

# Years 3–6 multi-age English Curriculum and assessment plan

## Example

Context and cohort considerations			
Students are in a combined Years 3–6 class, with at least one student in each year level. Students engage in English during English lessons as well as across the study of all learning areas throughout the day. Students have access to technology allowing them to research topics of interest and to film and edit videos.			
Level description — Year 3	Level description — Year 4	Level description — Year 5	Level description — Year 6
<p>The English curriculum is built around the 3 interrelated strands of <i>Language</i>, <i>Literature</i> and <i>Literacy</i>. 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.</p> <p>In Year 3, students use spoken, written or visual communication to interact with familiar audiences for a purpose.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>The English curriculum is built around the 3 interrelated strands of <i>Language</i>, <i>Literature</i> and <i>Literacy</i>. 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.</p> <p>In Year 4, students interact with audiences for different purposes.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>The English curriculum is built around the 3 interrelated strands of <i>Language</i>, <i>Literature</i> and <i>Literacy</i>. 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.</p> <p>In Year 5, students interact with audiences for different purposes.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>From Year 5 onwards, students continue to develop legible handwriting.</p>	<p>The English curriculum is built around the 3 interrelated strands of <i>Language</i>, <i>Literature</i> and <i>Literacy</i>. 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.</p> <p>In Year 6, students interact with audiences for different purposes.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

Unit 1 — Persuade me	Unit 2 — Tell me a story	Unit 3 — Face the facts	Unit 4 — Movie time!
Duration: 10 weeks	Duration: 10 weeks	Duration: 10 weeks	Duration: 10 weeks
<p>Texts by First Nations Australian and wide-ranging Australian authors and illustrators explore Country and its diverse landscapes and peoples. In this unit, students read and listen to texts (e.g. picture books for Years 3–4 and a novel for Years 5–6), focusing on the portrayal of characters, settings and events that will form the basis for students' persuasive responses.</p> <p>As students engage with texts, they continue to develop their knowledge of the English language and how it works. Students may discuss how the authors (and illustrators for Years 3–4) use language and illustrations to portray characters, settings and/or events. Students use comprehension strategies to build literal and inferred meaning and may discuss the effects of literary devices used in the texts. Additionally, the texts may be used to extend students' understanding of how language is used to express and develop ideas, which may include how verbs are used to represent different processes (Year 3) and how verbs are carefully selected to expand and sharpen ideas (Year 6).</p> <p>In preparation for their own persuasive responses, students listen to and view a range of persuasive speeches. Students investigate how they can deduce the audience and purpose of texts by exploring choices of structure, language features and features of voice. These persuasive speech examples may be used as models for students' own responses. Additionally, during the unit, students engage in short persuasive activities (spoken and written) which may include opportunities to develop interacting skills. During writing activities, students practise creating sentences, e.g. simple and compound for Year 3 and the inclusion of complex sentences for Years 4, 5 and 6. Years 3–4 students may also practise handwriting; Years 5–6 students may also continue to develop legible handwriting.</p> <p>In addition to the discussion and comprehension of persuasive texts, Years 3–4 students continue to read a range of texts using phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required. Years 5–6 students read texts for specific purposes, monitoring meaning.</p>	<p>Imaginative writing, including short stories and narrative poetry use pictures painted with words, revealing how the beauty of language can be used to illustrate cultural, historical and social contexts, reflecting a range of human experiences. In this unit, students engage in their own short story or imaginative writing.