative and persuasive written, spoken and multimodal texts for different purposes and audiences, drawing on their own experiences, their imagination and ideas they have learned. They create texts that appropriately include writing and images to support the meaning of the text. They organise texts in predictable ways using a small range of text and sentence structures. They use common punctuation accurately, including sentence boundary punctuation. They use sound-letter correspondence to help spell words correctly in their writing. They use everyday language and topic-specific vocabulary to discuss ideas about areas of interest with peers. They engage effectively in group and class discussions, and ask questions to clarify and extend others' ideas. They express their opinions on topics of interest, providing some supporting evidence for their points of view. They discuss how to interact appropriately with audiences in the classroom and other familiar contexts.

Year 3 Level Description

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 3 and 4, students communicate with peers and teachers from other classes and schools in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is to entertain, as well as texts designed to inform and persuade. These encompass traditional oral texts including picture books, various types of print and digital texts, simple chapter books, rhyming verse, poetry, non-fiction film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.

The range of literary texts for Foundation to Year 7 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 3 and 4 as independent readers describe complex sequences of events that extend over several pages and involve unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts use complex language features, including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a range of punctuation conventions, as well as illustrations and diagrams that both support and extend the printed text.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions.

Year 3 Achievement Standard

By the end of Year 3 students listen to, read and view a range of spoken, written and multimodal texts, identifying their different purposes. They attend to others' views and respond appropriately. They use monitoring and self-correcting strategies to clarify meaning when reading, viewing and listening to an increasing range of types of texts. They retrieve literal information in texts, and can also make appropriate inferences. They explain ideas, events and actions, referring closely to selected detail. They share personal responses to and opinions about texts, providing relevant supporting information and detail. They recognise the representation of characters, settings and events in imaginative texts and also start to evaluate point of view. They make relevant connections between visual and written elements in multimodal texts.

Students create a range of imaginative, informative and persuasive written, spoken and multimodal texts for familiar and unfamiliar audiences. They contribute actively to group discussions, asking relevant questions and building on others' ideas and providing useful feedback. They communicate expressively and clearly about familiar ideas and information to known small audiences, in mostly informal situations. They order ideas in sequence, and provide relevant details to support ideas. They create imaginative texts based on characters and situations encountered in their reading and viewing. In these texts they express and develop experiences, events, information, ideas and characters in some detail. They organise texts in paragraphs composed of logically grouped and sequenced sentences. Short sentences are meaningful and correctly structured, and some complex sentences are used appropriately. They choose vocabulary appropriate to the purpose and context of their writing. They use simple punctuation correctly, and use a variety of spelling strategies to spell high frequency words correctly.

Year 4 Level Description

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 3 and 4, students experience learning in familiar contexts and a range of contexts that relate to study in other areas of the curriculum. They interact with peers and teachers from other classes and schools in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These encompass traditional oral texts including Aboriginal stories, picture books, various types of print and digital texts, simple chapter books, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.

The range of literary texts for Foundation to Year 7 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 3 and 4 as independent readers describe complex sequences of events that extend over several pages and involve unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts use complex language features, including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a variety of punctuation conventions, as well as illustrations and diagrams that both support and extend the printed text.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions.

Year 4 Achievement Standard

By the end of Year 4 students listen to, read and view a range of spoken, written and multimodal texts, describing connections between their own experiences and those presented in the texts. They listen for key points in spoken texts including presentations and discussions. They recognise the function of text purpose in shaping a text and describe characteristic differences between imaginative and informative texts. They identify literal information in texts and make inferences, integrating and linking ideas and asking questions to clarify understanding. They explain some ways in which speakers, authors and illustrators engage the interest of audiences. They share their own judgments and preferences about texts, and respond to others' viewpoints, selecting some relevant textual evidence to support their opinions. They compare ways in which their own and others' opinions about texts are shaped by individual experiences, and expand their own understanding by taking account of different opinions and interpretations.

Students create structured spoken, visual and written texts for imaginative, informative and persuasive purposes. They contribute actively to group discussions of ideas and present opinions, understanding how language is used differently when giving opinions or reporting information. They make planned individual oral presentations about researched topics in informal and some more formal contexts, using learned content and considering the needs of audiences. They select vocabulary to provide specific detail about people, things and ideas and draw ideas from personal, literary and researched resources. Individually and collaboratively, they create imaginative texts based on favourite plots, events and characters, and informative and persuasive texts that present ideas in a planned sequence. They use simple and complex sentences, consistent tenses and appropriate punctuation to support meaning.

Year 5 Level Description

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction, and dramatic performances.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 5 and 6 as independent readers describe complex sequences, a range of non-stereotypical characters and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, explanations and discussions.

Year 5 Achievement Standard

By the end of Year 5 students make links between information and ideas from a number of different sources to understand experiences, ideas and information beyond their immediate experience. They accurately identify key ideas and details in short presentations, and summarise these ideas clearly for others. They discuss the connections between particular structures, language features, simple literary devices, and the purposes of texts. They identify literal and implied information in texts, and develop and clearly express ideas and opinions about texts. They select relevant textual evidence to support opinions about texts, and recognise that narratives and experiences in texts are shaped by different viewpoints. They describe how sound and imagery influence interpretations of characters, settings and events in texts. They compare ways in which their own and others' viewpoints about texts are shaped by individual values and experiences, and expand their own understanding by taking account of different opinions and interpretations.

