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| Prep–Year 6 multi-age English Curriculum and assessment plan  [Insert school name, implementation year] |

Use this template in a multi-age context to plan an overview or summary of the teaching, learning and assessment for multiple year levels in the Australian Curriculum: English. For planning advice, refer to the *Planning for teaching, learning and assessment* document available on the Planning tab for each learning area at [www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas](http://www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas).

**How to use this template:** Type information into the fields (yellow shading). When the plan is complete, delete the highlighted instructions (blue shading). To do so, select the instruction text, click the **Home tab > Styles dropdown > Clear All/Clear Formatting >** text will revert to Normal style and you can delete the text.

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| Context and cohort considerations (if applicable) |
| Describe the context and cohort.  Consider the following to make informed professional decisions during the planning process:   * + relevant student data and information, e.g. achievement data   + available resources, e.g. timetabling   + school and sector priorities.   [Insert context and cohort considerations] |

| Level description — Prep | Level description — Year 1 | Level description — Year 2 | Level description — Year 3 | Level description — Year 4 | Level description — Year 5 | Level description — Year 6 |
| --- | --- | --- | --- | --- | --- | --- |
| The English curriculum is built around the 3 interrelated strands of *Language*, *Literature* and *Literacy*. Together, the 3 strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.  In the Foundation year, learning in English builds on the Early Years Learning Framework and each student’s prior knowledge and experiences. Students understand that English is the shared language of the learning environment, used to interact and communicate with familiar audiences for different purposes.  Students engage with a variety of texts for enjoyment. They participate in shared reading, viewing and storytelling. Spoken, written and multimodal texts may include traditional oral texts, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, multimodal texts and dramatic performances. The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.  Foundation students develop their reading in a text-rich environment through engagement with a range of texts. This range includes literature that expands and reflects their world, and texts that support learning in English and across the curriculum. Beginning readers start with and practise reading using decodable texts that align with phonic development. These texts systematically introduce words with a limited number of grapheme–phoneme correspondences and add grapheme–phoneme correspondences as proficiency develops. Developing readers engage with some authentic texts that involve straightforward sequences of events and everyday happenings, some less familiar content, a small range of language features including simple and compound sentences, high-frequency words, and other words that can be decoded using developing phonic knowledge.  Foundation students create short imaginative and informative texts that may include pictorial representations, short statements, performances and short recounts, for a small range of purposes and audiences. | The English curriculum is built around the 3 interrelated strands of *Language, Literature* and *Literacy*. Teaching and learning programs should balance and integrate all 3 strands. Together, the 3 strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.  In Year 1, students learn that language is communicated in ways that meet the needs of diverse learners. They learn to interact with familiar audiences for different purposes.  Students engage with a variety of texts for enjoyment. They listen to, read and view spoken, written and multimodal texts. Texts may include picture books, various types of stories, rhyming verse, poetry, non-fiction, various types of information texts, short films and animations, dramatic performances, and texts used by students as models for constructing their own texts.  The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.  Year 1 students develop their reading in a text-rich environment through engagement with a range of texts. This range includes literature that expands and reflects their world and texts that support learning in English and across the curriculum. Some students will continue to practise their reading with decodable texts that align with phonic development. These texts systematically introduce words with grapheme–phoneme correspondences. Developing readers engage with authentic texts that support and extend them as independent readers. These texts include straightforward sequences of events and everyday happenings with recognisably realistic or imaginary characters. Informative texts, with illustrations and diagrams, present a small amount of new content about familiar topics of interest and topics being studied in other learning areas. These texts use a small range of language features including simple and compound sentences, some unfamiliar vocabulary, high frequency words and other words that need to be decoded using developing phonic knowledge.  Year 1 students create short texts whose purposes may be imaginative, informative and persuasive. These texts may explain simple procedures, recount real or imagined events or experiences, report and describe learning area content, retell stories, express opinions, and describe real or imagined people, places or things for an audience. | The English curriculum is built around the 3 interrelated strands of *Language, Literature* and *Literacy*. Teaching and learning programs should balance and integrate all 3 strands. Together, the 3 strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.  In Year 2, students learn that there are different modes of communication with distinct features that can be used when sharing ideas, thoughts and opinions with familiar audiences for different purposes.  Students engage with a variety of texts for enjoyment. They listen to, read and view spoken, written and multimodal texts that may be imaginative, informative and persuasive. Texts may include oral texts, picture books, various types of print and digital stories, simple chapter books, rhyming verse, poetry, non-fiction, various types of information texts, short films and animations, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.  As Year 2 students transition to become independent readers, they continue to develop their decoding and comprehension skills, using a range of texts. Informative texts present new content about topics of interest and topics being studied in other learning areas, and may include illustrations and diagrams that extend the text. Literary texts may include sequences of events that span several pages, unusual happenings within a framework of familiar experiences and may include images that extend meaning. These texts include language features such as varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency words, more complex words that need to be decoded using phonic and morphemic knowledge, and a range of punctuation conventions.  The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.  Year 2 students create texts whose purposes may be imaginative, informative and persuasive. Texts created may include recounts of stories and experiences, reports and explanations of learning area content, explanations of simple processes, and expressions of opinions about texts or experiences, including supporting reasons. These texts are created for an audience. | The English curriculum is built around the 3 interrelated strands of *Language, Literature* and *Literacy*. Together, the 3 strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.  In Year 3, students use spoken, written or visual communication to interact with familiar audiences for a purpose.  Students engage with a variety of texts for enjoyment. They listen to, read and view spoken, written and multimodal texts. Texts may include oral texts, picture books, various types of print and digital texts, chapter books, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.  In Year 3, students engage with a range of texts that support and extend them as independent readers. Informative texts include content of increasing complexity and technicality about topics of interest and topics being studied in other areas of the curriculum. Literary texts may describe events that extend over several pages, unusual happenings within a framework of familiar experiences and may include images that extend meaning. These texts use language features including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency words that can be decoded using phonic and morphemic knowledge, a variety of punctuation conventions, and illustrations and diagrams that support and extend the printed text.  The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.  Year 3 students create imaginative, informative and persuasive types of texts, which may include narratives, procedures, performances, reports, reviews, poetry and argument for particular purposes and audiences. | The English curriculum is built around the 3 interrelated strands of *Language, Literature* and *Literacy*. Together, the 3 strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.  In Year 4, students interact with audiences for different purposes.  Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts. Texts may include oral texts, picture books, various types of print and digital texts, short novels of different genres, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances, and texts used by students as models for creating their own work.  The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.  Literary texts that support and extend students in Year 4 as independent readers may describe sequences of events that develop over chapters and unusual happenings within a framework of familiar experiences. Informative texts include content of increasing complexity and technicality about topics of interest and topics being studied in other areas of the curriculum. These texts use language features including varied sentence structures, some unfamiliar vocabulary that may include English words derived from other languages, a significant number of high-frequency words, words that need to be decoded using phonic and morphemic knowledge, a variety of punctuation conventions, and illustrations and diagrams that support and extend the printed text.  Year 4 students create a range of imaginative, informative and persuasive types of texts that may include narratives, performances, reports, reviews, poetry and arguments for particular purposes and audiences. | The English curriculum is built around the 3 interrelated strands of *Language, Literature* and *Literacy*. Together, the 3 strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.  In Year 5, students interact with audiences for different purposes.  Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts. Texts may include film and digital texts, novels, poetry, non-fiction and dramatic performances. The features of these texts may be used by students as models for creating their own work.  The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.  Literary texts that support and extend students in Year 5 as independent readers may include complex sequences of events, elaborated events including flashbacks and shifts in time, and a range of characters. These texts may explore themes of interpersonal relationships and ethical dilemmas in real-world and imagined settings. Informative texts may supply technical information and/or content about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures may include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features may include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of images and graphics. Texts may reveal that the English language is dynamic and changes over time.  Year 5 students create a range of imaginative, informative and persuasive types of texts that may include narratives, procedures, performances, reports, reviews, poetry, arguments and explanations for particular purposes and audiences.  From Year 5 onwards, students continue to develop legible handwriting. | The English curriculum is built around the 3 interrelated strands of *Language, Literature* and *Literacy*. Together, the 3 strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.  In Year 6, students interact with audiences for different purposes.  Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts. Texts may include film and digital texts, novels, poetry, non-fiction and dramatic performances. The features of these texts may be used by students as models for creating their own work.  The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.  Literary texts that support and extend students in Year 6 as independent readers may include elaborated events including flashbacks and shifts in time, and a range of less predictable characters. These texts may support students’ understanding of authors’ styles. They may explore themes of interpersonal relationships and ethical dilemmas in real-world and imagined settings. Informative texts may include technical information and/or content about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures may include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative and idiomatic language, and information presented in various types of images and graphics.  Year 6 students create a range of imaginative, informative and persuasive types of texts that may include narratives, procedures, performances, reports, reviews, poetry, expositions, explanations and discussions for particular purposes and audiences. |

