English Progression Points: Year 6 – v8.0

Independent Schools Queensland (ISQ) has developed this version of the Progression Points to support teachers in independent schools with implementation of version 8 of the Australian Curriculum. This work has been done with support from officers at ACARA.

Teachers of Prep to Year 2 will find significant changes in English from previous versions of the Australian Curriculum – particularly with the inclusion of more specific references to phonics and phonemic awareness. Changes to the curriculum have also been made in all other year levels in both English and mathematics.

A word document version of the Progression Points is available so that teachers can rearrange the sequences of learning.

Personnel in independent schools are encouraged to consider how the Progression Points could be used to:-

* diagnose through formative assessment, the capabilities, strengths and weaknesses of individual students
* plan teaching programs to meet the needs of individuals and groups of students
* formally assess the progress of individuals and groups of students
* report to parents on the achievements of their children against the Australian Curriculum.

As with previous versions of the Progression Points, the “demonstrating” column accurately reflects the expectations of version 8 of the Australian Curriculum achievement standards – however with more detail and examples included.

ISQ welcomes any suggestions for improvement from teachers working very closely with the Progression Points.

More information

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| **Year 6 Achievement Standard** **Receptive modes (listening, reading and viewing)**  By the end of Year 6, students [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand) how the use of text structures can achieve particular effects. (ER6.1) They [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how language features, images and vocabulary are used by different authors to [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) ideas, characters and events. (ER6.2) Students [compare](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare) and [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) information in different and complex texts, explaining literal and implied meaning. (ER6.3) They [select](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Select) and use evidence from a text to [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) their response to it. (ER6.4) They listen to discussions, clarifying content and challenging others’ ideas. (ER6.5)  **Productive modes (speaking, writing and creating)**  Students [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand) how language features and language patterns can be used for emphasis. (EP6.1) They show how specific details can be used to support a point of view. (EP6.2) They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how their choices of language features and images are used. (EP6.3) Students create detailed texts elaborating on key ideas for a range of purposes and audiences. (EP6.4) They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. (EP6.5) They [demonstrate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Demonstrate) an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. (EP6.6) They use accurate spelling and punctuation for clarity and make and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) editorial choices based on criteria. (EP6.7) | | | | | |
| **Strand / mode** | **Emerging** | **Developing** | **Demonstrating** | **Advancing** | **Extending** |
| **Receptive Modes:**  **Listening, Reading**  **and Viewing** | Beginning to work towards the achievement standard | Working towards the achievement standard | Demonstrating the achievement standard | Working beyond the achievement standard | Extending with depth beyond the achievement standard |
| * *With explicit prompts (step by step oral scaffolding, reference to charts, word walls, etc.)* * *In familiar contexts* * *Learning to follow procedures* | * *With prompts (oral or written questions, reference to charts, word walls, etc.)* * *In familiar contexts* * *Attempts to explain* | * *Independent (with access to charts, word wall, etc.)* * *In familiar contexts* * *Explains basic understanding* | * *Independent (with access to charts, word, walls, etc.)* * *Apply in familiar contexts* * *Explains with detail* | * *Independent (with access to charts, word walls, etc.* * *Applying in new contexts* * *Explains with connections outside the teaching context* |
| **Receptive mode (listening, reading and viewing)** | | | | | |
| **Relevant part of the Achievement Standard** | * **Students understand how the use of text structures can achieve particular effects.** | | | | |
| **Language:**   * Interpreting, analysing, evaluating   *[ACELY1711](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1711)*  (analyse text structures)  ***Speaking and Listening***  ***Reading and Viewing***  **Language:**   * Text structure & organisation   *[ACELA1518](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1518)*  (author innovation & effects)  ***Reading and Viewing***  **Literacy:**   * Interacting with others   *[ACELY1709](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1709)*  (contribute to discussions)  ***Speaking*** | They are **beginning** to analyse how text structures and language features work together to meet the purpose of a text.  They are **beginning** to describe the different strategies and ways in which authors:   * innovate on structures of all types of texts * manipulate language features to achieve particular purposes and effects, such as   ~humour  ~persuasion  ~aesthetic  ~theme, etc.  They are **beginning** to participate in and contribute to discussions, using strategies; e.g.   * pausing * questioning * rephrasing * repeating * understanding closed and open questions. | They are **developing** skills for analysing how text structures and language features work together to meet the purpose of a text.  They are **developing** their ability to describe the different strategies and ways in which authors:   * innovate on structures of all types of texts * manipulate language features to achieve particular purposes and effects, such as   ~humour  ~persuasion  ~aesthetic  ~theme, etc.  They are **developing** confidence and skill to participate in and contribute to discussions, using strategies; e.g.   * pausing * questioning * rephrasing * repeating * responding appropriately to closed and open questions. | They analyse and **use metalanguage** to explain how text structures and language features work together to meet the purpose of a text.  They **explain** the different strategies and ways in which authors:   * innovate on structures of all types of texts * manipulate language features to achieve particular purposes and effects, such as   ~humour  ~persuasion  ~aesthetic  ~theme, etc.  They participate in and contribute to discussions, using strategies; e.g.   * pausing * questioning * rephrasing * repeating * clarifying questions * responding appropriately to closed and open questions. | They **analyse and explain** with a **growing repertoire of metalanguage,** how text structures and language features work together to meet the purpose of a text.  They **analyse and explain** many of the different strategies and ways in which authors:   * innovate on structures of all types of texts * manipulate language features to achieve particular purposes and effects, such as   ~humour  ~persuasion  ~aesthetic  ~theme, etc.  They participate in and contribute to discussions, using strategies; e.g.   * pausing * questioning * rephrasing * repeating * clarifying questions * summarising * reviewing * closed and open questions * exploring personal reasons in response to opinions offered. | They **analyse and explain using the appropriate metalanguage**, how text structures and language features work together to meet the purpose of a text.  They **analyse, explain and justify** their understanding of the different strategies and ways in which authors:   * innovate on structures of all types of texts * manipulate language features to achieve particular purposes and effects, such as   ~humour  ~persuasion  ~aesthetic  ~theme, etc.  They **frequently participate in and contribute effectively** to discussions, often providing and maintaining initiative, using strategies; e.g.   * pausing * questioning * rephrasing * repeating * clarifying questions * closed and open questions * exploring personal reasons in response to opinions offered * linking reasons to cultural experiences and the effect upon responses. |
| **Relevant part of the Achievement Standard** | * **Students analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.** | | | | |
| **Language:**   * Text structure & organisation   *[ACELA1518](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1518)*  (author innovation & effects)  **Literature:**   * Examining literature   [*ACELT1616*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1616)  (text similarities and diffs)   * Expressing & developing ideas   *[ACELA1524](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1524)*  (images & visuals)  **Literacy:**   * Interpreting, analysing, evaluating   *[ACELY1801](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1801)*  (author strategies)   * Expressing & developing ideas   *[ACELA1525](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1525)*  (vocabulary)  ***Speaking and Listening***  ***Reading and Viewing*** | They are **beginning** to analyse the different strategies and ways in which authors:   * manipulate language features to achieve particular purposes and effects, such as   ~humour  ~persuasion  ~aesthetic  ~theme, etc.  in all types of texts, particularly narrative and poetry, and essays.  They **are beginning** to identify and describe similarities and differences in style between literary texts by the same author or illustrator in terms of the following characteristics:   * characterisation * theme/subject * plot structures * plot development/s * point of view * tone * choice of vocabulary * voice * visual techniques * language choices:   ~modality  ~emphasis  ~repetition  ~metaphor  ~other figures of  speech  ~evaluative language.  They are **beginning** to identify how analytical images such as tables, maps, graphs, diagrams and figures contribute to understanding in factual and persuasive texts.  They are **beginning** to analyse strategies authors use to influence readers, using familiar texts.  They **are beginning** to investigate vocabulary choices, including evaluative language for expressing shades of meaning, feeling and opinion. | They are **developing** skills for analysing and explaining the different strategies and ways in which authors:   * manipulate language features to achieve particular purposes and effects, such as   ~humour  ~persuasion  ~aesthetic  ~theme, etc.  in all types of texts, particularly narrative and poetry, and essays.  They are **developing** skills and the language of comparison for identifying, describing and discussing similarities and differences in style between literary texts by the same author or illustrator in terms of the following characteristics:   * characterisation * theme/subject * plot structures * plot development/s * point of view * tone * choice of vocabulary * voice * visual techniques * language choices:   ~modality  ~emphasis  ~repetition  ~metaphor  ~other figures of  speech  ~evaluative language.  They identify some items and are **developing** knowledge to explain how analytical images such as tables, maps, graphs, diagrams and figures contribute to understanding in factual and persuasive texts.  They are **developing** the ability to analyse strategies authors use to influence readers, using familiar texts.  They **are developing** processes for investigating vocabulary choices, including evaluative language for expressing shades of meaning, feeling and opinion. | They **analyse and explain** the different strategies and ways in which authors:   * manipulate language features to achieve particular purposes and effects, such as   ~humour  ~persuasion  ~aesthetic  ~theme, etc.  in all types of texts, particularly narrative and poetry, and essays.  They **identify and describe similarities and differences** in style between literary texts by the same author or illustrator in terms of the following characteristics:   * characterisation * theme/subject * plot structures * plot development/s * point of view * tone * choice of vocabulary * voice * visual techniques * language choices:   ~modality  ~emphasis  ~repetition  ~metaphor  ~other figures of  speech  ~evaluative language.  They **identify, describe and explain** how analytical images such as tables, maps, graphs, diagrams and figures contribute to understanding in factual and persuasive texts.  They **analyse** strategies authors use to influence readers, using familiar texts.  They **investigate** vocabulary choices, including **evaluative language** for expressing shades of meaning, feeling and opinion. | They **analyse, compare and explain** the different strategies and ways in which authors:   * manipulate language features to achieve particular purposes and effects, such as   ~humour  ~persuasion  ~aesthetic  ~theme, etc.  in all types of texts, particularly narrative and poetry, and essays.  They **identify, describe and compare similarities** and differences in style between literary texts by the same author or illustrator in terms of the following characteristics:   * characterisation * theme/subject * plot structures * plot development/s * point of view * tone * choice of vocabulary * voice * visual techniques * language choices:   ~modality  ~emphasis  ~repetition  ~metaphor  ~other figures of  speech  ~evaluative language.  They **identify, describe and explain how** analytical images such as tables, maps, graphs, diagrams and figures contribute to understanding in factual and persuasive texts, and how these **images represent concepts and relationships**.  They **analyse** strategies authors use to influence readers, using familiar and **some unfamiliar** texts.  