</p> <p>Students read and view a range of short stories and narrative poems by various authors, reflecting students' interests and preferences. As they read these stories, students apply phonic and word knowledge learnt. Students take part in discussions focusing on how stories engage readers as they introduce character/s, setting and plot tensions to audiences. In doing this, students may also explore the effects of literary devices used in the short stories (including sound devices for Years 3–4 and imagery, simile, metaphor and personification (including objects of interest in the story) for Years 5–6). Opportunities are also provided for students to extend their vocabulary as they comment on the language features and ideas within the short stories and narrative poems.</p> <p>Students partake in a variety of short, imaginative writing activities, using various prompts to ignite their creativity. During these writing activities, students practise specific grammatical skills, including creating clauses. Understanding different sentence types assists students to sharpen their written expression. Similarly, this unit offers students opportunities to develop punctuation usage. Apostrophes may be taught to Year 3, while punctuation to mark dialogue will be important for Year 4 students. This unit provides additional opportunities for Years 3–4 students to practise handwriting; Years 5–6 students may also continue to develop legible handwriting.</p> <p>While comprehension of imaginative texts is extended, Years 3–4 students continue to read a range of texts using phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required. Years 5–6 students read texts for specific purposes, monitoring meaning.</p>	<p>Students' own topics of interest foster curiosity and drive them to engage with critical and creative thinking skills as they explore, question and understand ideas. In this unit, students engage with a range of print and/or multimodal informative texts (including informative children's magazines and other texts from across the curriculum) to support their understanding of topics and expand experiences to read for literal and implied meaning.</p> <p>Students explore how these informative texts use different language features and structures from texts studied in Units 1 and 2. They consider the purpose and layout features of these informative texts, focusing on how images extend the meaning. Images may include figures and graphs for Year 6 students. Additionally, students explore how these texts can be used to engage and inform audiences and use topic-specific and technical vocabulary and content.</p> <p>In preparation for the creation of their own written multimodal informative text, students engage in short informative writing activities. These are opportunities to refine sentence structure and punctuation usage explored in previous units. As students create these texts, they examine the inclusion of still images and how they enhance text and practise using language to express and develop their ideas. Students may also begin to research and consider a range of topics of interest that may be suitable for an informative children's magazine.</p> <p>Students use comprehension strategies when listening to and viewing informative texts. Years 3–4 students continue to read a range of texts using phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required. Years 5–6 students read texts for specific purposes, monitoring meaning.</p>	<p>Combining visual and auditory artistry, short films use dialogue, imagery, sound and visual film techniques to engage audiences. In this unit, students explore the world of dynamic and captivating storytelling by a range of First Nations and wide-ranging Australian storytellers through a range of short films with literary elements, as they prepare for their creation of a spoken multimodal film review.</p> <p>During the unit, students enjoy viewing a range of age-appropriate, teacher-selected short films. Students consider how the different contexts, language and images are used and reflect on how literal and inferred meaning is shaped in the films. During interacting activities, they discuss and draw conclusions about how the main characters, settings and events are portrayed, based on the director's selection of language features (e.g. dialogue and music) and visual features (e.g. backgrounds and characters' expressions).</p> <p>As students prepare for their own spoken multimodal film review, they view a range of short film reviews, identifying the language features and text structures used. The short film review examples act as models for students' recorded reviews. In pairs or small groups, students practise using similar text structures, language features, visual features and features of voice used for a review for an audience of primary years students. In doing so, students explore how language varies according to the degree of formality appropriate for an audience.</p> <p>During the unit, Years 3–4 students continue to read a range of texts using phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required. Years 5–6 students read texts for specific purposes, monitoring meaning.</p>