**Note:** Insert/delete rows/columns, as required, to provide an overview of the teaching, learning and assessment sequence across the year levels.

|  | Unit 1 — [Insert unit title] | Unit 2 — [Insert unit title] | Unit 3 — [Insert unit title] | Unit 4 — [Insert unit title] |
| --- | --- | --- | --- | --- |
|  | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] |
|  | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] |
| Prep | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] |
| Year 1 | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] |
| Year 2 | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] |
| Year 3 | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] |
| Year 4 | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] |
| Year 5 | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] |
| Year 6 | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] |

# Prep

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | By the end of Foundation, students listen to texts, interact with others and create short spoken texts, including retelling stories. They share thoughts and preferences, retell events and report information or key ideas to an audience. They use language features including words and phrases from learning and texts. They listen for and identify rhymes, letter patterns and sounds (phonemes) in words. They orally blend and segment phonemes in single-syllable words.  They read, view and comprehend texts, making connections between characters, settings and events, and to personal experiences. They identify the language features of texts including connections between print and images. They name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs). They read words including consonant–vowel–consonant words and some high-frequency words.  They create short written texts, including retelling stories using words and images where appropriate. They retell, report information and state their thoughts, feelings and key ideas. They use words and phrases from learning and texts. They form letters, spell most consonant–vowel–consonant words and experiment with capital letters and full stops. | | By the end of Foundation, students listen to texts, interact with others and create short spoken texts, including retelling stories. They share thoughts and preferences, retell events and report information or key ideas to an audience. They use language features including words and phrases from learning and texts. They listen for and identify rhymes, letter patterns and sounds (phonemes) in words. They orally blend and segment phonemes in single-syllable words.  They read, view and comprehend texts, making connections between characters, settings and events, and to personal experiences. They identify the language features of texts including connections between print and images. They name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs). They read words including consonant–vowel–consonant words and some high-frequency words.  They create short written texts, including retelling stories using words and images where appropriate. They retell, report information and state their thoughts, feelings and key ideas. They use words and phrases from learning and texts. They form letters, spell most consonant–vowel–consonant words and experiment with capital letters and full stops. | | By the end of Foundation, students listen to texts, interact with others and create short spoken texts, including retelling stories. They share thoughts and preferences, retell events and report information or key ideas to an audience. They use language features including words and phrases from learning and texts. They listen for and identify rhymes, letter patterns and sounds (phonemes) in words. They orally blend and segment phonemes in single-syllable words.  They read, view and comprehend texts, making connections between characters, settings and events, and to personal experiences. They identify the language features of texts including connections between print and images. They name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs). They read words including consonant–vowel–consonant words and some high-frequency words.  They create short written texts, including retelling stories using words and images where appropriate. They retell, report information and state their thoughts, feelings and key ideas. They use words and phrases from learning and texts. They form letters, spell most consonant–vowel–consonant words and experiment with capital letters and full stops. | | By the end of Foundation, students listen to texts, interact with others and create short spoken texts, including retelling stories. They share thoughts and preferences, retell events and report information or key ideas to an audience. They use language features including words and phrases from learning and texts. They listen for and identify rhymes, letter patterns and sounds (phonemes) in words. They orally blend and segment phonemes in single-syllable words.  They read, view and comprehend texts, making connections between characters, settings and events, and to personal experiences. They identify the language features of texts including connections between print and images. They name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs). They read words including consonant–vowel–consonant words and some high-frequency words.  They create short written texts, including retelling stories using words and images where appropriate. They retell, report information and state their thoughts, feelings and key ideas. They use words and phrases from learning and texts. They form letters, spell most consonant–vowel–consonant words and experiment with capital letters and full stops. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Language | 1 | 2 | 3 | 4 | Literature | 1 | 2 | 3 | 4 | Literacy | 1 | 2 | 3 | 4 | |
| **Language for interacting with others**  explore how language is used differently at home and school depending on the relationships between people  AC9EFLA01 |  |  |  |  | **Literature and contexts**  share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators  AC9EFLE01 |  |  |  |  | **Texts in context**  identify some familiar texts, such as stories and informative texts, and their purpose  AC9EFLY01 |  |  |  |  | |
| explore different ways of using language to express preferences, likes and dislikes  AC9EFLA02 |  |  |  |  | **Engaging with and responding to literature**  respond to stories and share feelings and thoughts about their events and characters  AC9EFLE02 |  |  |  |  | **Interacting with others**  interact in informal and structured situations by listening while others speak and using features of voice including volume levels  AC9EFLY02 |  |  |  |  | |
| **Text structure and organisation**  understand that texts can take many forms such as signs, books and digital texts  AC9EFLA03 |  |  |  |  | **Examining literature**  recognise different types of literary texts and identify features including events, characters, and beginnings and endings  AC9EFLE03 |  |  |  |  | **Analysing, interpreting and evaluating**  identify some differences between imaginative and informative texts  AC9EFLY03 |  |  |  |  | |
| understand conventions of print and screen, including how books and simple digital texts are usually organised  AC9EFLA04 |  |  |  |  | explore and replicate the rhythms and sound patterns of literary texts such as poems, rhymes and songs  AC9EFLE04 |  |  |  |  | read decodable and authentic texts using developing phonic knowledge, and monitor meaning using context and emerging grammatical knowledge  AC9EFLY04 |  |  |  |  | |
| **Language for expressing and developing ideas**  recognise that sentences are key units for expressing ideas  AC9EFLA05 |  |  |  |  | **Creating literature**  retell and adapt familiar literary texts through play, performance, images or writing  AC9EFLE05 |  |  |  |  | use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently  AC9EFLY05 |  |  |  |  | |
| recognise that sentences are made up of groups of words that work together in particular ways to make meaning  AC9EFLA06 |  |  |  |  |  |  |  |  |  | **Creating texts**  create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly  AC9EFLY06 |  |  |  |  | |
| explore the contribution of images and words to meaning in stories and informative texts AC9EFLA07 |  |  |  |  |  |  |  |  |  | create and deliver short spoken texts to report ideas and events to peers, using features of voice such as appropriate volume  AC9EFLY07 |  |  |  |  | |
| recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school  AC9EFLA08 |  |  |  |  |  |  |  |  |  | form most lower-case and upper-case letters using learnt letter formations  AC9EFLY08 |  |  |  |  | |
| identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end  AC9EFLA09 |  |  |  |  |  |  |  |  |  | **Phonic and word knowledge**  recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness)  AC9EFLY09 |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |  | segment sentences into individual words; orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness)  AC9EFLY10 |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |  | recognise and name all upper- and lower-case letters (graphs) and know the most common sound that each letter represents  AC9EFLY11 |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |  | write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words  AC9EFLY12 |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |  | use knowledge of letters and sounds to spell words  AC9EFLY13 |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |  | read and write some high-frequency words and other familiar words  AC9EFLY14 |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |  | understand that words are units of meaning and can be made of more than one meaningful part  AC9EFLY15 |  |  |  |  | |