They **investigate and explain** vocabulary choicesincluding evaluative language for expressing shades of meaning, feeling and opinion. | They **extend their own analysis, comparison and explanation** of the different strategies and ways in which authors:   * manipulate language features to achieve particular purposes and effects, such as   ~humour  ~persuasion  ~aesthetic  ~theme, etc.  in all types of texts, particularly narrative and poetry, and essays.  They **identify, compare and describe in detail similarities and differences** in style between unfamiliar literary texts by the same author or illustrator in terms of the following characteristics:   * characterisation * theme/subject * plot structures * plot development/s * point of view * tone * choice of vocabulary * voice * visual techniques * language choices:   ~modality  ~emphasis  ~repetition  ~metaphor  ~other figures of  speech  ~evaluative language.  They **describe and explain how** analytical images such as tables, maps, graphs, diagrams and figures contribute to understanding in factual and persuasive texts.  They explain how these images represent concepts and relationships, especially in **unfamiliar texts**.  They **analyse** strategies authors use to influence readers, **using unfamiliar texts.**  They **investigate, explain and justify** their views on vocabulary choices, including evaluative language for expressing shades of meaning, feeling and opinion. |

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| **Relevant part of the Achievement Standard** | * **Students** [**compare**](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Compare)**and**[**analyse**](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse)**information in different texts, explaining literal and implied meaning.** | | | | |
| **Language:**   * Language variation & change   *[ACELA1515](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1515)*  (dialects and SAE)  **Literature:**   * Examining literature   *[ACELT1617](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1617)*  (words/images in narrative)  **Literacy:**   * Interpreting, analysing, evaluating   *[ACELY1712](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1712)*  (navigate & read texts)  *[ACELY1713](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1713)*  (comprehension strategies)  ***Reading and Viewing***  ***Speaking and Listening*** | They are **beginning** to use comprehension strategies to   * compare content from a variety of textual sources\* * interpret and analyse ideas and information.   They navigate and read, and are **beginning to apply** sometext processing strategies and interpret structural features of texts (headings, indexes, etc.), and compare texts using:   * concept knowledge * word identification * self-monitoring * finding specific literal information * using prior knowledge.   They are **beginning to describe** some of the relationships between words, sounds, imagery and language patterns in narratives and poetry through study of:   * imagery * emotive terms * characters’ experiences.   They **are beginning** to analyse and evaluate similarities and differences between two texts on similar topics, themes or plots. | They are **developing** comprehension strategies to   * compare content from a variety of textual sources\* * interpret and analyse ideas and information.   They **are applying** skills to apply a number oftext processing strategies and interpret structural features of texts (headings, indexes, etc.), and compare texts using:   * concept knowledge * word identification * self-monitoring * finding specific literal information * using prior knowledge * finding main idea * using cohesion.   They are **developing ability to describe and enter discussion** about the relationships between words, sounds, imagery and language patterns in narratives and poetry through study of:   * imagery * emotive terms * characters’ experiences.   They **are developing** skills for analysing and evaluating similarities and differences between two texts on similar topics, themes or plots. | They usecomprehension strategiesto   * compare content from a variety of textual sources\* * interpret and analyse ideas and information * explain their thinking about the content of texts.   They **navigate, read and apply** text processing strategies purposefully, and interpret structural features of texts (headings, indexes, etc.), and compare texts using:   * research skills * technical vocabulary * concept knowledge * word identification * self-monitoring * finding specific literal information * using prior knowledge * finding main idea * using cohesion * summarising, etc. * using TLS.   They **make connections** about the relationships between words, sounds, imagery and language patterns in narratives and poetry through study of:   * imagery * emotive terms * characters’ experiences.   They **analyse and evaluate similarities and differences** between several texts on similar topics, themes or plots.  \*(print, multimedia, digital and spoken) | They usecomprehension strategiesto   * compare content from a variety of textual sources\* * interpret and analyse ideas and information * explain their thinking about the content of texts * draw further inferences from a wide variety of familiar texts.   They **navigate, read and apply a wide range** of text processing strategies effectively and interpret structural features of texts (headings, indexes, etc.), and compare texts using:   * research skills * technical vocabulary * concept knowledge * word identification * self-monitoring * finding specific literal information * using prior knowledge * finding main idea * using cohesion * summarising, etc. * using TLS.   They **contribute to discussion** about and make comparisons concerning the relationships between words, sounds, imagery and language patterns in narratives and poetry through study of:   * imagery * emotive terms * characters’ experiences.   They **analyse, evaluate and explain** similarities and differences between a wide variety of texts on similar topics, themes or plots. | They usecomprehension strategiesto   * compare content from a variety of textual sources\* * interpret and analyse ideas and information * explain their thinking about the content of texts * draw further inferences from a wide variety of unfamiliar texts * explain the context of texts.   They **navigate and read, and justify, explain and apply a wide range** of text processing strategies efficiently and intentionally, and interpret structural features of texts (headings, indexes, etc.), and compare texts using:   * research skills * technical vocabulary * concept knowledge * word identification * self-monitoring * finding specific literal information * using prior knowledge * finding main idea * using cohesion * commenting upon texts * using TLS * using three-level guides.   They **make connections** to and comparisons **between real and literary** contexts during discussionsabout the relationships between words, sounds, imagery and language patterns in narratives and poetry through study of:   * imagery * emotive terms * characters’ experiences.   They **analyse, evaluate, classify and justify** their responses to similarities and differences between a wide variety of texts on similar topics, themes or plots. They also justify their point of view regarding authors’ intentions. |
