Australian CURRICULUM Review

ENGLISH

CONSULTATION CURRICULUM

Comparative information F–6

COMPARISON OF CURRENT AND REVISED CURRICULUM IN ENGLISH

Content descriptions: Foundation to Year 2

Strand: Language

Sub-strand: English as a language that varies and changes	Foundation *Students learn to:*	Year 1 *Students learn to:*	Year 2 *Students learn to:*
Original	understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426)	understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others (ACELA1443)	understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460)
Proposed	understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (AC9EFL01)	understand that people use different systems of communication to cater to different needs and purposes, and that people may use sign, augmentative and alternative communication systems to communicate with others (AC9E1L01)	understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (AC9E2L01)

Sub-strand: Language for interacting with others	Foundation *Students learn to:*	Year 1 *Students learn to:*	Year 2 *Students learn to:*
Original	explore how language is used differently at home and school depending on the relationships between people (ACELA1428)	understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1444) understand that there are different ways of	understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (ACELA1461)

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		asking for information, making offers and giving commands (ACELA1446)	
Proposed	explore how language is used differently at home and school depending on the relationships between people (AC9EFL02)	understand that language varies and is used in combination with other means of communication, for example facial expressions and gestures, to interact with others (AC9E1L02) understand that there are different ways of asking for information, making offers and giving commands (AC9E1L03)	understand that language varies when people take on different roles in social interactions and that interpersonal communication varies according to context (AC9E2L02)
Original	understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)	explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787)	identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462)
Proposed	understand that language can be used to express needs, likes and dislikes (AC9EFL03)	explore different ways of expressing emotions, including verbal and visual communication, body language, signing and facial expressions (AC9E1L04)	identify that language can be used for appreciating texts and the qualities of people and things (AC9E2L03)

Sub-strand: Text structure and organisation	Foundation *Students learn to:*	Year 1 *Students learn to:*	Year 2 *Students learn to:*
Original	understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430)	understand that the purposes texts serve shape their structure in predictable ways (ACELA1447)	understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)
Proposed	understand that texts can take many forms and have different purposes (AC9EFL04)	understand that imaginative, informative and persuasive texts have different purposes which shape their structure in predictable ways	understand that the purpose of imaginative, informative and persuasive texts is achieved through a range of identifiable text structures

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		(AC9E1L05)	and the language features used (AC9E2L04)
Original	understand that some language in written texts is unlike everyday spoken language (ACELA1431)	understand patterns of repetition and contrast in simple texts (ACELA1448)	understand how texts are made cohesive through language features, including word associations, synonyms, and antonyms (ACELA1464)
Proposed	understand that some language in written texts is unlike everyday spoken language (AC9EFL05)	understand patterns of repetition and contrast in texts (AC9E1L06)	understand how texts are made cohesive through language and grammatical features including word associations and personal and possessive pronouns (AC9E2L05)
Original	understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality (ACELA1433)	understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links (ACELA1450)	know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466)
Proposed	understand how conventions of print and screen are used to access texts (AC9EFL06)	understand how different types of print and screen texts are organised using features such as page numbers, tables of content, headings and titles, navigation buttons, links, images and icons (AC9E1L07)	understand how to use chapters, indexes, glossaries, menus, drop menus, links and live connections to navigate print and screen texts to access information (AC9E2L06)
Original	understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (ACELA1432)	recognise that different types of punctuation, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449)	recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465)
Proposed	*Moved to Language: Expressing and developing ideas*	*Moved to Language: Expressing and developing ideas*	*Moved to Language: Expressing and developing ideas*

Sub-strand: Language for expressing and developing ideas	Foundation *Students learn to:*	Year 1 *Students learn to:*	Year 2 *Students learn to:*
Original	recognise that sentences are key units for expressing ideas (ACELA1435)	identify the parts of a simple sentence that represent 'What is happening?', 'What state is being described?', 'Who or what is involved?' and the surrounding circumstances (ACELA1451)	understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (ACELA1467)
Proposed	understand that sentences are key units for expressing ideas (AC9EFL07)	understand and identify the parts of a simple sentence (AC9E1L08)	understand that connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (AC9E2L07)
Original	recognise that texts are made up of words and groups of words that make meaning (ACELA1434)	explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452)	understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/ phrases can be expanded using articles and adjectives (ACELA1468)
Proposed	understand that sentences are made up of groups of words that work together in particular ways to make meaning (AC9EFL08)	understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (AC9E1L09)	understand that there are different types of nouns and these may be expanded into noun groups using articles and adjectives, and different types of verbs that can be extended into verb groups (AC9E2L08)
Original	explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786)	compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)	Identify visual representations of characters, actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469)