# Year 1

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 1, students interact with others and listen to and create short spoken texts including recounts of stories. They share ideas and retell or adapt familiar stories, recount or report on events or experiences and express opinions using a small number of details from learnt topics, topics of interest or texts. They sequence ideas and use language features including topic-specific vocabulary and features of voice.  They read, view and comprehend texts, monitoring meaning and making connections between the depiction of characters, settings and events, and to personal experiences. They identify the text structures of familiar narrative and informative texts, and their language features and visual features. They blend short vowels, common long vowels, consonants and digraphs to read one-syllable words. They read one- and two-syllable words with common letter patterns, and an increasing number of high-frequency words. They use sentence boundary punctuation to read with developing phrasing and fluency.  They create short written and/or multimodal texts including recounts of stories with events and characters. They report information and experiences, and express opinions. Ideas in their texts may be informative or imaginative and include a small number of details from learnt topics, topics of interest or texts. They write simple sentences with sentence boundary punctuation and capital letters for proper nouns. They use topic-specific vocabulary. They write words using unjoined upper-case and lower-case letters. They spell most one- and two-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words. | | By the end of Year 1, students interact with others and listen to and create short spoken texts including recounts of stories. They share ideas and retell or adapt familiar stories, recount or report on events or experiences and express opinions using a small number of details from learnt topics, topics of interest or texts. They sequence ideas and use language features including topic-specific vocabulary and features of voice.  They read, view and comprehend texts, monitoring meaning and making connections between the depiction of characters, settings and events, and to personal experiences. They identify the text structures of familiar narrative and informative texts, and their language features and visual features. They blend short vowels, common long vowels, consonants and digraphs to read one-syllable words. They read one- and two-syllable words with common letter patterns, and an increasing number of high-frequency words. They use sentence boundary punctuation to read with developing phrasing and fluency.  They create short written and/or multimodal texts including recounts of stories with events and characters. They report information and experiences, and express opinions. Ideas in their texts may be informative or imaginative and include a small number of details from learnt topics, topics of interest or texts. They write simple sentences with sentence boundary punctuation and capital letters for proper nouns. They use topic-specific vocabulary. They write words using unjoined upper-case and lower-case letters. They spell most one- and two-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words. | | By the end of Year 1, students interact with others and listen to and create short spoken texts including recounts of stories. They share ideas and retell or adapt familiar stories, recount or report on events or experiences and express opinions using a small number of details from learnt topics, topics of interest or texts. They sequence ideas and use language features including topic-specific vocabulary and features of voice.  They read, view and comprehend texts, monitoring meaning and making connections between the depiction of characters, settings and events, and to personal experiences. They identify the text structures of familiar narrative and informative texts, and their language features and visual features. They blend short vowels, common long vowels, consonants and digraphs to read one-syllable words. They read one- and two-syllable words with common letter patterns, and an increasing number of high-frequency words. They use sentence boundary punctuation to read with developing phrasing and fluency.  They create short written and/or multimodal texts including recounts of stories with events and characters. They report information and experiences, and express opinions. Ideas in their texts may be informative or imaginative and include a small number of details from learnt topics, topics of interest or texts. They write simple sentences with sentence boundary punctuation and capital letters for proper nouns. They use topic-specific vocabulary. They write words using unjoined upper-case and lower-case letters. They spell most one- and two-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words. | | By the end of Year 1, students interact with others and listen to and create short spoken texts including recounts of stories. They share ideas and retell or adapt familiar stories, recount or report on events or experiences and express opinions using a small number of details from learnt topics, topics of interest or texts. They sequence ideas and use language features including topic-specific vocabulary and features of voice.  They read, view and comprehend texts, monitoring meaning and making connections between the depiction of characters, settings and events, and to personal experiences. They identify the text structures of familiar narrative and informative texts, and their language features and visual features. They blend short vowels, common long vowels, consonants and digraphs to read one-syllable words. They read one- and two-syllable words with common letter patterns, and an increasing number of high-frequency words. They use sentence boundary punctuation to read with developing phrasing and fluency.  They create short written and/or multimodal texts including recounts of stories with events and characters. They report information and experiences, and express opinions. Ideas in their texts may be informative or imaginative and include a small number of details from learnt topics, topics of interest or texts. They write simple sentences with sentence boundary punctuation and capital letters for proper nouns. They use topic-specific vocabulary. They write words using unjoined upper-case and lower-case letters. They spell most one- and two-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Language | 1 | 2 | 3 | 4 | Literature | 1 | 2 | 3 | 4 | Literacy | 1 | 2 | 3 | 4 | |
| **Language for interacting with others**  understand how language, facial expressions and gestures are used to interact with others when asking for and providing information, making offers, exclaiming, requesting and giving commands  AC9E1LA01 |  |  |  |  | **Literature and contexts**  discuss how language and images are used to create characters, settings and events in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators  AC9E1LE01 |  |  |  |  | **Texts in context**  discuss different texts and identify some features that indicate their purposes  AC9E1LY01 |  |  |  |  | |
| explore language to provide reasons for likes, dislikes and preferences  AC9E1LA02 |  |  |  |  | **Engaging with and responding to literature**  discuss literary texts and share responses by making connections with students’ own experiences  AC9E1LE02 |  |  |  |  | **Interacting with others**  use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions  AC9E1LY02 |  |  |  |  | |
| **Text structure and organisation**  explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain  AC9E1LA03 |  |  |  |  | **Examining literature**  discuss plot, character and setting, which are features of stories  AC9E1LE03 |  |  |  |  | **Analysing, interpreting and evaluating**  describe some similarities and differences between imaginative, informative and persuasive texts  AC9E1LY03 |  |  |  |  | |
| explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs  AC9E1LA04 |  |  |  |  | listen to and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme  AC9E1LE04 |  |  |  |  | read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and monitoring meaning using context and grammatical knowledge  AC9E1LY04 |  |  |  |  | |
| understand how print and screen texts are organised using features such as page numbers, tables of content, headings and titles, navigation buttons, swipe screens, verbal commands, links and images  AC9E1LA05 |  |  |  |  | **Creating literature**  orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital tools  AC9E1LE05 |  |  |  |  | use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures  AC9E1LY05 |  |  |  |  | |
| **Language for expressing and developing ideas**  understand that a simple sentence consists of a single independent clause representing a single event or idea  AC9E1LA06 |  |  |  |  |  |  |  |  |  | **Creating texts**  create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words  AC9E1LY06 |  |  |  |  | |
| understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) AC9E1LA07 |  |  |  |  |  |  |  |  |  | create and deliver short oral and/or multimodal presentations on personal and learnt topics, which include an opening, middle and concluding statement; some topic-specific vocabulary and appropriate gesture, volume and pace AC9E1LY07 |  |  |  |  | |
| compare how images in different types of texts contribute to meaning  AC9E1LA08 |  |  |  |  |  |  |  |  |  | write words using unjoined lower-case and upper-case letters  AC9E1LY08 |  |  |  |  | |
| recognise the vocabulary of learning area topics  AC9E1LA09 |  |  |  |  |  |  |  |  |  | **Phonic and word knowledge** segment words into separate phonemes (sounds) including consonant blends or clusters at the beginnings and ends of words (phonological awareness)  AC9E1LY09 |  |  |  |  | |
| understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns  AC9E1LA10 |  |  |  |  |  |  |  |  |  | orally manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness)  AC9E1LY10 |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |  | use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words  AC9E1LY11 |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |  | understand that a letter can represent more than one sound and that a syllable must contain a vowel sound  AC9E1LY12 |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |  | spell one- and two-syllable words with common letter patterns  AC9E1LY13 |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |  | read and write an increasing number of high frequency words  AC9E1LY14 |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |  | recognise and know how to use grammatical morphemes to create word families  AC9E1LY15 |  |  |  |  | |