| **Relevant part of the Achievement Standard** | * **Students select and use evidence from a text to explain their response to it.** | | | | |
| **Language:**   * Language for interaction   *[ACELA1517](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1517)*  (obj/subj language & bias)  **Literature:**   * Literature and context   *[ACELT1613](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1613)*  (make connections)   * Responding to literature   *[ACELT1615](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1615)*  (author choices & response)  **Literacy:**   * Interacting with others   *[ACELY1709](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1709)*  (contribute to discussions)   * Interpreting, analysing, evaluating   *[ACELY1801](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1801)*  (authors’ influence)  ***Reading and Viewing***  ***Speaking and Listening*** | They are b**eginning** to use objective and subjective language and bias, and report facts, own conclusions and opinions appropriately.  They are **beginning** to make connections between their own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts.  They are beginning to identify the ways that authors influence and position readers through:   * modality * emphasis * repetition * metaphor * vocabulary.   They are **beginning** to participate in and contribute to discussions. | They are **developin**g their use of objective and subjective language and bias, and attempt to report facts, own conclusions and opinions appropriately.  They are **making connections** between their own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts.  They identifyhow authors influence and position readers through:   * modality * emphasis * repetition * metaphor * vocabulary.   They are **generally developing** confidence and skill to participate in and contribute to discussions. | They **identify and describe** objective and subjective language and bias, and report facts, own conclusions and opinions appropriately.  They **explain connections** between their own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts.  They identify and describe how authors influence and position readers through:   * modality * emphasis * repetition * metaphor * vocabulary.   They **consistently participate** in and contribute to discussions. | They **identify, compare and analyse** objective and subjective language and bias, and report facts, own conclusions and opinions appropriately.  They **explain and compare** connections between their own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts.  They identify, describe and explain their views on the ways that authors influence and position readers through:   * modality * emphasis * repetition * metaphor * vocabulary.   **They regularly participate in and contribute effectively** to discussions by linking contributions from other members in group discussions. | They **identify, analyse, compare and explain** author purposes in the uses ofobjective and subjective language and bias, and report facts, own conclusions and opinions appropriately.  They **explain, compare and make evaluative judgments** between their own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts.  They identify, explain and make further inferences across different texts about the ways authors influence and position readers through:   * modality * emphasis * repetition * metaphor * vocabulary.   They **frequently participate in and contribute to discussions, clarifying and interrogating** ideas, and sharing and evaluating the information, experiences and opinions of the group. |
| **Relevant part of the Achievement Standard** | * **Students listen to discussions, clarifying content and challenging others’ ideas.** | | | | |
| **Language:**   * Language for interaction   *[ACELA1516](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1516)*  (strategies for interaction)  **Literacy:**   * Interacting with others   *[ACELY1709](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1709)*  (discussions)  *[ACELY1816](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1816)*  (use interaction skills)  ***Speaking and Listening*** | They are **beginning** to understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase.  They are **beginning to participate** in and contribute to discussions through:  ~clarifying and interrogating ideas  ~developing and supporting arguments  ~sharing and evaluating information, experiences and opinions by:   * pausing * questioning * rephrasing * repeating * differentiating between closed and open questions.   They are **beginning** to use interaction skills, varying conventions of spoken interactions; such as:   * volume and tone * pitch and pace   according to   * group size, * formality of interaction, and * needs and expertise of the audience by:   ~*participating* in a variety of  situations and group sizes  ~*using* effective dialogue  ~*speaking* clearly and  coherently  ~*asking* pertinent questions  ~*acknowledging* others  ~*adapting* language for  purpose and audience  ~*experimenting* with voice  effects. | They are **developing** their understanding that strategies for interaction become more complex and demanding as levels of formality and social distance increase.  They are **developing confidence** to participate in and contribute to discussions through:  ~clarifying and interrogating ideas  ~developing and supporting arguments  ~sharing and evaluating information, experiences and opinions by:   * pausing * questioning * rephrasing * repeating * asking clarifying questions * differentiating between closed and open questions.   They are **developing confidence** in using interaction skills, varying conventions of spoken interactions; such as:   * volume and tone * pitch and pace   according to   * group size, * formality of interaction, and * needs and expertise of the audience by:   ~*participating* in a variety of  situations and group sizes  ~*using* effective dialogue  ~*speaking* clearly and  coherently  ~*asking* pertinent questions  ~*acknowledging* others  ~*adapting* language for  purpose and audience  ~*experimenting* with voice  effects. | Their speech and behaviour strategies **demonstrate** their knowledge that interactions become more complex as levels of formality increase in a range of contexts.  They **participate** in and contribute to discussions through:  ~clarifying and interrogating ideas  ~developing and supporting arguments  ~sharing and evaluating information, experiences and opinions by:   * pausing * questioning * rephrasing * repeating * summarising * asking clarifying questions * exploring personal reasons * differentiating between closed and open questions.   