	Unit 1 — Persuade me	Unit 2 — Tell me a story	Unit 3 — Face the facts	Unit 4 — Movie time!
Year 3	<b>Assessment 1 — Spoken <u>persuasive</u></b> <b>Description:</b> Speech persuading why a character from the book should be everyone’s favourite <b>Technique:</b> Extended response <b>Mode:</b> Spoken <b>Conditions:</b> 1–1.5 minutes	<b>Assessment 3 — Written <u>imaginative</u></b> <b>Description:</b> Letter as a character from a short story describing a setting <b>Technique:</b> Extended response <b>Mode:</b> Written <b>Conditions:</b> 100–150 words	<b>Assessment 5 — Written <u>informative</u></b> <b>Description:</b> Digital magazine page about a topic of interest <b>Technique:</b> Extended response <b>Mode:</b> Written multimodal <b>Conditions:</b> 100–150 words	<b>Assessment 7 — Spoken <u>informative</u></b> <b>Description:</b> Review of a short film <b>Technique:</b> Extended response <b>Mode:</b> Spoken multimodal <b>Conditions:</b> 1–1.5 minutes
	<b>Assessment 2 — <u>Reading</u></b> <b>Description:</b> Reading conference <b>Technique:</b> Observed demonstration <b>Mode:</b> Spoken <b>Conditions:</b> Time as required	<b>Assessment 4 — <u>Reading</u></b> <b>Description:</b> Small group reading <b>Technique:</b> Observed demonstration <b>Mode:</b> Spoken <b>Conditions:</b> Time as required	<b>Assessment 6 — <u>Reading</u></b> <b>Description:</b> Small group reading <b>Technique:</b> Observed demonstration <b>Mode:</b> Spoken <b>Conditions:</b> Time as required	<b>Assessment 8 — <u>Interacting</u></b> <b>Description:</b> Small group reading with interaction <b>Technique:</b> Observed demonstration <b>Mode:</b> Spoken <b>Conditions:</b> Time as required
Year 4	<b>Assessment 1 — Spoken <u>persuasive</u></b> <b>Description:</b> Speech about how the book would be better if a change was made to the setting or character <b>Technique:</b> Extended response <b>Mode:</b> Spoken <b>Conditions:</b> 1.5–2 minutes	<b>Assessment 3 — Written <u>imaginative</u></b> <b>Description:</b> Short story with setting provided from a short story studied <b>Technique:</b> Extended response <b>Mode:</b> Written <b>Conditions:</b> 150–200 words	<b>Assessment 5 — Written <u>informative</u></b> <b>Description:</b> Digital magazine page about a topic of interest <b>Technique:</b> Extended response <b>Mode:</b> Written multimodal <b>Conditions:</b> 150–200 words	<b>Assessment 7 — Spoken <u>informative</u></b> <b>Description:</b> Review of a short film <b>Technique:</b> Extended response <b>Mode:</b> Spoken multimodal <b>Conditions:</b> 1.5–2 minutes
	<b>Assessment 2 — <u>Reading</u></b> <b>Description:</b> Reading conference <b>Technique:</b> Observed demonstration <b>Mode:</b> Spoken <b>Conditions:</b> Time as required	<b>Assessment 4 — <u>Reading</u></b> <b>Description:</b> Small group reading <b>Technique:</b> Observed demonstration <b>Mode:</b> Spoken <b>Conditions:</b> Time as required	<b>Assessment 6 — <u>Reading</u></b> <b>Description:</b> Small group reading <b>Technique:</b> Observed demonstration <b>Mode:</b> Spoken <b>Conditions:</b> Time as required	<b>Assessment 8 — <u>Interacting</u></b> <b>Description:</b> Small group reading with interaction <b>Technique:</b> Observed demonstration <b>Mode:</b> Spoken <b>Conditions:</b> Time as required
Year 5	<b>Assessment 1 — Spoken <u>persuasive</u></b> <b>Description:</b> Speech to advocate for a character to return for the novel’s sequel <b>Technique:</b> Extended response <b>Mode:</b> Spoken <b>Conditions:</b> 2–2.5 minutes	<b>Assessment 2 — Written <u>imaginative</u></b> <b>Description:</b> Short story about an object from a short story studied <b>Technique:</b> Extended response <b>Mode:</b> Written <b>Conditions:</b> 200–300 words	<b>Assessment 3 — Written <u>informative</u></b> <b>Description:</b> Digital magazine page about a topic of interest <b>Technique:</b> Extended response <b>Mode:</b> Written multimodal <b>Conditions:</b> 200–300 words	<b>Assessments 4 and 5 — Spoken <u>informative</u> with <u>interacting</u></b> <b>Description:</b> Review of a short film and interacting to share ideas <b>Technique:</b> Extended response and short response <b>Mode:</b> Spoken multimodal <b>Conditions:</b> 2–2.5 minutes and 1–1.5 minutes
Year 6	<b>Assessment 1 — Spoken <u>persuasive</u></b> <b>Description:</b> Pitch to a director to include a critical scene from the novel in the film version <b>Technique:</b> Extended response <b>Mode:</b> Spoken <b>Conditions:</b> 2.5–3 minutes	<b>Assessment 2 — Written <u>imaginative</u></b> <b>Description:</b> Short story adapting characters, settings or events from a story studied <b>Technique:</b> Extended response <b>Mode:</b> Written <b>Conditions:</b> 300–400 words	<b>Assessment 3 — Written <u>informative</u></b> <b>Description:</b> Digital magazine page about a topic of interest <b>Technique:</b> Extended response <b>Mode:</b> Written multimodal <b>Conditions:</b> 300–400 words	<b>Assessments 4 and 5 — Spoken <u>informative</u> with <u>interacting</u></b> <b>Description:</b> Response describing similarities and differences of two short films and interacting to share ideas <b>Technique:</b> Extended response and short response <b>Mode:</b> Spoken multimodal <b>Conditions:</b> 2.5–3 minutes and 1–1.5 minutes