## Year 2

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 2, students interact with others and listen to and create spoken texts including stories. They share ideas, topic knowledge and appreciation of texts when they recount, inform or express an opinion, including details from learnt topics, topics of interest or texts. They organise and link ideas and use language features including topic-specific vocabulary and features of voice.  They read, view and comprehend texts, identifying literal and inferred meaning and how ideas are presented through characters and events. They describe how similar topics and information are presented through the structure of narrative and informative texts and identify their language features and visual features. They use phonic and morphemic knowledge and grammatical patterns to read unfamiliar words and most high-frequency words. They use punctuation for phrasing and fluency.  They create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences. They use text structures to organise and link ideas for a purpose. They punctuate simple and compound sentences. They use topic-specific vocabulary. They write words using consistently legible unjoined letters. They spell words with regular spelling patterns and use phonic and morphemic knowledge to attempt to spell words with less common patterns. | | By the end of Year 2, students interact with others and listen to and create spoken texts including stories. They share ideas, topic knowledge and appreciation of texts when they recount, inform or express an opinion, including details from learnt topics, topics of interest or texts. They organise and link ideas and use language features including topic-specific vocabulary and features of voice.  They read, view and comprehend texts, identifying literal and inferred meaning and how ideas are presented through characters and events. They describe how similar topics and information are presented through the structure of narrative and informative texts and identify their language features and visual features. They use phonic and morphemic knowledge and grammatical patterns to read unfamiliar words and most high-frequency words. They use punctuation for phrasing and fluency.  They create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences. They use text structures to organise and link ideas for a purpose. They punctuate simple and compound sentences. They use topic-specific vocabulary. They write words using consistently legible unjoined letters. They spell words with regular spelling patterns and use phonic and morphemic knowledge to attempt to spell words with less common patterns. | | By the end of Year 2, students interact with others and listen to and create spoken texts including stories. They share ideas, topic knowledge and appreciation of texts when they recount, inform or express an opinion, including details from learnt topics, topics of interest or texts. They organise and link ideas and use language features including topic-specific vocabulary and features of voice.  They read, view and comprehend texts, identifying literal and inferred meaning and how ideas are presented through characters and events. They describe how similar topics and information are presented through the structure of narrative and informative texts and identify their language features and visual features. They use phonic and morphemic knowledge and grammatical patterns to read unfamiliar words and most high-frequency words. They use punctuation for phrasing and fluency.  They create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences. They use text structures to organise and link ideas for a purpose. They punctuate simple and compound sentences. They use topic-specific vocabulary. They write words using consistently legible unjoined letters. They spell words with regular spelling patterns and use phonic and morphemic knowledge to attempt to spell words with less common patterns. | | By the end of Year 2, students interact with others and listen to and create spoken texts including stories. They share ideas, topic knowledge and appreciation of texts when they recount, inform or express an opinion, including details from learnt topics, topics of interest or texts. They organise and link ideas and use language features including topic-specific vocabulary and features of voice.  They read, view and comprehend texts, identifying literal and inferred meaning and how ideas are presented through characters and events. They describe how similar topics and information are presented through the structure of narrative and informative texts and identify their language features and visual features. They use phonic and morphemic knowledge and grammatical patterns to read unfamiliar words and most high-frequency words. They use punctuation for phrasing and fluency.  They create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences. They use text structures to organise and link ideas for a purpose. They punctuate simple and compound sentences. They use topic-specific vocabulary. They write words using consistently legible unjoined letters. They spell words with regular spelling patterns and use phonic and morphemic knowledge to attempt to spell words with less common patterns. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Language | 1 | 2 | 3 | 4 | Literature | 1 | 2 | 3 | 4 | Literacy | 1 | 2 | 3 | 4 | |
| **Language for interacting with others**  investigate how interpersonal language choices vary depending on the context, including the different roles taken on in interactions  AC9E2LA01 |  |  |  |  | **Literature and contexts**  discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world authors and illustrators  AC9E2LE01 |  |  |  |  | **Texts in context**  identify how similar topics and information are presented in different types of texts  AC9E2LY01 |  |  |  |  | |
| explore how language can be used for appreciating texts and providing reasons for preferences AC9E2LA02 |  |  |  |  | **Engaging with and responding to literature**  identify features of literary texts, such as characters and settings, and give reasons for personal preferences  AC9E2LE02 |  |  |  |  | **Interacting with others**  use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements and giving instructions  AC9E2LY02 |  |  |  |  | |
| **Text structure and organisation**  identify how texts across the curriculum are organised differently and use language features depending on purposes  AC9E2LA03 |  |  |  |  | **Examining literature**  discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways  AC9E2LE03 |  |  |  |  | **Analysing, interpreting and evaluating**  identify the purpose and audience of imaginative, informative and persuasive texts  AC9E2LY03 |  |  |  |  | |
| understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred  AC9E2LA04 |  |  |  |  | identify, reproduce and experiment with rhythmic sound and word patterns in poems, chants, rhymes or songs  AC9E2LE04 |  |  |  |  | read texts with phrasing and fluency, using phonic and word knowledge, and monitoring meaning by re-reading and self-correcting  AC9E2LY04 |  |  |  |  | |
| navigate print and screen texts using chapters, tables of contents, indexes, side-bar menus, drop-down menus or links  AC9E2LA05 |  |  |  |  | **Creating literature**  create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools  AC9E2LE05 |  |  |  |  | use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning  AC9E2LY05 |  |  |  |  | |
| **Language for expressing and developing ideas**  understand that connections can be made between ideas by using a compound sentence with 2 or more independent clauses usually linked by a coordinating conjunction  AC9E2LA06 |  |  |  |  |  |  |  |  |  | **Creating texts**  create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and common 2-syllable words  AC9E2LY06 |  |  |  |  | |
| understand that in sentences nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups  AC9E2LA07 |  |  |  |  |  |  |  |  |  | create, rehearse and deliver short oral and/or multimodal presentations for familiar audiences and purposes, using text structure appropriate to purpose and topic-specific vocabulary, and varying tone, volume and pace  AC9E2LY07 |  |  |  |  | |
| understand that images add to or multiply the meanings of a text  AC9E2LA08 |  |  |  |  |  |  |  |  |  | write words legibly and with growing fluency using unjoined upper-case and lower-case letters  AC9E2LY08 |  |  |  |  | |
| experiment with and begin to make conscious choices of vocabulary to suit the topic  AC9E2LA09 |  |  |  |  |  |  |  |  |  | **Phonic and word knowledge**  manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words  AC9E2LY09 |  |  |  |  | |
| recognise that capital letters are used in titles and commas are used to separate items in lists AC9E2LA10 |  |  |  |  |  |  |  |  |  | use phoneme–grapheme (sound–letter/s) matches, including vowel digraphs, less common long vowel patterns, consonant clusters and silent letters when reading and writing words of one or more syllables, including compound words  AC9E2LY10 |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |  | use knowledge of spelling patterns and morphemes to read and write words whose spelling is not completely predictable from their sounds, including high-frequency words  AC9E2LY11 |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |  | build morphemic word families using knowledge of prefixes and suffixes  AC9E2LY12 |  |  |  |  | |