Students create a variety of sequenced written, spoken and multimodal texts for different purposes and audiences. They select information and ideas from personal, literary and researched resources, and adapt imaginative ideas and situations from literature. They predict readers' needs when organising ideas and develop coherent texts by varying sentences and paragraphs for specific effect and linking related ideas. They select specific vocabulary to express and develop ideas, to engage and persuade readers and to convey emotions. They write clear, well-structured sentences and paragraphs and use punctuation to provide structure and meaning in their writing. Individually and in groups they present oral reports of findings from investigations on various topics to peers. They consider the needs of audiences and adjust spoken language for impact in informative or imaginative presentations. They employ a variety of techniques of spoken language to engage audiences and emphasise meaning, including variations in volume and pace, and pauses for effect.

Year 6 Level Description

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

The range of literary texts for Foundation to Year 7 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 5 and 6 as independent readers describe complex sequences, a range of non-stereotypical characters and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics.

Students create a range of imaginative, informative and persuasive types of texts such as narratives, procedures, performances, reports, reviews, explanations and discussions.

Year 6 Achievement Standard

By the end of Year 6 students explore connections between their own experiences and those of characters in a variety of contexts in literature. In discussion and in writing they share key characteristics of texts by different authors, and the variations in ways authors represent ideas, characters and events. They analyse and explain how specific structures, language features, and simple literary devices contribute to the main purposes of texts and their effects on readers and viewers. They identify and record key points to clarify meaning, and distinguish between relevant and irrelevant supporting detail. They listen to and respond constructively to others' opinions by offering alternative viewpoints and information. They select relevant evidence from texts to support personal responses and to develop reasoned viewpoints. They compare and accurately summarise information on a particular topic from different texts, and make well-supported generalisations about the topic.

Students create well-structured written, spoken and multimodal texts for a range of imaginative, informative and persuasive purposes, for a broadening number of audiences. They make considered choices in spoken and written texts from an expanding vocabulary, and growing knowledge of grammatical patterns, complex sentence structures, cohesive links, and literary devices. They use some complex sentences to connect and develop ideas in written texts. They select specific details to sustain a point of view. They organise longer written texts by using paragraphs on particular aspects of the topic. They clarify and explain how choices of language and literary features were designed to influence the meaning communicated in their texts. They plan and deliver presentations, considering the needs and interests of intended audiences and purposes. They collaborate with others to share and evaluate ideas and opinions, and to develop different points of view. They discuss and compare personal opinions about literary texts, and respond constructively to others' opinions.

Year 7 Level Description

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 7 and 8, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

The range of literary texts for Foundation to Year 7 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 7 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics presented in visual form.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.

Year 7 Achievement Standard

By the end of Year 7 students listen to, read and view a range of spoken, written and multimodal texts, analysing and comparing text structures and language features and vocabulary choices, to show how these shape meaning and influence readers. They identify and explore representations of events, characters and settings in literary texts, and express their own responses to these representations. They interpret and explain key ideas and issues. They make inferences, drawing on textual evidence, increasing their awareness of purpose, audience and context, and their knowledge of a growing range of literary techniques. They synthesise information, ideas and viewpoints from a variety of texts to draw reasoned conclusions. They use their increasing vocabulary, and accumulated knowledge of text structures and language features, to support their interpretation and evaluation.

Students create well-constructed spoken, written and multimodal texts to inform, entertain, persuade and narrate in which meaning is supported by planned structures and organisation. They interact with others in groups to exchange, debate and substantiate ideas and opinions. As individuals and in groups, they make oral presentations to share and promote points of view, supporting these presentations with selected evidence. They select appropriate vocabulary to show shades of meaning, feeling and opinion, to express ideas clearly and to engage and elicit a response from the audience. In expressing or challenging a point of view, they draw appropriately on personal knowledge, textual analysis, and other relevant texts they have experienced. They effectively use a variety of clause and sentence structures, paragraphing and punctuation to sustain meaning and to support the structural coherence of the text.

Good Shepherd Lutheran School Angaston

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Lutheran School
A N G A S T O N

English Scope and Sequence

Strand: Language	Foundation	Year 1	Year 2
Substrand: *Language Variation and Change*	Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community GC: IU	Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others GC:CCT, PSC, IU	Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background GC: L, CCT, PSC, IU
Substrand: *Language For Interaction*	Explore how language is used differently at home and school depending on the relationships between people GC: L, PSC	Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others GC: L, PSC. IU	Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context GC: CCT, PSC
	Understand that language can be used to explore ways of expressing needs, likes and dislikes GC: L, PSC	Understand that there are different ways of asking for information, making offers and giving commands GC: CCT, PSC	Identify language that can be used for appreciating texts and the qualities of people and things GC: CCT, EB, PSC, IU
		Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions GC: L,	