## Year 3

	Unit 1 — Persuade me		Unit 2 — Tell me a story		Unit 3 — Face the facts		Unit 4 — Movie time!	
	Assessment 1 — Spoken persuasive	Term/ week	Assessment 3 — Written imaginative	Term/ week	Assessment 5 — Written informative	Term/ week	Assessments 7 and 8 — Spoken informative with interacting	Term/ week
Assessment	<p><b>Description:</b> Based on the picture book studied in class, students plan, create, rehearse and deliver a persuasive speech in which they express their opinions about why a character should be everyone's favourite.</p> <p><b>Technique:</b> Extended response</p> <p><b>Mode:</b> Spoken</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>1–1.5 minutes</li> </ul>	Term 1 Week 8	<p><b>Description:</b> Students plan, create, edit and publish a letter (or similar text) as a character from a story or narrative poem studied, describing a place they have enjoyed visiting and including relevant details from the short story/narrative poem.</p> <p><b>Technique:</b> Extended response</p> <p><b>Mode:</b> Written</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>100–150 words</li> </ul> <p><b>Handwriting</b></p> <p><b>Technique:</b> Observed demonstration</p> <p><b>Mode:</b> Written</p>	Term 2 Week 8	<p><b>Description:</b> Students plan, create, edit and publish a page for a children's magazine (print or digital) in which they relate ideas including relevant details from a topic of interest to inform readers. The page will include images, illustrations and/or diagrams to support the written features of the text.</p> <p><b>Technique:</b> Extended response</p> <p><b>Mode:</b> Written multimodal</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>100–150 words</li> </ul>	Term 3 Week 5	<p><b>Part A</b></p> <p><b>Description:</b> In small groups, students interact with others, relating ideas, expressing opinions, preferences and appreciation, and including relevant details from the short films studied.</p> <p><b>Technique:</b> Observed demonstration</p> <p><b>Mode:</b> Spoken/signed</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>Time as required</li> </ul> <p><b>Part B</b></p> <p><b>Description:</b> Students plan, create, rehearse and deliver a review video in which they describe how a short film uses language features and images to portray the main character. This task can also be completed face-to-face.</p> <p><b>Technique:</b> Extended response</p> <p><b>Mode:</b> Spoken multimodal</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>1–1.5 minutes</li> </ul>	Term 4 Week 7
	<p><b>Assessment 2 — Reading</b></p> <p><b>Description:</b> Throughout the unit, students read aloud from teacher-selected texts to monitor reading fluency, using phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns. This task complements other, ongoing formative assessment of students' phonic and word knowledge.</p> <p><b>Technique:</b> Observed demonstration</p> <p><b>Mode:</b> Spoken in a reading conference</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>Time as required</li> </ul>	Term 1 Ongoing	<p><b>Assessment 4 — Reading</b></p> <p><b>Description:</b> Throughout the unit, students read aloud from teacher-selected texts and take part in guided discussions to demonstrate they:</p> <ul style="list-style-type: none"> <li>comprehend texts, recognising their purpose and audience</li> <li>describe how stories are developed through characters and/or events</li> <li>describe text structure and language features of narratives.</li> </ul> <p>Some students identified by the teacher may have another opportunity to demonstrate phonic and grammatical knowledge from Term 1. This task complements other, ongoing formative assessment of students' phonic and word knowledge.</p> <p><b>Technique:</b> Observed demonstration</p> <p><b>Mode:</b> Spoken</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>Time as required</li> </ul>	Term 2 Ongoing	<p><b>Assessment 6 — Reading</b></p> <p><b>Description:</b> Throughout the unit, students read aloud from teacher-selected texts and take part in guided discussions to demonstrate they identify literal meaning and inferred meaning and describe the language features of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning.</p> <p>Some students identified by the teacher may have another opportunity to demonstrate phonic and grammatical knowledge from Term 1 and Term 2. This task complements other, ongoing formative assessment of students' phonic and word knowledge.</p> <p><b>Technique:</b> Observed demonstration</p> <p><b>Mode:</b> Spoken</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>Time as required</li> </ul>	Term 3 Week 8		
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.		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.		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.		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.	

	Unit 1 — Persuade me	Unit 2 — Tell me a story	Unit 3 — Face the facts	Unit 4 — Movie time!
	<p>They use language features including topic-specific vocabulary and/or visual features and features of voice.</p> <p><u>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.</u></p> <p>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.</p>	<p>They use language features including topic-specific vocabulary and/or visual features and features of voice.</p> <p><u>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.</u></p> <p>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.</p>	<p>They use language features including topic-specific vocabulary and/or visual features and features of voice.</p> <p><u>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.</u></p> <p>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.</p>	<p>They use language features including topic-specific vocabulary and/or visual features and features of voice.</p> <p><u>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.</u></p> <p>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.</p>
<b>Moderation</b>	<p><b>Calibration:</b></p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>	<p><b>Expert:</b></p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>	<p><b>Consensus:</b></p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>	