# Year 3

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 3, students interact with others and listen to and create spoken and/or multimodal texts including stories. They relate ideas; express opinion, preferences and appreciation of texts; and include relevant details from learnt topics, topics of interest or texts. They group, logically sequence and link ideas. They use language features including topic-specific vocabulary and/or visual features and features of voice.  They read, view and comprehend texts, recognising their purpose and audience. They identify literal meaning and explain inferred meaning. They describe how stories are developed through characters and/or events. They describe how texts are structured and presented. They describe the language features of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning. They read fluently, using phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns.  They create written and/or multimodal texts including stories to inform, narrate, explain or argue for audiences, relating ideas including relevant details from learnt topics, topics of interest or texts. They use text structures including paragraphs and language features including compound sentences, topic-specific vocabulary and literary devices and/or visual features. They write texts using letters that are accurately formed and consistent in size. They spell multisyllabic words using phonic and morphemic knowledge and high-frequency words. | | By the end of Year 3, students interact with others and listen to and create spoken and/or multimodal texts including stories. They relate ideas; express opinion, preferences and appreciation of texts; and include relevant details from learnt topics, topics of interest or texts. They group, logically sequence and link ideas. They use language features including topic-specific vocabulary and/or visual features and features of voice.  They read, view and comprehend texts, recognising their purpose and audience. They identify literal meaning and explain inferred meaning. They describe how stories are developed through characters and/or events. They describe how texts are structured and presented. They describe the language features of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning. They read fluently, using phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns.  They create written and/or multimodal texts including stories to inform, narrate, explain or argue for audiences, relating ideas including relevant details from learnt topics, topics of interest or texts. They use text structures including paragraphs and language features including compound sentences, topic-specific vocabulary and literary devices and/or visual features. They write texts using letters that are accurately formed and consistent in size. They spell multisyllabic words using phonic and morphemic knowledge and high-frequency words. | | By the end of Year 3, students interact with others and listen to and create spoken and/or multimodal texts including stories. They relate ideas; express opinion, preferences and appreciation of texts; and include relevant details from learnt topics, topics of interest or texts. They group, logically sequence and link ideas. They use language features including topic-specific vocabulary and/or visual features and features of voice.  They read, view and comprehend texts, recognising their purpose and audience. They identify literal meaning and explain inferred meaning. They describe how stories are developed through characters and/or events. They describe how texts are structured and presented. They describe the language features of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning. They read fluently, using phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns.  They create written and/or multimodal texts including stories to inform, narrate, explain or argue for audiences, relating ideas including relevant details from learnt topics, topics of interest or texts. They use text structures including paragraphs and language features including compound sentences, topic-specific vocabulary and literary devices and/or visual features. They write texts using letters that are accurately formed and consistent in size. They spell multisyllabic words using phonic and morphemic knowledge and high-frequency words. | | By the end of Year 3, students interact with others and listen to and create spoken and/or multimodal texts including stories. They relate ideas; express opinion, preferences and appreciation of texts; and include relevant details from learnt topics, topics of interest or texts. They group, logically sequence and link ideas. They use language features including topic-specific vocabulary and/or visual features and features of voice.  They read, view and comprehend texts, recognising their purpose and audience. They identify literal meaning and explain inferred meaning. They describe how stories are developed through characters and/or events. They describe how texts are structured and presented. They describe the language features of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning. They read fluently, using phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns.  They create written and/or multimodal texts including stories to inform, narrate, explain or argue for audiences, relating ideas including relevant details from learnt topics, topics of interest or texts. They use text structures including paragraphs and language features including compound sentences, topic-specific vocabulary and literary devices and/or visual features. They write texts using letters that are accurately formed and consistent in size. They spell multisyllabic words using phonic and morphemic knowledge and high-frequency words. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Language | 1 | 2 | 3 | 4 | Literature | 1 | 2 | 3 | 4 | Literacy | 1 | 2 | 3 | 4 | |
| **Language for interacting with others**  understand that cooperation with others depends on shared understanding of social conventions, including turn-taking language, which vary according to the degree of formality  AC9E3LA01 |  |  |  |  | **Literature and contexts**  discuss characters, events and settings in different contexts in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators  AC9E3LE01 |  |  |  |  | **Texts in context**  recognise how texts can be created for similar purposes but different audiences  AC9E3LY01 |  |  |  |  | |
| understand how the language of evaluation and emotion, such as modal verbs, can be varied to be more or less forceful  AC9E3LA02 |  |  |  |  | **Engaging with and responding to literature**  discuss connections between personal experiences and character experiences in literary texts and share personal preferences  AC9E3LE02 |  |  |  |  | **Interacting with others**  use interaction skills to contribute to conversations and discussions to share information and ideas  AC9E3LY02 |  |  |  |  | |
| **Text structure and organisation**  describe how texts across the curriculum use different language features and structures relevant to their purpose  AC9E3LA03 |  |  |  |  | **Examining literature**  discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative  AC9E3LE03 |  |  |  |  | **Analysing, interpreting and evaluating**  identify the audience and purpose of imaginative, informative and persuasive texts through their use of language features and/or images  AC9E3LY03 |  |  |  |  | |
| understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together  AC9E3LA04 |  |  |  |  | discuss the effects of some literary devices used to enhance meaning and shape the reader’s reaction, including rhythm and onomatopoeia in poetry and prose  AC9E3LE04 |  |  |  |  | read a range of texts using phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required  AC9E3LY04 |  |  |  |  | |
| identify the purpose of layout features in print and digital texts and the words used for navigation  AC9E3LA05 |  |  |  |  | **Creating literature**  create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts  AC9E3LE05 |  |  |  |  | use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features  AC9E3LY05 |  |  |  |  | |
| **Language for expressing and developing ideas**  understand that a clause is a unit of grammar usually containing a subject and a verb that need to agree  AC9E3LA06 |  |  |  |  |  |  |  |  |  | **Creating texts**  plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words  AC9E3LY06 |  |  |  |  | |
| understand how verbs represent different processes for doing, feeling, thinking, saying and relating  AC9E3LA07 |  |  |  |  |  |  |  |  |  | plan, create, rehearse and deliver short oral and/or multimodal presentations to inform, express opinions or tell stories, using a clear structure, details to elaborate ideas, topic-specific and precise vocabulary, visual features, and appropriate tone, pace, pitch and volume  AC9E3LY07 |  |  |  |  | |
| understand that verbs are anchored in time through tense  AC9E3LA08 |  |  |  |  |  |  |  |  |  | write words using joined letters that are clearly formed and consistent in size  AC9E3LY08 |  |  |  |  | |
| identify how images extend the meaning of a text  AC9E3LA09 |  |  |  |  |  |  |  |  |  | **Phonic and word knowledge**  understand how to apply knowledge of phoneme–grapheme (sound–letter) relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns  AC9E3LY09 |  |  |  |  | |
| extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts  AC9E3LA10 |  |  |  |  |  |  |  |  |  | understand how to apply knowledge of common base words, prefixes, suffixes and generalisations for adding a suffix to a base word to read and comprehend new multimorphemic words  AC9E3LY10 |  |  |  |  | |
| understand that apostrophes signal missing letters in contractions, and apostrophes are used to show singular and plural possession  AC9E3LA11 |  |  |  |  |  |  |  |  |  | use phoneme–grapheme (sound–letter) relationships and less common letter patterns to spell words  AC9E3LY11 |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |  | recognise and know how to write most high frequency words including some homophones  AC9E3LY12 |  |  |  |  | |