		PSC, IU	
Substrand: *Text Structure and Organisation*	Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes GC: L, CCT	Understand that the purposes texts serve shape their structure in predictable ways GC: L, CCT	Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose GC: L
	Understand that some language in written texts is unlike everyday spoken language GC: L	Understand patterns of repetition and contrast in simple texts GC: L, CCT	Understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms GC: L
	Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences GC: L	Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands GC:L	Recognise that capital letters signal proper nouns and commas are used to separate items in lists GC: L
	Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality GC: L, ICT	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 GC:L, N, ICT	Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines GC: L, N, ICT
Substrand:	Recognise that sentences are key	Identify the parts of a simple	Understand that simple connections

Expressing and Developing Ideas	units for expressing ideas GC:L	sentence that represent 'What's happening?', 'Who or what is doing or receiving the action?' and the circumstances surrounding the action GC: L	can be made between ideas by using a compound sentence with two or more clauses and coordinating conjunctions GC: L
	Recognise that texts are made up of words and groups of words that make meaning GC: L	Explore differences in words that represent people, places and things (nouns and pronouns), actions (verbs), qualities (adjectives) and details like when, where and how (adverbs) GC: L	Understand that nouns represent people, places, things and ideas and can be, for example, common, proper, concrete and abstract, and that noun groups can be expanded using articles and adjectives GC: L
	Explore the different contribution of words and images to meaning in stories and informative texts	Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning GC; L, CCT	Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words GC: L, CCT
	Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school GC: L, PSC	Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts GC: L, PSC	Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose GC: L, CCT
	Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words GC: L	Know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words GC: L	Understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words GC: L

	Know how to use onset and rime to spell words GC: L	Recognise and know how to use morphemes in word families for example 'play' in 'played' and 'playing' GC: L	Recognise common prefixes and suffixes and how they change a word's meaning GC: L
Substrand: **_Sound and Letter Knowledge_**	Recognise rhymes, syllables and sounds (phonemes) in spoken words GC: L	Manipulate sounds in spoken words including phoneme deletion and substitution GC: L	Recognise most sound–letter matches including silent letters, vowel/consonant digraphs and many less common sound–letter combinations GC: L
	Recognise the letters of the alphabet and know there are lower and upper case letters GC: L	Recognise sound --- letter matches including common vowel and consonant digraphs and consonant blends GC: L	
		Understand the variability of sound --- letter matches GC: L	

Strand: LANGUAGE	Year 3	Year 4	Year 5

Substrand: ***Language variation and change***	Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning GC: L, CCT, EB, PSC, IU	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 GC: PSC, IU,	Understand that the pronunciation, spelling and meanings of words have histories and change over time GC: L, IU
Substrand: ***Language for interaction***	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 GC: L, PSC	Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising students' own views and reporting them to a larger group GC: CCT PSC	Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships GC: CCT, PSC
	Examine how evaluative language can be varied to be more or less forceful GC: L, CCT	Understand differences between the language of opinion and feeling and the language of factual reporting or recording GC: L, CCT	Understand how to move beyond making bare assertions and take account of differing perspectives and points of view GC: CCT, PSC
Substrand: ***Text structure and organisation***	Understand how different types of texts vary in use of language choices, depending on their function and purpose, for example tense, mood, and types of sentences GC: L	Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience GC: L	Understand how texts vary in purpose, structure and topic as well as the degree of formality GC: L

	Understand that paragraphs are a key organisational feature of written texts GC: L	Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives GC: L	Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold GC: L
	Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters GC: L	Recognise how quotation marks are used in texts to signal dialogue, titles and reported speech GC: L	Understand how possession is signalled through apostrophes and how to use apostrophes of possession for common and proper nouns GC: L
	Identify the features of online texts that enhance navigation ICT	Identify features of online texts that enhance readability including text, navigation, links, graphics and layout GC: L, ICT	Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation GC: L, N, ICT
Substrand: _**Expressing and developing ideas**_	Understand that a clause is a unit of meaning usually containing a subject and a verb and that these need to be in agreement GC: L	Understand that the meaning of sentences can be enriched through the use of noun and verb groups and prepositional phrases GC: L	Understand the difference between main and subordinate clauses and how these can be combined to create complex sentences through subordinating conjunctions to develop and expand ideas GC: L
	Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense GC: L	Investigate how quoted (direct) and reported (indirect) speech work in different types of text GC: L	Understand how noun and adjective groups can be expanded in a variety of ways to provide a fuller description of the person, thing or idea GC: L

	Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments GC:L	Understand how adverbials (adverbs and prepositional phrases) work in different ways to provide circumstantial details about an activity GC: L	Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations GC: L, ICT, CCT
	Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs GC: L, EB	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 a range of types of texts GC: L, CCT	Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts GC: L
	Understand how to use sound–letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example 'tion' GC: L, EB	Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research GC: L	Understand how to use banks of known words as well as word origins, prefixes, suffixes and morphemes to learn and spell new words GC: L
	Recognise high frequency sight words GC: L	Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters GC: L	Recognise uncommon plurals, for example 'foci' GC: L
		Recognise homophones and know how to use context to identify correct spelling GC: L	