Content descriptions	Units				Content descriptions	Units				Content descriptions	Units			
	1	2	3	4		1	2	3	4		1	2	3	4
<b>Language</b>					<b>Literature</b>					<b>Literacy</b>				
<p><b>Language for interacting with others</b></p> <p>understand that cooperation with others depends on shared understanding of social conventions, including turn-taking language, which vary according to the degree of formality</p> <p>AC9E3LA01</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><b>Literature and contexts</b></p> <p>discuss characters, events and settings in different contexts in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators</p> <p>AC9E3LE01</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><b>Texts in context</b></p> <p>recognise how texts can be created for similar purposes but different audiences</p> <p>AC9E3LY01</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>understand how the language of evaluation and emotion, such as modal verbs, can be varied to be more or less forceful</p> <p>AC9E3LA02</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p><b>Engaging with and responding to literature</b></p> <p>discuss connections between personal experiences and character experiences in literary texts and share personal preferences</p> <p>AC9E3LE02</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><b>Interacting with others</b></p> <p>use interaction skills to contribute to conversations and discussions to share information and ideas</p> <p>AC9E3LY02</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><b>Text structure and organisation</b></p> <p>describe how texts across the curriculum use different language features and structures relevant to their purpose</p> <p>AC9E3LA03</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p><b>Examining literature</b></p> <p>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</p> <p>AC9E3LE03</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><b>Analysing, interpreting and evaluating</b></p> <p>identify the audience and purpose of imaginative, informative and persuasive texts through their use of language features and/or images</p> <p>AC9E3LY03</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together</p> <p>AC9E3LA04</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>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</p> <p>AC9E3LE04</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>read a range of texts using phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required</p> <p>AC9E3LY04</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Content descriptions	Units				Content descriptions	Units				Content descriptions	Units			
identify the purpose of layout features in print and digital texts and the words used for navigation AC9E3LA05	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>Creating literature</b> create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts AC9E3LE05	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Language for expressing and developing ideas</b> understand that a clause is a unit of grammar usually containing a subject and a verb that need to agree AC9E3LA06	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>						<b>Creating texts</b> 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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
understand how verbs represent different processes for doing, feeling, thinking, saying and relating AC9E3LA07	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
understand that verbs are anchored in time through tense AC9E3LA08	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						write words using joined letters that are clearly formed and consistent in size AC9E3LY08	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
identify how images extend the meaning of a text AC9E3LA09	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						<b>Phonic and word knowledge</b> 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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts AC9E3LA10	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
understand that apostrophes signal missing letters in contractions, and apostrophes are used to show singular and plural possession AC9E3LA11	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>						use phoneme–grapheme (sound–letter) relationships and less common letter patterns to spell words AC9E3LY11	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
										recognise and know how to write most high frequency words including some homophones AC9E3LY12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Year 4

	Unit 1 — Persuade me		Unit 2 — Tell me a story		Unit 3 — Face the facts		Unit 4 — Movie time!	
	Assessment 1 — Spoken persuasive	Term/week	Assessment 3 — Written imaginative	Term/week	Assessment 5 — Written informative	Term/week	Assessments 7 and 8 — Spoken informative with interacting	Term/week
Assessment	<p><b>Description:</b> Based on the picture book studied in class, students plan, create, rehearse and deliver a persuasive speech in which they share and extend ideas, opinions and information regarding how a change to the setting, or a character would improve it.</p> <p><b>Technique:</b> Extended response</p> <p><b>Mode:</b> Spoken</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• 1.5–2 minutes</li> </ul>	Term 1 Week 8	<p><b>Description:</b> Students plan, create, edit and publish a narrative, where they develop ideas using details from the setting of a short story or narrative poem studied during the term.</p> <p><b>Technique:</b> Extended response</p> <p><b>Mode:</b> Written</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• 150–200 words</li> </ul> <p><b>Handwriting</b></p> <p><b>Technique:</b> Observed demonstration</p> <p><b>Mode:</b> Written</p>	Term 2 Week 8	<p><b>Description:</b> Students plan, create, edit and publish a page for a children’s magazine (print or digital) in which they develop ideas using details from a topic of interest to inform readers. The page will include images, illustrations and/or diagrams to support the written features of the text.</p> <p><b>Technique:</b> Extended response</p> <p><b>Mode:</b> Written multimodal</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• 150–200 words</li> </ul>	Term 3 Week 5	<p><b>Part A</b></p> <p><b>Description:</b> In small groups, students interact with others, sharing and extending ideas, opinions and information, using relevant details about the short films studied.</p> <p><b>Technique:</b> Observed demonstration</p> <p><b>Mode:</b> Spoken/signed</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• Time as required</li> </ul> <p><b>Part B</b></p> <p><b>Description:</b> Students plan, create, rehearse and deliver a review video in which they offer their opinion about aspects of one of the short films studied, e.g. <u>development of ideas through characters and events, characteristics of narrative structure, use of language and visual features</u>. This task can also be completed as a live speech.</p> <p><b>Technique:</b> Extended response</p> <p><b>Mode:</b> Spoken multimodal</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• 1.5–2 minutes</li> </ul>	Term 4 Week 7
	<p><b>Description:</b> Students read a short passage from a teacher-selected text to demonstrate they can read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge. This task complements other, ongoing formative assessment of students’ fluency and accuracy.</p> <p><b>Technique:</b> Observed demonstration</p> <p><b>Mode:</b> Spoken in a reading conference</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• Time as required</li> </ul>	Term 1 Ongoing	<p><b>Description:</b> Throughout the unit, students read aloud from teacher-selected texts and take part in guided discussions to demonstrate they can:</p> <ul style="list-style-type: none"> <li>• describe how ideas are developed through characters and events</li> <li>• describe how texts reflect contexts</li> <li>• describe text structure and/or how language (including literary devices) and visual features shape meaning.</li> </ul> <p>Some students identified by the teacher may have another opportunity to demonstrate phonic and grammatical knowledge from Term 1. This task complements other, ongoing formative assessment of students’ phonic and word knowledge.</p> <p><b>Technique:</b> Observed demonstration</p> <p><b>Mode:</b> Spoken</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• Time as required</li> </ul>	Term 2 Ongoing	<p><b>Description:</b> Students read and discuss short passages from a teacher-selected text. In small group discussions, they describe how ideas are developed through characters and events, and how language (including literary devices) and visual features shape meaning.</p> <p>Some students identified by the teacher may have another opportunity to demonstrate they can read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge. This task complements other, ongoing formative assessment of students’ fluency, accuracy and reading comprehension.</p> <p><b>Technique:</b> Observed demonstration</p> <p><b>Mode:</b> Spoken</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• Time as required</li> </ul>	Term 3 Ongoing		
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		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		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		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	