# Year 4

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 4, students interact with others and listen to and create spoken and/or multimodal texts including stories. They share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts. They use text structures to organise and link ideas. They use language features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice.  They read, view and comprehend texts created to inform, influence and/or engage audiences. They describe how ideas are developed including through characters and events and how texts reflect contexts. They describe the characteristic features of different text structures. They describe how language features including literary devices and visual features shape meaning. They read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge.  They create written and/or multimodal texts including stories for purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts. They use paragraphs to organise and link ideas. They use language features including complex sentences, topic-specific vocabulary and literary devices and/or visual features. They write texts using clearly formed letters with developing fluency. They spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge. | | By the end of Year 4, students interact with others and listen to and create spoken and/or multimodal texts including stories. They share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts. They use text structures to organise and link ideas. They use language features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice.  They read, view and comprehend texts created to inform, influence and/or engage audiences. They describe how ideas are developed including through characters and events and how texts reflect contexts. They describe the characteristic features of different text structures. They describe how language features including literary devices and visual features shape meaning. They read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge.  They create written and/or multimodal texts including stories for purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts. They use paragraphs to organise and link ideas. They use language features including complex sentences, topic-specific vocabulary and literary devices and/or visual features. They write texts using clearly formed letters with developing fluency. They spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge. | | By the end of Year 4, students interact with others and listen to and create spoken and/or multimodal texts including stories. They share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts. They use text structures to organise and link ideas. They use language features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice.  They read, view and comprehend texts created to inform, influence and/or engage audiences. They describe how ideas are developed including through characters and events and how texts reflect contexts. They describe the characteristic features of different text structures. They describe how language features including literary devices and visual features shape meaning. They read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge.  They create written and/or multimodal texts including stories for purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts. They use paragraphs to organise and link ideas. They use language features including complex sentences, topic-specific vocabulary and literary devices and/or visual features. They write texts using clearly formed letters with developing fluency. They spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge. | | By the end of Year 4, students interact with others and listen to and create spoken and/or multimodal texts including stories. They share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts. They use text structures to organise and link ideas. They use language features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice.  They read, view and comprehend texts created to inform, influence and/or engage audiences. They describe how ideas are developed including through characters and events and how texts reflect contexts. They describe the characteristic features of different text structures. They describe how language features including literary devices and visual features shape meaning. They read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge.  They create written and/or multimodal texts including stories for purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts. They use paragraphs to organise and link ideas. They use language features including complex sentences, topic-specific vocabulary and literary devices and/or visual features. They write texts using clearly formed letters with developing fluency. They spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Language | 1 | 2 | 3 | 4 | Literature | 1 | 2 | 3 | 4 | Literacy | 1 | 2 | 3 | 4 | |
| **Language for interacting with others**  explore language used to develop relationships in formal and informal situations  AC9E4LA01 |  |  |  |  | **Literature and contexts**  recognise similar storylines, ideas and relationships in different contexts in literary texts by First Nations Australian, and wide-ranging Australian and world authors  AC9E4LE01 |  |  |  |  | **Texts in context**  compare texts from different times with similar purposes and audiences to identify similarities and differences in their depictions of events  AC9E4LY01 |  |  |  |  | |
| identify the subjective language of opinion and feeling, and the objective language of factual reporting  AC9E4LA02 |  |  |  |  | **Engaging with and responding to literature**  describe the effects of text structures and language features in literary texts when responding to and sharing opinions  AC9E4LE02 |  |  |  |  | **Interacting with others**  listen for key points and information to carry out tasks and contribute to discussions, acknowledging another opinion, linking a response to the topic, and sharing and extending ideas and information  AC9E4LY02 |  |  |  |  | |
| **Text structure and organisation**  identify how texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes  AC9E4LA03 |  |  |  |  | **Examining literature**  discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions  AC9E4LE03 |  |  |  |  | **Analysing, interpreting and evaluating**  identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text  AC9E4LY03 |  |  |  |  | |
| identify how text connectives including temporal and conditional words, and topic word associations are used to sequence and connect ideas  AC9E4LA04 |  |  |  |  | examine the use of literary devices and deliberate word play in literary texts, including poetry, to shape meaning  AC9E4LE04 |  |  |  |  | read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when needed  AC9E4LY04 |  |  |  |  | |
| identify text navigation features of online texts that enhance readability including headlines, drop-down menus, links, graphics and layout  AC9E4LA05 |  |  |  |  | **Creating literature**  create and edit literary texts by developing storylines, characters and settings  AC9E4LE05 |  |  |  |  | use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas, and evaluate texts  AC9E4LY05 |  |  |  |  | |
| **Language for expressing and developing ideas** understand that complex sentences contain one independent clause and at least one dependent clause typically joined by a subordinating conjunction to create relationships, such as time and causality  AC9E4LA06 |  |  |  |  |  |  |  |  |  | **Creating texts**  plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation  AC9E4LY06 |  |  |  |  | |
| investigate how quoted (direct) and reported (indirect) speech are used  AC9E4LA07 |  |  |  |  |  |  |  |  |  | plan, create, rehearse and deliver structured oral and/or multimodal presentations to report on a topic, tell a story, recount events or present an argument using subjective and objective language, complex sentences, visual features, tone, pace, pitch and volume  AC9E4LY07 |  |  |  |  | |
| understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity  AC9E4LA08 |  |  |  |  |  |  |  |  |  | write words using clearly formed joined letters, with developing fluency and automaticity  AC9E4LY08 |  |  |  |  | |
| understand past, present and future tenses and their impact on meaning in a sentence  AC9E4LA09 |  |  |  |  |  |  |  |  |  | **Phonic and word knowledge**  understand how to use and apply phonological and morphological knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes  AC9E4LY09 |  |  |  |  | |
| explore the effect of choices when framing an image, placement of elements in the image and salience on composition of still and moving images in texts  AC9E4LA10 |  |  |  |  |  |  |  |  |  | understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, common prefixes and suffixes, and word origins, to spell more complex words  AC9E4LY10 |  |  |  |  | |
| expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources  AC9E4LA11 |  |  |  |  |  |  |  |  |  | read and write high-frequency words including homophones and know how to use context to identify correct spelling  AC9E4LY11 |  |  |  |  | |
| understand that punctuation signals dialogue through quotation marks and that dialogue follows conventions for the use of capital letters, commas and boundary punctuation  AC9E4LA12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |

# Year 5

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 5, students interact with others and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop and expand on ideas and opinions, using supporting details from topics or texts. They use different text structures to organise, develop and link ideas. They use language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.  They read, view and comprehend texts created to inform, influence and/or engage audiences. They explain how ideas are developed including through characters, settings and/or events and how texts reflect contexts. They explain how characteristic text structures support the purpose of texts. They explain how language features including literary devices and visual features contribute to the effect and meaning of a text.  They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing and expanding on ideas with supporting details from topics or texts. They use paragraphs to organise, develop and link ideas. They use language features including complex sentences, tenses, topic-specific vocabulary and literary devices and/or multimodal features. They spell using phonic, morphemic and grammatical knowledge. | | By the end of Year 5, students interact with others and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop and expand on ideas and opinions, using supporting details from topics or texts. They use different text structures to organise, develop and link ideas. They use language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.  They read, view and comprehend texts created to inform, influence and/or engage audiences. They explain how ideas are developed including through characters, settings and/or events and how texts reflect contexts. They explain how characteristic text structures support the purpose of texts. They explain how language features including literary devices and visual features contribute to the effect and meaning of a text.  They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing and expanding on ideas with supporting details from topics or texts. They use paragraphs to organise, develop and link ideas. They use language features including complex sentences, tenses, topic-specific vocabulary and literary devices and/or multimodal features. They spell using phonic, morphemic and grammatical knowledge. | | By the end of Year 5, students interact with others and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop and expand on ideas and opinions, using supporting details from topics or texts. They use different text structures to organise, develop and link ideas. They use language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.  They read, view and comprehend texts created to inform, influence and/or engage audiences. They explain how ideas are developed including through characters, settings and/or events and how texts reflect contexts. They explain how characteristic text structures support the purpose of texts. They explain how language features including literary devices and visual features contribute to the effect and meaning of a text.  They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing and expanding on ideas with supporting details from topics or texts. They use paragraphs to organise, develop and link ideas. They use language features including complex sentences, tenses, topic-specific vocabulary and literary devices and/or multimodal features. They spell using phonic, morphemic and grammatical knowledge. | | By the end of Year 5, students interact with others and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop and expand on ideas and opinions, using supporting details from topics or texts. They use different text structures to organise, develop and link ideas. They use language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.  They read, view and comprehend texts created to inform, influence and/or engage audiences. They explain how ideas are developed including through characters, settings and/or events and how texts reflect contexts. They explain how characteristic text structures support the purpose of texts. They explain how language features including literary devices and visual features contribute to the effect and meaning of a text.  They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing and expanding on ideas with supporting details from topics or texts. They use paragraphs to organise, develop and link ideas. They use language features including complex sentences, tenses, topic-specific vocabulary and literary devices and/or multimodal features. They spell using phonic, morphemic and grammatical knowledge. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Language | 1 | 2 | 3 | 4 | Literature | 1 | 2 | 3 | 4 | Literacy | 1 | 2 | 3 | 4 | |
| **Language for interacting with others**  understand that language is selected for social contexts and that it helps to signal social roles and relationships  AC9E5LA01 |  |  |  |  | **Literature and contexts**  identify aspects of literary texts that represent details or information about historical, social and cultural contexts in literature by First Nations Australian, and wide-ranging Australian and world authors  AC9E5LE01 |  |  |  |  | **Texts in context**  describe the ways in which a text reflects the time and place in which it was created  AC9E5LY01 |  |  |  |  | |
| understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources  AC9E5LA02 |  |  |  |  | **Engaging with and responding to literature**  present an opinion on a literary text using specific terms about literary devices, text structures and language features, and reflect on the viewpoints of others  AC9E5LE02 |  |  |  |  | **Interacting with others**  use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea  AC9E5LY02 |  |  |  |  | |
| **Text structure and organisation**  describe how spoken, written and multimodal texts use language features and are typically organised into characteristic stages and phases, depending on purposes in texts  AC9E5LA03 |  |  |  |  | **Examining literature**  recognise that the point of view in a literary text influences how readers interpret and respond to events and characters  AC9E5LE03 |  |  |  |  | **Analysing, interpreting and evaluating**  explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text  AC9E5LY03 |  |  |  |  | |
| understand how texts can be made cohesive by using the starting point of a sentence or paragraph to give prominence to the message and to guide the reader through the text  AC9E5LA04 |  |  |  |  | examine the effects of imagery, including simile, metaphor and personification, and sound devices in narratives, poetry and songs  AC9E5LE04 |  |  |  |  | navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming  AC9E5LY04 |  |  |  |  | |
| **Language for expressing and developing ideas**  understand that the structure of a complex sentence includes a main clause and at least one dependent clause, and understand how writers can use this structure for effect  AC9E5LA05 |  |  |  |  | **Creating literature**  create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced  AC9E5LE05 |  |  |  |  | use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas  AC9E5LY05 |  |  |  |  | |
| understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea  AC9E5LA06 |  |  |  |  |  |  |  |  |  | **Creating texts**  plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation  AC9E5LY06 |  |  |  |  | |
| explain how the sequence of images in print, digital and film texts has an effect on meaning  AC9E5LA07 |  |  |  |  |  |  |  |  |  | plan, create, rehearse and deliver spoken and multimodal presentations that include relevant, elaborated ideas, sequencing ideas and using complex sentences, specialist and technical vocabulary, pitch, tone, pace, volume, and visual and digital features  AC9E5LY07 |  |  |  |  | |
| understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of words  AC9E5LA08 |  |  |  |  |  |  |  |  |  | **Phonic and word knowledge**  use phonic, morphemic and vocabulary knowledge to read and spell words that share common letter patterns but have different pronunciations  AC9E5LY08 |  |  |  |  | |
| use commas to indicate prepositional phrases, and apostrophes where there is multiple possession  AC9E5LA09 |  |  |  |  |  |  |  |  |  | build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations  AC9E5LY09 |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |  | explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word  AC9E5LY10 |  |  |  |  | |