Strand: Language	Year 6	Year 7
Substrand: **_Language Variation and Change_**	Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English GC: IU, PSC	Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating GC:CCT, L, ICT
Substrand: **_Language For Interaction_**	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase GC: L, PSC, CCT	Understand how accents, styles of speech and idioms express and create personal and social identities GC: L, PSC. CCT
	Understand the uses of objective and subjective language and bias GC: L, PSC, CCT	Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources GC: CCT, L
Substrand: **_Text Structure and Organisation_**	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects GC: L, CCT	Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors GC: L, CCT

	Understand that cohesive links can be made in texts by omitting or replacing words GC: L	Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts GC: L, ICT
	Understand the uses of commas to separate clauses GC: L	Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses GC:L
Substrand: **_Expressing and Developing Idea_**	Investigate how clauses can be combined in a variety of ways to elaborate, extend or explain ideas GC:L	Recognise and understand that embedded clauses are a common feature of sentence structures and contribute additional information to a sentence GC: L
	Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverbials GC: L	Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns GC: L
	Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts GC:	Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance GC; L, CCT

	L, N	
	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion GC: L	Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language GC: L
	Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages GC: L	Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them GC: L

Strand: Literature	Foundation	Year 1	Year 2
Substrand: **_Literature and Context_**	Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences GC: L, PSC, IU	Discuss how authors create characters using language and images GC: CCT, IU	Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created GC: CCT, IB, IU
Substrand: **_Responding to Literature_**	Respond to texts, identifying favourite stories, authors and illustrators GC: L, PSC	Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences GC: CCT, PSC	Compare opinions about characters, events and settings in and between texts GC: CCT, EB, PSC, IU
	Share feelings and thoughts about the events and characters in texts GSC: L, CCT, PSC	Express preferences for specific texts and authors and listen to the opinions of others GC; CCT, PSC	Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences GC: L, ICT, CCT, PSC, IU
Substrand: **_Examining Literature_**	Identify some features of texts including events and characters and retell events from a text GC: PSC, IU	Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts GC: CCT	Discuss the characters and settings of different texts and explore how language is used to present these features in different ways GC: CCT, IU
	Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and	Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme GC;	Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs GC: L, CCT, IU

	rhyme in poetry GC: L, IU	IU	
	Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures GC: L, IU		
Substrand: _**Creating Literature**_	Retell familiar literary texts through performance, use of illustrations and images GC: L, ICT, CCT	Recreate texts imaginatively using drawing, writing, performance and digital forms of communication GC: ICT, CCT	Create events and characters using different media that develop key events and characters from literary texts GC: ICT, CCT

Strand: LITERATURE	Year 3	Year 4	Year 5
Substrand: **_Literature and context_**	Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons GC: CCT, IU	Make connections between the ways different authors may represent similar storylines, ideas and relationships GC: CCT, PSC	Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts GC: CCT, PSC, IU
Substrand: **_Responding to literature_**	Draw connections between personal experiences and the worlds of texts, and share responses with others GC: L, CCT, EB, PSC, IU	Discuss literary experiences with others, sharing responses and expressing a point of view GC: CCT, EB, PCS	Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others GC: ICT, CCT, EB, PSC, IU
	Develop criteria for establishing personal preferences for literature GC: L, CCT, PSC	Use metalanguage to describe the effects of ideas, text structures and language features of literary texts GC: L, CCT	Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences GC: L, CCT
Substrand: **_Examining literature_**	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 GC: L, CCT	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 GC: L, CCT	Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses GC: CCT, PSC, IU
	Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm	Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example	Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems

	and onomatopoeia in poetry and prose GC: L, CCT	nonsense words, spoonerisms, neologisms and puns GC: L, CCT	and odes GC: L, CCT
Substrand: **_Creating literature_**	Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle GC: CCT, IU	Create literary texts that explore students' own experiences and imagining GC: PSC, CCT	Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced GC: L, ICT, CCT
	Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue GC: L, IU	Create literary texts by developing storylines, characters and settings GC: CCT, PSC	Create literary texts that experiment with structures, ideas and stylistic features of selected authors GC: L, CCT, ICT

Strand: Literature	Year 6	Year 7
Substrand: **_Literature and Context_**	Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts GC: CCT, PSC, IU	Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts GC: L, PSS, CCT, IU
Substrand: **_Responding to Literature_**	Analyse and evaluate similarities and differences in texts on similar topics, themes or plots GC: L, CCT	Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view GC: CCT, PSC, L
	Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts GSC: L, CCT	Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts GC; CCT, PSC
		Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage GC: CCT, EB
Substrand:	Identify, describe, and discuss similarities and differences between	Recognise and analyse the ways that characterisation, events and

Examining Literature	texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style GC: L, CCT	settings are combined in narratives, and discuss the purposes and appeal of different approaches GC: CCT
	Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse GC: L, PSC	Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels GC: CCT
Substrand: ***Creating Literature***	Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways GC: L, ICT, CCT	Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition GC: PSC, CCT
	Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice GC: L, CCT, PSC	Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour GC: CCT