They **use interaction skills**, varying conventions of spoken interactions; such as:   * volume and tone * pitch and pace   according to   * group size, * formality of interaction, and * needs and expertise of the audience by:   ~*participating* in a variety of  situations and group sizes  ~*using* effective dialogue  ~*speaking* clearly and  coherently  ~*asking* pertinent questions  ~*acknowledging* others  ~*adapting* language for  purpose and audience  ~*experimenting* with voice  effects. | They **demonstrate and discuss** the ways in which social interactions become more complex as levels of formality increase, and can apply appropriate strategies in a range of contexts.  They **participate in and make relevant contributions** to discussions through:  ~clarifying and interrogating ideas  ~developing and supporting arguments  ~and sharing and evaluating information, experiences and opinions by:   * pausing * questioning * rephrasing * repeating * summarising * reviewing * asking clarifying questions * exploring personal reasons * differentiating between closed and open questions.   They **select from a range** of interaction skills, varying conventions of spoken interactions; such as:   * volume and tone * pitch and pace   according to   * group size, * formality of interaction, and * needs and expertise of the audience by:   ~*participating* in a variety of  situations and group sizes  ~*using* effective dialogue  ~*speaking* clearly and  coherently  ~*asking* pertinent questions  ~*acknowledging* others  ~*adapting* language for  purpose and audience  ~*experimenting* with voice  effects. | They **demonstrate and discuss** the ways in which social interactions become more complex as levels of formality increase, **explaining** levels of mutual respect, purposes for interactions, and strategies that apply in a range of contexts.  They **participate in and generally make insightful contributions** to discussions through:  ~clarifying and interrogating ideas  ~developing and supporting arguments  ~and sharing and evaluating information, experiences and opinions by:   * pausing * questioning * rephrasing * repeating * summarising * reviewing * asking clarifying questions * exploring personal reasons * differentiating between closed and open questions.   They **select and use a wide variety** of interaction skills, demonstrating awareness of speaker intention, purpose and audience response, varying conventions of spoken interactions; such as:   * volume and tone * pitch and pace   according to   * group size, * formality of interaction, and * needs and expertise of the audience by:   ~*participating* in a variety of  situations and group sizes  ~*using* effective dialogue  ~*speaking* clearly and  coherently  ~*asking* pertinent questions  ~*acknowledging* others  ~*adapting* language for  purpose and audience  ~*experimenting* with voice  effects. |

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| **Productive mode (speaking, writing and creating)** | | | | | |
| **Relevant part of the Achievement Standard** | * **Students understand how language features and language patterns can be used for emphasis.** | | | | |
| **Language:**   * Expressing & developing ideas   *[ACELA1525](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1525)*  (vocabulary)  **Literacy:**   * Texts in context   *[ACELY1708](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1708)*  (compare texts)   * Creating texts   *[ACELY1714](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1714)*  (publish)  ***Writing and Creating***  ***Speaking and Listening*** | Their writing is **beginning** to demonstrate selection and use of vocabulary, including some elements of the following:   * figurative language * evaluative language   for expressing and emphasising variations of meaning, feeling and opinion in spoken, print and multimedia presentations.  They are **beginning** to describe the different ways in which print and media texts represent ideas and events in:   * news reports of the same event * advertising * combination of image and word, * etc.   They are **beginning** to plan, draft and publish all types of texts, experimenting with text structures, language features, images and digital resources that are appropriate to purpose, and demonstrate application of **a** few elements of:   * sentence variety * adverbials * noun groups and their adjectivals * imagery * modality * pronoun reference. | Their writing shows their **developing skills** in selecting and using vocabulary, including some elements of the following:   * figurative language * evaluative language   for expressing and emphasising variations of meaning, feeling and opinion in spoken, print and multimedia presentations.  They **describe some elemen**ts of print and media texts, and are developing skills to explain the different ways in which these texts represent ideas and events in:   * news reports of the same event * advertising * combination of image and word * etc.   They are d**eveloping** their skills for planning, drafting and publishing all types of texts, choosing and experimenting with text structures, language features, images and digital resources that are appropriate to purpose, and demonstrate application of a few elements of:   * sentence variety * adverbials * noun groups and their adjectivals * imagery * modality * pronoun reference. | Their writing **demonstrate**s selection and useof vocabulary, including:   * figurative language * lexical sets * evaluative language   for expressing and emphasising variations of meaning, feeling and opinion in spoken, print and multimedia presentations.  They **describe and explain** the different ways in which print and media texts represent ideas and events in:   * news reports of the same event * advertising * combination of image and word * etc.   They **plan, draft and publish** all types of texts, choosing and experimenting with text structures, language features, images and digital resources that are appropriate to purpose and audience, and apply aspects of each of the following:   * sentence variety * elaborated tense * adverbials * noun groups and their adjectivals * imagery, modality * pronoun reference * cohesion. | They **demonstrate and discuss** their selection and use of vocabulary in relevant written contexts, including:   * figurative language * lexical sets * evaluative language   for expressing and emphasising variations of meaning, feeling and opinion in spoken, print and multimedia presentations.  They **describe, compare and explain** the different ways in which print and media texts represent ideas and events in:   * news reports of the same event * advertising * combination of image and word * etc.   They **plan, draft and publish** all types of texts, choosing and experimenting with text structures, language features, images and digital resources that are appropriate to purpose and audience, **and apply and explain aspects** of each of the following:   * sentence variety * elaborated tense * adverbials * noun groups and their adjectivals * imagery, modality * pronoun reference * cohesion. | They **demonstrate and discuss** their selection and use of a **wide range** of vocabulary items within relevant written contexts, including:   * figurative language * lexical sets * evaluative language   for expressing and emphasising variations of meaning, feeling and opinion in spoken, print and multimedia presentations.  They **describe, compare, analyse and explain** the different ways in which print and media texts represent ideas and events in:   * news reports of the same event * advertising * combination of image and word * etc.   They **plan, draft and publish** all types of texts, choosing and experimenting with text structures, language features, images and digital resources that are appropriate to purpose and audience, and **evaluate and explain** the effectiveness of their use of the following:   * sentence variety * elaborated tense * adverbials * noun groups and their adjectivals * imagery, modality * pronoun reference * use of metonymy * cohesion. |