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Proposed	explore the contribution of images and words to meaning in stories and informative texts (AC9EFL09)	understand that imaginative, informative and persuasive texts may use different types of images to contribute to meaning (AC9E1L10)	understand that images add to, contradict or multiply the meanings of a text (AC9E2L09)
Original	understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)	understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454)	understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470)
Proposed	understand that different vocabulary is used in different contexts, such as everyday conversation, imaginative play, areas of interest and learning areas (AC9EFL10)	understand that different vocabulary is appropriate in different contexts, including use of formal and informal terms of address (AC9E1L11)	understand the use of vocabulary about familiar and new topics; experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (AC9E2L10)
Original	*Original is in Language: Text structure and organisation*	*Original is in Language: Text structure and organisation*	*Original is in Language: Text structure and organisation*
Proposed	understand that punctuation is a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters and punctuation marks signal the beginning and end of sentences (AC9EFL11)	understand that written language uses different types of punctuation; understand that question marks and exclamation marks signal sentences that make statements, ask questions, express emotion or give commands; use capital letters for proper nouns (AC9E1L12)	recognise that capital letters signal proper nouns and commas are used to separate items in lists (AC9E2L11)

Sub-strand: Phonics and word knowledge	**Foundation** *Students learn to:*	**Year 1** *Students learn to:*	**Year 2** *Students learn to:*
Original	recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (ACELA1439) segment sentences into individual words and orally blend and segment onset and rime in single syllable spoken words, and isolate,	segment consonant blends or clusters into separate phonemes at the beginnings and ends of one syllable words (ACELA1822) manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new	orally manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution in combination with use of letters in reading and writing (ACELA1474)

	blend and manipulate phonemes in single syllable words (ACELA1819)	words (ACELA1457)	
Proposed	recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness) (AC9EFL12) segment sentences into individual words; orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness) (AC9EFL13	segment consonant blends or clusters into separate phonemes (sounds) at the beginnings and ends of words (phonological awareness) (AC9E1L13) orally manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness (AC9E1L14)	orally manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words (AC9E2L12)
Original	recognise and name all upper and lower case letters (graphemes) and know the most common sound that each letter represents (ACELA1440) write consonant-vowel-consonant (CVC) words by representing some sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words (ACELA1820)	use short vowels, common long vowels, consonant blends when writing, and blend these to read one-syllable words (ACELA1458) understand that a letter can represent more than one sound and that a syllable must contain a vowel sound (ACELA1459)	use most letter-sound matches including vowel digraphs, less common long vowel patterns, letter clusters and silent letters when reading and writing words of one or more syllable (ACELA1824) understand that a sound can be represented by various letter combinations (ACELA1825)
Proposed	recognise and name all upper- and lower-case letters (graphemes) and know the most common sound that each letter represents (AC9EFL14) write consonant–vowel–consonant (CVC) words by representing some sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words (AC9EFL15)	use short vowels, common long vowels, consonant blends and diagraphs to write words, and blend these to read one-syllable words (AC9E1L15) understand that a letter can represent more than one sound and that a syllable must contain a vowel sound (AC9E1L16)	use phoneme–grapheme (sound–letter) matches, including vowel digraphs, less common long vowel patterns, consonant clusters and silent letters when reading and writing words of one or more syllables, including compound words (AC9E2L13)

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Original	understand how to use knowledge of letters and sounds including onset and rime to spell words (ACELA1438) know how to read and write some high frequency words and other familiar words (ACELA1817) understand that words are units of meaning and can be made of more than one meaningful part (ACELA1818)	understand how to spell one and two syllable words with common letter patterns (ACELA1778) use visual memory to read and write high-frequency words (ACELA1821) recognise and know how to use simple grammatical morphemes to create word families (ACELA1455)	understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words (ACELA1471) use knowledge of letter patterns and morphemes to read and write high frequency words and words whose spelling is not predictable from their sounds (ACELA1823) build morphemic word families using knowledge of prefixes and suffixes (ACELA1472)
Proposed	understand how to use knowledge of letter and sounds to spell words (AC9EFL16) read and write some high frequency words and other familiar words (AC9EFL17) understand that words are units of meaning and can be made of more than one meaningful part (AC9EFL18)	understand how to spell one- and two-syllable words with common letter patterns (AC9E1L17) read and write high-frequency words (AC9E1L18) recognise and know how to use grammatical morphemes to create word families (AC9E1L19)	understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one- and two-syllable words (AC9E2L14) use knowledge of letter patterns and morphemes to read and write high frequency words and words whose spelling is not predictable from their sounds (AC9E2L15) build morphemic word families using knowledge of prefixes and suffixes (AC9E2L16)