Strand: Literacy	Foundation	Year 1	Year 2
Substrand: **_Texts in Context_**	Identify some familiar texts and the contexts in which they are used GC: L, PSC	Respond to texts drawn from a range of cultures and experiences GC: CCT, PSC, IU	Discuss different texts on a similar topic, identifying similarities and differences between the texts GC: CCT, IU
Substrand: **_Interacting With Others_**	Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations GC: L, CCT, PSC	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions GC: CCT, PSC, IU	Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions GC: L, CCT, PSC
	Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact GC: ICT. PSC, IU	Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace GC: PSC	Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately GC: ICT, CCT, PSC
	Deliver short oral presentations to peers GC: PSC	Make short presentations using some introduced text structures and language, for example opening statements GC: L, PSC	Rehearse and deliver short presentations on familiar and new topics GC: L, CCT, PSC
Substrand: **_Interpreting, analysing, evaluating_**	Identify some differences between imaginative and informative texts GC: L, CCT	Describe some differences between imaginative informative and persuasive texts GC: L, CCT	Identify the audience of imaginative, informative and persuasive texts GC: L, CCT, PSC

	Read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge GC: L	Read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading GC: L, CCT	Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting GC: L, CCT
	Use comprehension strategies to understand and discuss texts listened to, viewed or read independently GC: L, CCT	Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features GC: L, ICT, PSC, CCT	Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures GC: L, CCT, PSC
Substrand: *Creating Texts*	Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge GC: L, CCT, ICT, PSC	Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams GC: L, CCT	Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose GC: L, CCT
	Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops GC: L	Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation GC: L	Reread and edit text for spelling, sentence-boundary punctuation and text structure GC: L, ICT, CCT
	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

	Construct texts using software including word processing programs GC: ICT	Construct texts that incorporate supporting images using software including word processing programs GC: ICT	Construct texts featuring print, visual and audio elements using software, including word processing programs GC: ICT

Strand: LITERACY	Year 3	Year 4	Year 5
Substrand: *Texts in contexts*	Identify the point of view in a text and suggest alternative points of view GC: L, CCT, IU	Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts GC: L, CCT, EB, PSC	Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context GC: L, CCT, PSC
Substrand: *Interacting with others*	Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations GC: PSC	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information GC: L, CCT	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view GC: CCT, PSC
	Plan and deliver short presentations, providing some key details in logical sequence GC: L, CCT, PSC	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently GC: L, CCT, PSC	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes GC: L, CCT, PSC
	Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume GC; L, PSC	Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences GC: CCT, L, PSC	Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements GC: L, CCT, PSC

Substrand: ***Interpreting, analysing, evaluating***	Identify the audience and purpose of imaginative, informative and persuasive texts GC: L, CCT, PSC	Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text GC: L, CCT	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text GC: L, CCT
	Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting GC: L, CCT, IU	Read different types of texts by combining contextual , semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing GC: L	Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning GC: L
	Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features GC: L, ICT, CCT, PSC	Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts GC: L, ICT, CCT, PSC	Use comprehension strategies to interpret and analyse information, integrating and linking ideas from a variety of print and digital sources GC: L, ICT
Substrand: ***Creating Texts***	Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print,and multimodal elements appropriate to the audience and purpose GC: L, ICT, CCT	Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features GC: L, ICT, CCT	Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience GC: L, ICT, CCT
	Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation GC: L, ICT	Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure GC: L, CCT	Reread and edit student's own and others' work using agreed criteria for text structures and language features GC: L

	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 is becoming legible, fluent and automatic
	Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements GC: ICT	Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements GC: ICT	Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements GC: ICT

Strand: Literacy	Year 6	Year 7
Substrand: ***Texts in Context***	Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches GC: L, CCT	Analyse and explain the effect of technological innovations on texts, particularly media texts GC: L, ICT, CCT
Substrand: ***Interacting With Others***	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions GC: CCT, PSC	Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition GC: L, CCT, PSC, IU
	Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience GC: CCT, PSC	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning GC: L
	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis GC: L, PSC. ICT	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing GC: L, PSC, CCT

Substrand: _**Interpreting, analysing,**_ _**evaluating**_	Analyse how text structures and language features work together to meet the purpose of a text GC: L, CCT, ICT	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose GC: L, CCT
	Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings GC: L, ICT, CCT	Use prior knowledge and text processing strategies to interpret a range of types of texts GC: L, PSC
	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts GC: L, CCT, ICT	Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources GC: L, CCT
	Analyse strategies authors use to influence readers GC:	Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences GC: L, CCT
Substrand:	Plan, draft and publish imaginative, informative and persuasive texts,	Plan, draft and publish imaginative, informative and persuasive texts,

Creating Texts	choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience GC: L, CCT, ICT	selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas GC: L,
	Reread and edit students' own and others' work using agreed criteria and explaining editing choices GC: L	Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact GC: L, CCT
	Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose	Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods GC: L
	Use a range of software, including word processing programs, learning new functions as required to create texts GC: ICT	Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts GC: L, ICT