| **Relevant part of the Achievement Standard** | * **Students show how specific details can be used to support a point of view.** | | | | |
| **Language:**   * Language for interaction   *[ACELA1517](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1517)*  (objective/subjective & bias)   * Expressing & developing ideas   *[ACELA1525](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1525)*  (vocabulary)  **Literacy:**   * Interpreting, analysing, evaluating   [*ACELY1711*](https://outlook.office.com/owa/#path=/mail/attachmentlightboxhttp://v7-5.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1711)  (text purpose)  ***Writing and Creating***  ***Speaking and Listening*** | They are **beginning** to understand the uses of objective and subjective language and bias in others’ viewpoints. | They are d**eveloping** skills for understanding the uses of objective and subjective language and bias in others’ viewpoints. | They **use objective and subjective language** and respond to bias in others’ viewpoints; they select and use vocabulary to determine:   * shades of meaning * degrees of feeling. | They **use and explain** their use of objective and subjective language, and explain their responses to bias in others’ viewpoints; they select and use vocabulary to determine:   * shades of meaning * degrees of feeling * modality from choice to obligation. | They **use and explain** their use of objective and subjective language, and evaluate the language uses of others, and **explain t**heir use and response to bias; they select and use vocabulary to determine:   * shades of meaning * degrees of feeling * strength of opinion * modality from choice to obligation. |
| **Relevant part of the Achievement Standard** | * **Students** [**explain**](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain)**how their choices of language features and images are used.** | | | | |
| **Language:**   * Expressing & developing ideas   *[ACELA1522](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1522)*  (complex sentences)  *[ACELA1523](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1523)*  (verbs)  [*ACELA1525*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1525)  (vocabulary)  **Literacy:**   * Responding to literature   *[ACELT1615](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1615)*  (language choices)  [*ACELT1614*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1614)  (analyse similarities/ differences)   * Examining literature   *[ACELT1617](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1617)*  (words & relationships)   * Creating literature   *[ACELT1800](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1800)*  (experiment with text structures)  ***Writing and Creating***  ***Speaking and Listening*** | They are **beginning** to understand the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse.  They **are beginning** to experiment with and explain their use of text structures and language features and their effects in creating literary texts; e.g. imagery, sentence variation and word choice.  They are **beginning** to use complex sentences in a variety of ways to elaborate, and extend ideas.  They are **beginning** to describe how ideas can be expanded and sharpened through careful choice of verbs and adverb phrases.  They are **beginning** to describe how vocabulary choices express variations of meaning, feeling and opinion. | They d**escribe** some of the relationships between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse.  They **experiment with and describe** their use of text structures and language features and their effects in creating literary texts; e.g. imagery, sentence variation and word choice.  They are d**eveloping** their use of complex sentences in a variety of ways to elaborate and extend ideas.  They **describe h**ow ideas can be expanded and sharpened through careful choice of verbs, tenses and adverb phrases.  They d**escrib**e how vocabulary choices express variations of meaning, feeling and opinion. | They **demonstrate and explain** relationships between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse.  They **explain their selection and use** of text structures and language features and their effects in creating literary texts; e.g. imagery, sentence variation, metaphor and word choice.  They **select and explain their** use of complex sentences in a variety of ways to elaborate, extend and explain ideas.  They **explain how** ideas can be expanded and sharpened through careful choice of verbs, some elaborated tenses, and adverb phrases.  They **explain how** vocabulary choices express variations of meaning, feeling and  opinion | They **analyse and explain** relationships between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse.  They **analyse and explain their** selection of text structures and language features and their effects in creating literary texts; e.g. imagery, sentence variation, metaphor and word choice.  They **analyse and explain** their uses of a variety of complex sentences in to elaborate, extend and explain ideas.  They **explain and analyse** ways in which ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses, and a range of adverb groups/ phrases.  They **analyse and explain** how vocabulary choices express variations of meaning, feeling and opinion. | They **analyse, explain and categorise** relationships between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse.  They **analyse and categorise** their selection of text structures and language features and their effects in creating literary texts**;** e.g. imagery, sentence variation, metaphor and word choice.  They **analyse, explain and discus**s their choices of a variety of complex sentences to elaborate, extend and explain ideas.  They **analyse and categorise** the ways in which ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses, and a range of adverb groups/ phrases.  They **categorise and explain** how vocabulary choices,can express meaning, feeling and opinion, using unfamiliar texts. |
| **Relevant part of the Achievement Standard** | * **Students create detailed texts elaborating on key ideas for a range of purposes and audiences** | | | | |