	Unit 1 — Persuade me	Unit 2 — Tell me a story	Unit 3 — Face the facts	Unit 4 — Movie time!
	<p>language features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice.</p> <p><u>They read, view and comprehend texts created to inform, influence and/or engage audiences.</u> 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. <u>They read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge.</u></p> <p>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.</p>	<p>language features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice.</p> <p><u>They read, view and comprehend texts created to inform, influence and/or engage audiences.</u> 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. <u>They read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge.</u></p> <p>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.</p>	<p>features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice.</p> <p><u>They read, view and comprehend texts created to inform, influence and/or engage audiences.</u> 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. <u>They read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge.</u></p> <p>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.</p>	<p>language features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice.</p> <p><u>They read, view and comprehend texts created to inform, influence and/or engage audiences.</u> 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. <u>They read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge.</u></p> <p>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.</p>
<b>Moderation</b>	<p><b>Calibration:</b> Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>	<p><b>Expert:</b> Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>	<p><b>Consensus:</b> Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>	<p><b>Consensus:</b> Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>

Content descriptions	Units				Content descriptions	Units				Content descriptions	Units			
Language	1	2	3	4	Literature	1	2	3	4	Literacy	1	2	3	4
<p><b>Language for interacting with others</b> explore language used to develop relationships in formal and informal situations AC9E4LA01</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><b>Literature and contexts</b> recognise similar storylines, ideas and relationships in different contexts in literary texts by First Nations Australian, and wide-ranging Australian and world authors AC9E4LE01</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><b>Texts in context</b> compare texts from different times with similar purposes and audiences to identify similarities and differences in their depictions of events AC9E4LY01</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>identify the subjective language of opinion and feeling, and the objective language of factual reporting AC9E4LA02</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p><b>Engaging with and responding to literature</b> describe the effects of text structures and language features in literary texts when responding to and sharing opinions AC9E4LE02</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><b>Interacting with others</b> 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</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><b>Text structure and organisation</b> identify how texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes AC9E4LA03</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p><b>Examining literature</b> discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions AC9E4LE03</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><b>Analysing, interpreting and evaluating</b> identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text AC9E4LY03</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



Content descriptions	Units				Content descriptions	Units				Content descriptions	Units			
identify how text connectives including temporal and conditional words, and topic word associations are used to sequence and connect ideas AC9E4LA04	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	examine the use of literary devices and deliberate word play in literary texts, including poetry, to shape meaning AC9E4LE04	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when needed AC9E4LY04	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
identify text navigation features of online texts that enhance readability including headlines, drop-down menus, links, graphics and layout AC9E4LA05	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>Creating literature</b> create and edit literary texts by developing storylines, characters and settings AC9E4LE05	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Language for expressing and developing ideas</b> 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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						<b>Creating texts</b> 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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
investigate how quoted (direct) and reported (indirect) speech are used AC9E4LA07	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity AC9E4LA08	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>						write words using clearly formed joined letters, with developing fluency and automaticity AC9E4LY08	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
understand past, present and future tenses and their impact on meaning in a sentence AC9E4LA09	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						<b>Phonic and word knowledge</b> 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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources AC9E4LA11	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						read and write high-frequency words including homophones and know how to use context to identify correct spelling AC9E4LY11	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
understand that punctuation signals dialogue through quotation marks and that dialogue follows conventions for the use of capital letters, commas and boundary punctuation AC9E4LA12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>										