Appendix 1. Year Level Spelling Elaborations

R/1 Spelling Program

Foundation	Year 1
Jolly Phonics Sounds and actions	Review Jolly Phonics Sounds and actions
3 letter words a – cat, tap, had, rag, fan, ham e –bed, ten, pet i – bid, sit, bib, pig, tin, lip o – bop, hot, rob, jog, fox u – tub, rug, sun, hut, cup	**3 letter words** a – cat, tap, had, rag, fan, ham e –bed, ten, pet i – bid, sit, bib, pig, tin, lip o – bop, hot, rob, jog, fox u – tub, rug, sun, hut, cup
Initial blends bl – black cl – clap fl – flag pl – plug	**Initial blends** sc - scan tr - true tw – twin bl – black

gl- glad	cl – clap
sl – slid	fl – flag
st – stop	pl – plug
fr – frog	gl- glad
	sl – slid
Final (consonant) blends	st – stop
ll – bell	fr – frog
nt – tent	
nd – land	**Final (consonant) blends**
ng – sting	ss – class
st – best	pt – kept
	lp – help
	sk – mask
Digraphs	
ee – bee	**Digraphs**
th – that	ar – bark
qu – queen	sh – sheep
oo – look	ch – chicken

sh – sheep	ck – duck
ch – chicken	oo – spoon
	ay – day
Alternative spellings of vowels	**Alternative spellings of vowels**
ai – rain	ai – rain
ea – peach	ea – peach
ie – pie	ie – pie
igh, y – sigh, sky	igh, y – sigh, sky
oa – road	oa – road
ow – sow	ow – sow
ue – blue	ue – blue
ew - blew	ew – blew
	Magic 'e'
	a-e –hate
	i –e – kite
	o – e –home

	u – e – cube
	Morphemes
	play/plays/playing/playground

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Year 2	Year 3
Students learn:	**Students learn:**
Initial Blends	**Initial Blends**
br – brick	dw – dwarf
cr – crack	tw – twin
dr – drop	sc – scamp, scrap
gr – grip	scr – scrub, scratch
pr – pram	spr – spring
tri – trip	str – strip
sn – snack	spl – split, splat
sk – skip	squ - squawk
sm – smock	shr – shrink
sp – spot, split	thr - throw

sw – swim	**Final Blends**
	sks - whisks
Final Blends	nt – rent
nk – bank	mps - bumps
ng – song	nd – band
ff – stiff	nks - drinks
mp – camp	alk – talk, chalk
xt - next	ere – where
ft – soft	ight – night
zz – buzz	
lk – milk	
lt – melt	ow – low, grow
	aw – saw, lawn
wh – when, which	o – to, do
short oo – look	ea – ear, hear
long oo – soon	ea – beat, eat
or – for, fort	oi – join, boil
oy – toy, boy	ir – bird, girl

y – my, by	ew – new, grew
y – happy, baby	ey – hey, they
qu – quick	ur – turn, fur
sh – ship	ie – tie, die
ch – chance	o = u love, come
th - thin	a = ar – fast, after
ck – back, neck	wa = wo – was,wash
ee – see	u= oo – put, push
all – hall, fall	a= u – about, ago
ay – play, way	le, ve, se – paddle, have, house
oa - boat	
ow – brown, down	
er – her, letter	**Vowels** – a, e, I, o, u (y can also act as a vowel)
ou – out	
ai – rain, train	**Students can write an increasing number of high frequency words correctly** eg. *they, said, com, because, what isn't, I'm*
tion - station	
Silent 'e' words	**Extending base words - Morphemes - and**

a-e – face, made	**spelling rules associated with this**
i-e - prize bite	Adding 'ed'
o-e – globe, hole	Adding 'ing'
u-e – tune, fuse	Adding 's' 'es'
Silent Letters	**Simple one syllable Homophones** eg. to, two, too
l – calf, half	
w – write, wrong	
b – lamb	
k – know	
Vowels – a, e, I, o, u (y can also act as a vowel)	
Words can be broken into syllables	
using known words in writing and spell unknown words using developing visual, graphophonic and morphemic knowledge	
joining discussion about how a prefix or suffix	

affects meaning, for example uncomfortable, older, and division	

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Year 4	Year 5
Students learn: **Sound blends** • au 'august' and ph 'telephone' blend • air ' chair' and ai 'said' blend • ease 'tease' and eeze 'breeze' blend • ould 'would', ai 'fruit' and uy 'guy' blends. **Prefixes** • prefixes dis, de, ad • prefixes un, re, ex, mis **Suffixes** • suffixes ly, ment, ness • suffixes er, wards, ful • suffixes tion, ing, ion, ent • adding suffixes to words ending in y silent e and el	**Students learn:** **Sound blends** • words beginning with gu, ex and au • words ending with dge, ue, and ey • words ending with ough, mt and ggle • words ending with ete and ar • words ending with ce or se • words ending with el or le • words ending with age, oy and ake • words with ei or ie • words ending with ease • words ending with oar **Prefixes** • prefixes dis, de, ad • adding prefixes mis, un and be • adding prefixes re, inter, app • adding prefixes pro, con, tri and tele