| **Language:**   * Expressing & developing ideas   [*ACELA1522*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1522)  (complex sentences et al.)  [*ACELA1525*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1525)  (vocabulary)  **Literature:**   * Creating literature   [*ACELT1618*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1618)  (create literary texts)  **Literacy:**   * Creating texts   [*ACELY1714*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1714)  (plan, draft & publish)  ***Writing and Creating***  ***Speaking and Listening*** | They are **beginning** to plan, draft and publish imaginative, informative and persuasive texts, experimenting with their ~text structures,  ~language features,  ~images and digital resources  appropriate to purpose.  They are **beginnin**g tocreate literary texts that:  ~adapt or combine aspects of texts experienced  ~show innovation  ~entertain and inform.  They are **beginning** to use complex sentences in a variety of ways to elaborate, extend and explain ideas.  They are **beginning t**o use vocabulary, including evaluative language to express shades of meaning, feeling and opinion. | They are **developing** skills to plan, draft and publish imaginative, informative and persuasive texts, experimenting with their:  ~text structures,  ~language features,  ~images and digital resources appropriate to purpose.  They **creat**e literary texts that:  ~adapt or combine aspects of texts experienced  ~show innovation  ~entertain and inform  ~**begin to show awareness** of audience.  They are **developing** use of complex sentences to elaborate, extend and explain ideas  They **choose and use** vocabulary, including evaluative language to express shades of meaning, feeling and opinion. | They **plan, draft and publish** imaginative, informative and persuasive texts, selecting and developing their:  ~text structures,  ~language features,  ~images and digital resources appropriate to purpose and audience.  They **create** literary texts that:  ~adapt or combine aspects of texts experienced  ~are innovative  ~entertain, inform and inspire  ~consider audience and purpose  They **use two or three** different types or varieties of complex sentences to elaborate, extend and explain ideas.  They **choose and use** vocabulary, including evaluative language to express shades of meaning, feeling and opinion. | They **plan, draft and publish** imaginative, informative and persuasive texts, selecting, developing and evaluating their:  ~text structures,  ~language features,  ~images and digital resources appropriate to purpose and audience.  They are beginning tocreate literary texts that:  ~adapt or combine aspects of texts experienced  ~are innovative  ~entertain, inform and inspire  ~engage familiar audiences emotionally  ~consider audience and purpose  They **use a variety of complex** sentence types in to elaborate, extend and explain ideas.  They c**hoose and use a wide range** of vocabulary wisely, including evaluative language to express shades of meaning, feeling and opinion. | They **plan, draft and publish** imaginative, informative and persuasive texts, **developing and evaluating effectiveness** of their  ~text structures,  ~language features,  ~images and digital resources appropriate to purpose and audience.  They are beginning tocreate literary texts that:  ~adapt or combine aspects of texts experienced  ~are innovative  ~entertain, inform and inspire  ~engage less-familiar audiences emotionally  ~consider audience and purpose  They **demonstrate mastery** in their use of a variety of complex sentences to elaborate, extend and explain ideas.  They **choose and use a wide range of vocabulary with control** and effect, including evaluative language to express variations of meaning, feeling and opinion. |

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| **Relevant part of the Achievement Standard** | * **Students make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.** | | | | |
| **Literacy:**   * Interacting with others   [*ACELY1709*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1709)  (discussions etc)  *[ACELY1816](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1816)*  (use interaction skills)  *[ACELY1710](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1710)*  (deliver presentations)  ***Speaking and Listening*** | They are beginning to  ~plan, rehearse and deliver presentations,  ~select and sequence appropriate content and multimodal elements  ~for defined audiences and purposes, with total reliance upon notes.  They are beginning to participate in and contribute to discussions, and:  ~develop and support arguments  ~share information, experiences and opinions.  They are beginning to use interaction skills, varying conventions of voice volume, tone, pitch and pace, ~according to group size, and ~needs of the audience. | They are learning to  ~plan, rehearse and deliver presentations,  ~select and sequence appropriate content and multimodal elements  ~for defined audiences and purposes, and  ~make choices for modality and emphasis, with constant reference to notes.  They are developing skills to participate in and contribute to discussions, and:  ~clarify ideas,  ~develop and support arguments,  ~share information, experiences and opinions.  They are developing interaction skills, varying conventions of voice volume, tone, pitch and pace, ~according to group size, ~formality of interaction and ~needs of the audience. | They plan, rehearse and deliver presentations,  ~select and sequence appropriate content and multimodal elements  ~for defined audiences and purposes, and  ~make appropriate choices for modality and emphasis, with frequent reference to their notes or script.  They participate in and contribute to discussions, and ~clarify and interrogate ideas, ~develop and support arguments,  ~share and evaluate information, experiences and opinions  ~present opinion appropriately.  They use interaction skills, varying conventions of voice volume, tone, pitch and pace, ~according to group size, ~formality of interaction and ~needs and expertise of the audience. | They plan, rehearse and deliver presentations,  ~select and sequence appropriate content and multimodal elements  ~for defined audiences and purposes, and  ~make appropriate choices for modality and emphasis, with control of content and delivery, and some reference to notes.  They regularly participate in and contribute to discussions, ~clarify and interrogate ideas, ~develop and support arguments,  ~share and evaluate information, experiences and opinions, and  ~invite other views.  They consistently demonstrate interaction skills, varying conventions of voice volume, tone, pitch and pace, ~according to group size, ~formality of interaction and ~needs and expertise of the audience. | They plan, rehearse and deliver presentations,  ~select and sequence content and multimodal elements  ~for defined audiences and purposes, and  ~make effective choices for modality and emphasis, with control of content and delivery, and minimal use of notes.  They frequently participate in, contribute to**,** and often initiate and maintain discussions,  ~clarify and interrogate ideas, ~develop and support arguments,  ~share and evaluate information, experiences and opinions,  ~invite other views, and  ~link to other references.  They consistently and effectively demonstrateinteraction skills, varying conventions of voice volume, tone, pitch and pace, ~according to group size, ~formality of interaction, ~needs and expertise of the audience, and with ~outstanding courtesy. |