# Year 6

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 6, students interact with others and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop, explain and elaborate on ideas from topics or texts. They use and vary text structures to organise, develop and link ideas. They use and vary language features including topic-specific vocabulary and literary devices and/or multimodal features and features of voice.  They read, view and comprehend different texts created to inform, influence and/or engage audiences. They identify similarities and differences in how ideas are presented and developed including through characters, settings and/or events, and how texts reflect contexts. They identify how texts have similar and different text structures to reflect purpose. They explain how language features including literary devices and visual features influence audiences.  They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing, explaining and elaborating on relevant ideas from topics or texts. They use text structures and vary paragraphs to organise, develop and link ideas. They use and vary language features including sentence structures, topic-specific vocabulary and literary devices, and/or multimodal features. They spell using phonic, morphemic and grammatical knowledge. | | By the end of Year 6, students interact with others and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop, explain and elaborate on ideas from topics or texts. They use and vary text structures to organise, develop and link ideas. They use and vary language features including topic-specific vocabulary and literary devices and/or multimodal features and features of voice.  They read, view and comprehend different texts created to inform, influence and/or engage audiences. They identify similarities and differences in how ideas are presented and developed including through characters, settings and/or events, and how texts reflect contexts. They identify how texts have similar and different text structures to reflect purpose. They explain how language features including literary devices and visual features influence audiences.  They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing, explaining and elaborating on relevant ideas from topics or texts. They use text structures and vary paragraphs to organise, develop and link ideas. They use and vary language features including sentence structures, topic-specific vocabulary and literary devices, and/or multimodal features. They spell using phonic, morphemic and grammatical knowledge. | | By the end of Year 6, students interact with others and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop, explain and elaborate on ideas from topics or texts. They use and vary text structures to organise, develop and link ideas. They use and vary language features including topic-specific vocabulary and literary devices and/or multimodal features and features of voice.  They read, view and comprehend different texts created to inform, influence and/or engage audiences. They identify similarities and differences in how ideas are presented and developed including through characters, settings and/or events, and how texts reflect contexts. They identify how texts have similar and different text structures to reflect purpose. They explain how language features including literary devices and visual features influence audiences.  They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing, explaining and elaborating on relevant ideas from topics or texts. They use text structures and vary paragraphs to organise, develop and link ideas. They use and vary language features including sentence structures, topic-specific vocabulary and literary devices, and/or multimodal features. They spell using phonic, morphemic and grammatical knowledge. | | By the end of Year 6, students interact with others and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop, explain and elaborate on ideas from topics or texts. They use and vary text structures to organise, develop and link ideas. They use and vary language features including topic-specific vocabulary and literary devices and/or multimodal features and features of voice.  They read, view and comprehend different texts created to inform, influence and/or engage audiences. They identify similarities and differences in how ideas are presented and developed including through characters, settings and/or events, and how texts reflect contexts. They identify how texts have similar and different text structures to reflect purpose. They explain how language features including literary devices and visual features influence audiences.  They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing, explaining and elaborating on relevant ideas from topics or texts. They use text structures and vary paragraphs to organise, develop and link ideas. They use and vary language features including sentence structures, topic-specific vocabulary and literary devices, and/or multimodal features. They spell using phonic, morphemic and grammatical knowledge. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Language | 1 | 2 | 3 | 4 | Literature | 1 | 2 | 3 | 4 | Literacy | 1 | 2 | 3 | 4 | |
| **Language for interacting with others**  understand that language varies as levels of formality and social distance increase  AC9E6LA01 |  |  |  |  | **Literature and contexts**  identify responses to characters and events in literary texts, drawn from historical, social or cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors  AC9E6LE01 |  |  |  |  | **Texts in context**  examine texts including media texts that represent ideas and events, and identify how they reflect the context in which they were created  AC9E6LY01 |  |  |  |  | |
| understand the uses of objective and subjective language, and identify bias  AC9E6LA02 |  |  |  |  | **Engaging with and responding to literature**  identify similarities and differences in literary texts on similar topics, themes or plots  AC9E6LE02 |  |  |  |  | **Interacting with others**  use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions  AC9E6LY02 |  |  |  |  | |
| **Text structure and organisation**  explain how texts across the curriculum are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features  AC9E6LA03 |  |  |  |  | **Examining literature**  identify and explain characteristics that define an author's individual style  AC9E6LE03 |  |  |  |  | **Analysing, interpreting and evaluating**  analyse how text structures and language features work together to meet the purpose of a text, and engage and influence audiences  AC9E6LY03 |  |  |  |  | |
| understand that cohesion can be created by the intentional use of repetition, and the use of word associations  AC9E6LA04 |  |  |  |  | explain the way authors use sound and imagery to create meaning and effect in poetry  AC9E6LE04 |  |  |  |  | select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features; for example, table of contents, glossary, chapters, headings and subheadings  AC9E6LY04 |  |  |  |  | |
| **Language for expressing and developing ideas**  understand how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas  AC9E6LA05 |  |  |  |  | **Creating literature**  create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices  AC9E6LE05 |  |  |  |  | use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources  AC9E6LY05 |  |  |  |  | |
| understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups  AC9E6LA06 |  |  |  |  |  |  |  |  |  | **Creating texts**  plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features  AC9E6LY06 |  |  |  |  | |
| identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning  AC9E6LA07 |  |  |  |  |  |  |  |  |  | plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features  AC9E6LY07 |  |  |  |  | |
| identify authors’ use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole  AC9E6LA08 |  |  |  |  |  |  |  |  |  | **Phonic and word knowledge**  use phonic knowledge of common and less common grapheme–phoneme relationships to read and write increasingly complex words  AC9E6LY08 |  |  |  |  | |
| understand how to use the comma for lists, to separate a dependent clause from an independent clause, and in dialogue  AC9E6LA09 |  |  |  |  |  |  |  |  |  | use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words  AC9E6LY09 |  |  |  |  | |

Text selection will inform the opportunities to embed the selected general capabilities and cross-curriculum priorities to strengthen student learning in English.

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| General capabilities | Units | | | |  | Cross-curriculum priorities | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |  |  | 1 | 2 | 3 | 4 |
| Critical and creative thinking |  |  |  |  |  | Aboriginal and Torres Strait Islander histories and cultures |  |  |  |  |
| Digital literacy |  |  |  |  |  | Asia and Australia’s engagement with Asia |  |  |  |  |
| Ethical understanding |  |  |  |  |  | Sustainability |  |  |  |  |
| Intercultural understanding |  |  |  |  |
| Literacy |  |  |  |  |
| Numeracy |  |  |  |  |
| Personal and social capability |  |  |  |  |

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