# Year 5

	Unit 1 — Persuade me		Unit 2 — Tell me a story		Unit 3 — Face the facts		Unit 4 — Movie time!	
	Assessment 1 — Spoken persuasive	Term/week	Assessment 2 — Written imaginative	Term/week	Assessment 3 — Written informative	Term/week	Assessments 4 and 5 — Spoken informative with interacting	Term/week
Assessment	<p><b>Description:</b> Based on the novel studied in class, students plan, create, rehearse and deliver a persuasive speech in which they advocate for a particular character to be included in the novel's proposed sequel. Students share, develop and expand on opinions to explain how ideas are developed through characters and events.</p> <p><b>Technique:</b> Extended response</p> <p><b>Mode:</b> Spoken</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• 2–2.5 minutes</li> </ul>	Term 1 Week 8	<p><b>Description:</b> Students plan, create, edit and publish a short story developing and expanding on ideas including an object of interest from one of the short stories or narrative poems studied.</p> <p><b>Technique:</b> Extended response</p> <p><b>Mode:</b> Written</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• 200–300 words</li> </ul>	Term 2 Week 8	<p><b>Description:</b> Students plan, create, edit and publish a page for a children's magazine (print or digital) in which they develop and expand on ideas with supporting details from a topic of interest to inform readers. The page will include images, illustrations and/or diagrams to support the written features of the text.</p> <p><b>Technique:</b> Extended response</p> <p><b>Mode:</b> Written multimodal</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• 200–300 words</li> </ul>	Term 3 Week 5	<p><b>Part A</b></p> <p><b>Description:</b> In small groups, students interact with others, sharing, developing and expanding on ideas and opinions, using supporting details from the short films studied.</p> <p><b>Technique:</b> Short response</p> <p><b>Mode:</b> Spoken</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• 1.5 minutes</li> </ul> <p><b>Part B</b></p> <p><b>Description:</b> Students plan, create, rehearse and deliver a review video in which they explain how ideas and narrative elements are developed in one of the short films studied, including characters, settings and/or events.</p> <p>This task can also be completed as a live speech.</p> <p><b>Technique:</b> Extended response</p> <p><b>Mode:</b> Spoken multimodal</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• 2–2.5 minutes</li> </ul>	Term 4 Week 7
Achievement standard	<p>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.</p> <p><u>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.</u></p> <p>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.</p>		<p>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.</p> <p><u>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.</u></p> <p>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.</p>		<p>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.</p> <p><u>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.</u></p> <p>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.</p>		<p>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.</p> <p><u>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.</u></p> <p><u>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.</u></p>	

	Unit 1 — Persuade me	Unit 2 — Tell me a story	Unit 3 — Face the facts	Unit 4 — Movie time!
	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.	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.	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.	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.
<b>Moderation</b>	<b>Calibration:</b> Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.	<b>Consensus:</b> Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.	<b>Calibration:</b> Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.	<b>Consensus:</b> Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.

Content descriptions	Units				Content descriptions	Units				Content descriptions	Units			
Language	1	2	3	4	Literature	1	2	3	4	Literacy	1	2	3	4
<b>Language for interacting with others</b> understand that language is selected for social contexts and that it helps to signal social roles and relationships AC9E5LA01	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Literature and contexts</b> 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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Texts in context</b> describe the ways in which a text reflects the time and place in which it was created AC9E5LY01	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources AC9E5LA02	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Engaging with and responding to literature</b> 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Interacting with others</b> 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Text structure and organisation</b> 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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Examining literature</b> recognise that the point of view in a literary text influences how readers interpret and respond to events and characters AC9E5LE03	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Analysing, interpreting and evaluating</b> explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text AC9E5LY03	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	examine the effects of imagery, including simile, metaphor and personification, and sound devices in narratives, poetry and songs AC9E5LE04	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming AC9E5LY04	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Language for expressing and developing ideas</b> 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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Creating literature</b> create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced AC9E5LE05	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas AC9E5LY05	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Content descriptions	Units				Content descriptions	Units				Content descriptions	Units			
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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						<b>Creating texts</b> 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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
explain how the sequence of images in print, digital and film texts has an effect on meaning AC9E5LA07	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						<b>Phonic and word knowledge</b> use phonic, morphemic and vocabulary knowledge to read and spell words that share common letter patterns but have different pronunciations AC9E5LY08	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
use commas to indicate prepositional phrases, and apostrophes where there is multiple possession AC9E5LA09	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>						build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations AC9E5LY09	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
										explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word AC9E5LY10	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Year 6