| **Relevant part of the Achievement Standard** | * **They**[**demonstrate**](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Demonstrate)**understanding of grammar, make considered choices from an expanding vocabulary, use accurate spelling and punctuation for clarity and make and**[**explain**](http://v7-5.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain)**editorial choices.** | | | | |
| **Language:**   * Text structure & organisation   [*ACELA1520*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1520)  (cohesion)  *[ACELA1521](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1521)*  (commas)   * Expressing & developing ideas   *[ACELA1522](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1522)*  (complex sentences et al.)  *[ACELA1523](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1523)*  (verbs)  [*ACELA1525*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1525)  (vocabulary)   * Phonics & word knowledge   [*ACELA1526*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1526)  (spelling)  **Literature:**  **Literacy:**   * Creating texts   [*ACELY1715*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1715)  (reread & edit)  *[ACELY1716](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1716)*  (handwriting)  *[ACELY1717](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1717)*  (software & WP)  ***Writing and Creating*** | They are beginning to use cohesive links, including:  ~omitting or replacing words  ~pronoun reference  ~text connectives.  They are beginning to use commas to separate clauses.  They are beginning to use complex sentences in a variety of ways to elaborate, extend and explain ideas.  They are beginning to describe how ideas can be expanded and sharpened through careful choice of  verbs and adverb phrases.  They are beginning to use vocabulary, including evaluative language to express shades of meaning, feeling and opinion.  They are beginning to use their knowledge of the following to spell new words (e.g. technical words, words from other languages, difficult and challenging words) :   * banks of known words * word origins * base words * suffixes and prefixes * morphemes * spelling patterns * generalisations.   (spelling rules)  They are beginning to reread and edit own and others’ work, using agreed criteria.  They are beginning to use a range of software, includingrequired word processing programs, learning new functions for creating texts. | They are developing use of cohesive links, including  ~omitting or replacing words  ~pronoun reference  ~text connectives.  They are developing use of commas to separate clauses.  They are developing use of complex sentences to elaborate, extend and explain ideas  They describe how ideas can be expanded and sharpened through careful choice of verbs, tenses and adverb phrases.  They choose and use vocabulary, including evaluative language to express shades of meaning, feeling and opinion.  They are developing their knowledge of the following to spell new words (e.g. technical words, words from other languages, difficult and challenging words) :   * banks of known words * word origins * base words * suffixes and prefixes * morphemes * spelling patterns * generalisations.   They are developing skills to reread and edit own and others’ work, using agreed criteriaand attempting to explain editing choices.  They are developing use of a range of software, including required word processing programs, learning new functions for creating texts. | They use cohesive links:  ~omitting or replacing words  ~pronoun reference  ~text connectives.  ~logical sequencing.  They use commas to separate clauses some of the time.  They use two or three different types or varieties of complex sentences to elaborate, extend and explain ideas.  They explain how ideas can be expanded and sharpened through careful choice of verbs, some elaborated tenses, and adverb phrases.  They choose and use vocabulary, including evaluative language to express shades of meaning, feeling and opinion.  They use their knowledge of the following to spell new words (e.g. technical words, words from other languages, difficult and challenging words) :   * banks of known words * word origins * base words * suffixes and prefixes * morphemes * spelling patterns * generalisations.   They reread and edit own and others’ work, using agreed criteria and explaining their editing choices.  They use a range of software, including required word processing programs, learning new functions for creating texts. | They use and explain cohesive links correctly, including:  ~omitting or replacing words  ~pronoun reference  ~text connectives.  ~logical sequencing  ~ellipsis.  They use commas to separate clauses in most instances.    They demonstrate a variety of sentence types to elaborate, extend and explain ideas.  They explain and analyse ways in which ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses, and a range of adverb groups/ phrases.  They choose and use a wide range of vocabulary wisely, including evaluative language to express shades of meaning, feeling and opinion.  They demonstrate their growing knowledge of the following to attempt to spell new words correctly  (e.g. technical words, words from other languages, difficult and challenging words) :   * banks of known words * word origins * base words * suffixes and prefixes * morphemes * spelling patterns * generalisations.   They reread and edit own and others’ work, using agreed criteria, and explaining editing choices with constructive feedback.  They use a range of software effectively, including required word processing programs, learning new functions for creating texts. | They use and explain cohesive links correctly and effectively:  ~omitting or replacing words  ~pronoun reference  ~text connectives.  ~logical sequencing.  ~ellipsis  ~metonymy.    They correctly use commas to separate clauses in all instances.  They demonstrate mastery in their useof complex sentences to elaborate, extend and explain ideas.  They analyse and categorise the ways in which ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses, and a range of adverb groups/ phrases.  They choose and use a wide range of vocabulary with control and effect, including evaluative language to express variations of meaning, feeling and opinion.  They demonstrate their knowledge of the following to consistently spell many new words correctly (e.g. technical words, words from other languages, difficult and challenging words) :   * banks of known words * word origins * base words * suffixes and prefixes * morphemes * spelling patterns * generalisations * foreign words and expressions   They reread and edit own and others’ work, using agreed criteria, explaining and evaluating their editing choices, with consistency, accuracy and constructive feedback.  They use a range of software confidently and effectively, including required word processing programs, learning new functions for creating texts. |