Alternative sounds

- alternative sounds for a
- alternative sounds for o
- alternative sounds for u
- alternative sounds for i
- alternative sounds for y
- alternative sounds for g
- alternative sounds for c
- alternative sounds for s
- alternative sounds for x
- u words 'rude, huge, mule'
- e words 'head, lead'
- g words 'gnome, gnaw'
- the silent t 'often'
- the said t 'catch, stretch'
- s words 'island, aisle'
- gh words 'sigh, high'
- silent t-e words 'whistle, hustle'
- y can be used as a vowel.

contractions

antonyms

antonyms made by adding prefixes to the base word

Suffixes

- suffixes ly, ment, ship
- adding suffixes ending in l preceded by a vowel
- adding ed, er, est and es to words ending in consonants and y
- adding ing to words ending in consonants and y
- adding ing to words ending in e
- adding suffixes able, ist and sion
- adding suffixes ion, tion and ous
- adding suffixes ious, ery and ary
- adding suffixes ory, ent, ant
- adding suffixes ance, ence, ure and ful

Plurals

- plurals – adding es
- plurals – change y to i and ad es
- plurals – adding es to words ending in o
- plurals - change f to v and add es
- plurals - words ending in f where f remains
- plurals - words ending in o that just add s
- Uncommon plurals

- **contractions**

double letter words	**antonyms** **antonyms made by adding prefixes to the base word** **synonyms**
clarify the difference between plural 's' and apostrophe 's'	
synonyms	**collective nouns**
homophones	**comparatives and superlatives**
compound words	**gender words.**
collective nouns	
gender words.	

Year 6	Year 7
Students Learn: **Long vowels, silent letters, same sound** - d,u,s,b,k,p,o,h,w,g - Gu, gh, ig, Ph, ex, - al, or,iety, ual, ience, ury - ay, ey, ai and eigh - ch – k and sh - c- ck - h- rhyme, scheme - g- reign - pp-appropriate **Prefixes** - de, dis, sub, ad, mirco, trans, anti, tele, auto, air, aer, aero, al, wel, **Antonyms** Many antonym are made by adding prefixes to base word Appear- disapear **Sufixes** - age, til, tion, sion, ion, ist, ish, ty, ity, al, il ive, ous, ure, ful, ness, want , tude - drop an l when adding the suffix or prefix all, well, till or full - y to words ending in ful	**Students Learn:** **Long vowels, silent letters, same sound** - w,k,l,u,b,ch,n,h,t - ce, se, mt, ue, eye, ggle, dge, end - qu - oar, our, ar, or,re, er - ir, ear,ur,er - oo, ou, ue, ui and eu - i-e, -ee or i - au, ough - ss missionary - ee proceed **Prefixes** - im, in, inter, en, pro, per, pre, mono, bi, tri, un, co, con, com, - Greek and Latin #2-10 **Sufixes** - Ant, ent, ment, able, ible, ence, ance, ary, ery, ory, ese, eer, er, est - End, ent- convert to ence when word becomes a noun retaining "e' so word is not unrecognizable - Adding suffix to words ending in y - To words ending in l preceded by a vowel

- ly to words ending in y
- ing to words ending with silent e
- ing to CVC, CCVC pattern

Plurals
- Words ending in f where v and adding es eg calf-calves
- Words ending in f where f remains s eg: roof-roofs
- Words ending in a vowel followed be a y just add s eg valley-valleys

Homophones
- Two- three syllable words

Contractions
Words which are joined together to make one word shown be an apostrophe, cannot can't

Synonyms
Different words which have the same meaning

Base word building-Morphemes

Centum-	Century Percentage Centigrade centurion

Technical words and words adapted from other languages: Achieved within each inquiry through the employment of, but not limited to:

Plurals
- Adding es to form a plural (including exceptions to words ending in ch)
- Changing y to I and adding es
- Changing s to words ending in o

Homophones
- Two - three syllable words

Contractions
Words which are joined together to make one word shown be an apostrophe, I am – I'm

Acronyms
ATM, ANZAC

Antonyms
Words which are opposite in meaning hot-cold

Synonyms
Different words which have the same meaning

Collective nouns
Single words which represents a group: audience-mob-pod- school- flock-congregation

Gender
Masculine/feminine

Comparatives and Superlative
Comparative show a higher degree of comparison, superlative show the highest degree of comparison in an adjective or adverb

• student generated contextual glossaries • word walls • teacher generated focus list	happy	Happier	Happiest
	Good	Better	best

Technical words and words adapted from other languages: Achieved within each inquiry through the employment of, but not limited to:
- student generated contextual glossaries
- word walls
- teacher generated focus list