	Unit 1 — Persuade me		Unit 2 — Tell me a story		Unit 3 — Face the facts		Unit 4 — Movie time!	
	Assessment 1 — Spoken persuasive	Term/ week	Assessment 2 — Written imaginative	Term/ week	Assessment 3 — Written informative	Term/ week	Assessments 4 and 5 — Spoken informative	Term/ week
Assessment	<p><b>Description:</b> Based on the novel studied in class, students plan, create, rehearse and deliver a persuasive speech in which they share, develop, explain and elaborate on how ideas are developed through events, to persuade a director to include a critical scene from the novel in the film version.</p> <p><b>Technique:</b> Extended response</p> <p><b>Mode:</b> Spoken</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• 2.5–3 minutes</li> </ul>	Term 1 Week 8	<p><b>Description:</b> Students plan, create, edit and publish a short story developing and elaborating on ideas including adapting the plot structure, character/s and/or ideas from one of the short stories or narrative poems studied.</p> <p><b>Technique:</b> Extended response</p> <p><b>Mode:</b> Written</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• 300–400 words</li> </ul>	Term 2 Week 8	<p><b>Description:</b> Students plan, create, edit and publish a page for a children’s magazine (print or digital) in which they develop, explain and elaborate on relevant ideas about a topic of interest to inform readers. The page will include images, illustrations and/or diagrams to support the written features of the text.</p> <p><b>Technique:</b> Extended response</p> <p><b>Mode:</b> Written multimodal</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• 300–400 words</li> </ul>	Term 3 Week 5	<p><b>Part A</b></p> <p><b>Description:</b> In small groups, students interact with others, sharing, developing, explaining and elaborating on ideas from the short films studied.</p> <p><b>Technique:</b> Short response</p> <p><b>Mode:</b> Spoken</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• 1.5 minutes</li> </ul> <p><b>Part B</b></p> <p><b>Description:</b> Students plan, create, rehearse and deliver a review video in which they identify similarities and differences between two short films studied. This task can also be completed as a live speech.</p> <p><b>Technique:</b> Extended response</p> <p><b>Mode:</b> Spoken multimodal</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• 2.5–3 minutes</li> </ul>	Term 4 Week 8
Achievement standard	<p>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.</p> <p><u>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.</u></p> <p>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.</p>		<p>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.</p> <p><u>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.</u></p> <p><u>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.</u></p>		<p>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.</p> <p><u>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.</u></p> <p><u>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.</u></p>		<p>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.</p> <p><u>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.</u></p> <p>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.</p>	

	Unit 1 — Persuade me	Unit 2 — Tell me a story	Unit 3 — Face the facts	Unit 4 — Movie time!
<b>Moderation</b>	<b>Calibration:</b> Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.	<b>Expert:</b> Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.	<b>Consensus:</b> Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.	<b>Consensus:</b> Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.

Content descriptions	Units				Content descriptions	Units				Content descriptions	Units			
Language	1	2	3	4	Literature	1	2	3	4	Literacy	1	2	3	4
<b>Language for interacting with others</b> understand that language varies as levels of formality and social distance increase AC9E6LA01	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Literature and contexts</b> 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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Texts in context</b> examine texts including media texts that represent ideas and events, and identify how they reflect the context in which they were created AC9E6LY01	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
understand the uses of objective and subjective language, and identify bias AC9E6LA02	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Engaging with and responding to literature</b> identify similarities and differences in literary texts on similar topics, themes or plots AC9E6LE02	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Interacting with others</b> 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Text structure and organisation</b> 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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Examining literature</b> identify and explain characteristics that define an author's individual style AC9E6LE03	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Analysing, interpreting and evaluating</b> analyse how text structures and language features work together to meet the purpose of a text, and engage and influence audiences AC9E6LY03	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
understand that cohesion can be created by the intentional use of repetition, and the use of word associations AC9E6LA04	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	explain the way authors use sound and imagery to create meaning and effect in poetry AC9E6LE04	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Language for expressing and developing ideas</b> understand how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas AC9E6LA05	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>Creating literature</b> 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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups AC9E6LA06	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						<b>Creating texts</b> 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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Content descriptions	Units				Content descriptions	Units							
identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning AC9E6LA07	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole AC9E6LA08	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>					<b>Phonic and word knowledge</b> use phonic knowledge of common and less common grapheme–phoneme relationships to read and write increasingly complex words AC9E6LY08	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
understand how to use the comma for lists, to separate a dependent clause from an independent clause, and in dialogue AC9E6LA09	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>					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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

General capabilities	Units			
	1	2	3	4
Critical and creative thinking	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Digital literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical understanding	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intercultural understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Numeracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal and social capability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Cross-curriculum priorities	Units			
	1	2	3	4
Aboriginal and Torres Strait Islander histories and cultures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Asia and Australia's engagement with Asia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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