Appendix 2. Writing Genre styles Rubric to PYP – UOI

Genre	F/1 (odd)	F/1 (even)	2/3 (odd)	2/3 (even)	4/5 (odd)	4/5 (even)	6/7 (odd)	6/7 (even)
Narrative	Picture stories, songs including texts from different cultures eg Aboriginal and Asian texts *UOI How we express ourselves*	X Fairytales *UOI How we express ourselves*	X Dreaming stories, Asian Literature and Bible stories	X Fables	X Fantasy Fracture Fairytales *UOI How we express ourselves*	X Adventure Stories	X Humorous texts Characterization through dialogue Fantasy	X Humorous texts Characterization through dialogue Drama – write a play *UOI How we express ourselves*
Recount	X Personal experiences UOI how we organize ourselves	X Transport excursion *UOI How we organize ourselves*	Daily Journal *UOI How the world works*	Routines *UOI Who we are*		Biography of family member *UOI Who we are*		
Procedure	Recipes	Recipes	Fitness Games	Food Products origin to consumption *UOI How we organize ourselves*	How Products are produced *UOI How we organize ourselves*	Elements of celebration from around the world *UOI how we express ourselves*		
Report	X Senses *UOI who we are*	X Different homes *UOI Where we are in place and time*	X Ecosystems *UOI How we share the planet*	X Endangered animals *UOI How we share the planet*	X Aspect of Solar System *UOI How the World Works*	X Aid organization *UOI How we organize ourselves*	X Natural Disaster PowerPoint *UOI How the World Works*	X Ancient Civilizations *UOI where we are in place and time*
Explanation	Animal Features *UOI How we share the planet*	Guided questions, explaining objects *UOI How the World works*	How structures and monuments are built *UOI Where we are in place and time*	Applications of air *UOI How the world works*		How a building is created to tolerate chosen environmental and sustainability issues *UOI How the world works*		How energy is changed stored and used *UOI How the world works* How a particular scientific or technology discovery impacts on the

								quality of life *UOI How we organize ourselves*
Exposition/ Persuasive	X Favourite toys *UOI how the world works*	X Favourite things	X School/ Classroom/ Home Rules	X Personal Opinions	X rule, rights, responsibilities *UOI who we are*	X What we should do to sustain and maintain earth resources *UOI How we share the planet*	X Debate team Research type of government argue why it is the best type *UOI How we organsie ourselves*	X Debate team Letter to the Editor *UOI How we express ourselves*
Poetry	Rhyming words	Repetition rhymes *UOI Who we are*	X Rewriting a known poem Acrostic Poems	X Rewriting a known poem Lantern Poems	X Anthems and Odes cinquai, Acrostic, shape, neologisms and puns	X Anthems and Odes cinquai, Acrostic, shape, nonsense words and spoonerisms	X ballads, limericks and free verse	X Haiku, tankas, couplets, free verse, verse novels
Letter Writing	Letter writing structure, Letter to parents	Personal letter writing *UOI How we share the planet*	Personal letter writing addressing envelopes	Pen Friends	Letter to the Government *UOI How we share the planet*	Letter to Council about public area *UOI where we are in place and time*	Media *UOI How we express ourselves* Migrate letter *UOI Where we are in place and time*	
Multimodal texts (eg. Wiki, email)	KidPix and Microsoft Word	Microsoft Word and Microsoft PowerPoint	X PowerPoint UOI *How we express ourselves*	X photo story *UOI How we express ourselves*	X Movie maker and PowerPoint	X Microsoft Word	X Body Systems E-Book *UOI who we are*	X Wiki *UOI How we effect the planet*
Biography	Personal History *UOI where we are in place and time*				Biography of explorer *UOI Who we are in place and time*			

Appendix 3. NAPLAN Writing Test - Persuasive

What is persuasive writing?

The following definition has shaped the development of the task and the persuasive writing marking criteria.

The purpose of persuasive writing is to persuade a reader to a point of view on an issue. Persuasive writing may express an opinion, discuss, analyse and evaluate an issue. It may also entertain and inform.

The style of persuasive writing may be formal or informal but it requires the writer to adopt a sense of authority on the subject matter and to develop the subject in an ordered, rational way. A writer of a persuasive text may draw on his or her own personal knowledge and experience or may draw on detailed knowledge of a particular subject or issue.

The main structural components of the persuasive text are the introduction, development of argument (body) and conclusion.

Within the broad persuasive genre and within the context of the given topic, the writers may choose themes and subjects, and the details to develop their ideas. The task will not specify a preference for particular content on the given topic.

The marking criteria and skill focuses

The writing task for the 2011 Writing assessment will be a persuasive writing task. It will be the same task for all students in Years 3, 5, and 7.

Criteria Skill focus

1. Audience The writer's capacity to orient, engage and persuade the reader

2 Text structure The organisation of the structural components of a persuasive text

(introduction, body and conclusion) into an appropriate and effective text

structure

3 Ideas The selection, relevance and elaboration of ideas for a persuasive argument

4 Persuasive devices The use of a range of persuasive devices to enhance the writer's position and persuade the reader

5 Vocabulary The range and precision of contextually appropriate language choices

6 Cohesion The control of multiple threads and relationships across the text, achieved

through the use of referring words, ellipsis, text connectives, substitutions

and word associations

7 Paragraphing The segmenting of text into paragraphs that assists the reader to follow the line of argument

8 Sentence structure The production of grammatically correct, structurally sound and meaningful sentences

9 Punctuation The use of correct and appropriate punctuation to aid the reading of the text

10 Spelling The accuracy of spelling and the difficulty of the words used

Further Information/elaboration go to,

http://www.nap.edu.au/_Documents/PDF/Marking_Guide_2011.pdf