Content descriptions: Foundation to Year 2

Strand: Literature

Sub-strand: Appreciating literature and contexts	Foundation *Students learn to:*	Year 1 *Students learn to:*	Year 2 *Students learn to:*
Original	recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)	discuss how authors create characters using language and images (ACELT1581)	discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)
Proposed	respond to stories and poems, sharing ideas about how texts may reflect experiences that are similar or different to their own, in texts created by First Nations Australian and non–First Nations Australian authors and illustrators and those from around the world (AC9EFLE01)	investigate how language and images are used to create characters, settings and events in texts created by First Nations Australian and non–First Nations Australian authors and illustrators, and those from around the world (AC9E1LE01)	investigate how depictions of characters in print, sound and images reflect the contexts in which they were created by First Nations Australian and non–First Nations Australian authors and illustrators, and those from around the world (AC9E2LE01)

Sub-strand: Engaging with and responding to literature	Foundation *Students learn to:*	Year 1 *Students learn to:*	Year 2 *Students learn to:*
Original	respond to texts, identifying favourite stories, authors and illustrators (ACELT1577) share feelings and thoughts about the events and characters in texts (ACELT1783)	discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582) express preferences for specific texts and authors and listen to the opinions of others (ACELT1583)	compare opinions about characters, events and settings in and between texts (ACELT1589) identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)
Proposed	respond to stories and share feelings and	discuss characters, settings and events in a	discuss and share personal responses to

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thoughts about their events and characters (AC9EFLE02)	range of literary texts and share responses by making connections with students' own experiences (AC9E1LE02)	characters, settings, events and language features in different literary texts (AC9E2LE02)

Sub-strand: Examining literature	Foundation *Students learn to:*	Year 1 *Students learn to:*	Year 2 *Students learn to:*
Original	identify some features of texts including events and characters and retell events from a text (ACELT1578) recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785)	discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584)	discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591)
Proposed	explore stories from a range of cultures and identify characters and characteristic features, including events, beginnings and endings (AC9EFLE03)	discuss the different ways characters, settings and events are represented in different types of literature, from a range of cultures and perspectives (AC9E1LE03)	discuss the characters and settings of literary texts from a range of cultures and perspectives and explore how language is used to present these text features (AC9E2LE03)
Original	replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579)	listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585)	identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)
Proposed	replicate and explore the rhythms and sound patterns of different types of literary texts such as poems, rhymes and songs (AC9EFLE04)	listen to, recite, perform and discuss different types of literary texts (poems, rhymes, songs, stories) identifying sound patterns including alliteration and rhyme (AC9E1LE04)	identify, discuss and reproduce rhythmic sound, repetition and patterns in different types of literary texts from a range of cultures (AC9E2LE04)

Sub-strand: Creating literature	Foundation *Students learn to:*	Year 1 *Students learn to:*	Year 2 *Students learn to:*
Original	retell familiar literary texts through performance, use of illustrations and images (ACELT1580)	recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELA1586)	create events and characters using different media that develop key events and characters from literary texts (ACELT1593)
	innovate on familiar texts through play (ACELT1831)	innovate on familiar texts by using similar characters, repetitive patterns or vocabulary (ACELA1832)	innovate on familiar texts by experimenting with character, setting or plot (ACELT1833)
Proposed	retell and innovate on familiar literary texts through play, performance, images or writing (AC9EFLE05)	retell or innovate on a familiar story using the ideas, language features, characters, vocabulary and/or structure of the familiar text, through role play, writing, drawing or digital applications (AC9E1LE05)	create or innovate on familiar literary texts by experimenting with characters and/or setting and events and language features through drawing, writing, performance and digital applications (AC9E2LE05)

Content descriptions: Foundation to Year 2
Strand: Literacy

Sub-strand: Texts in context	Foundation *Students learn to:*	Year 1 *Students learn to:*	Year 2 *Students learn to:*
Original	identify some familiar texts and the contexts in which they are used (ACELY1645)	respond to texts drawn from a range of cultures and experiences (ACELY1655)	discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)
Proposed	identify some familiar texts and the contexts in which they are used (AC9EFLY01)	discuss how similar ideas or information are presented in texts drawn from a range of contexts (AC9E1LY01)	discuss different texts on a similar topic, comparing similarities and differences in purpose and language choices (AC9E2LY01)

Sub-strand: Interacting with others	Foundation *Students learn to:*	Year 1 *Students learn to:*	Year 2 *Students learn to:*
Original	listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)	engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)	listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)
	use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784	use interaction skills including turn taking, recognizing the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788)	Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789)
Proposed	interact with peers and familiar adults in informal and structured classroom situations by listening while others speak and using skills including voice levels, articulation, body language and facial expression (AC9EFLY02)	use interaction skills including turn-taking, speaking clearly, listening to and responding to the contributions of others, and contributing ideas and questions (AC9E1LY02)	use interaction skills when engaging with topics, listening to others and extending own ideas, expressing and responding to opinions, making statements, and receiving and giving instructions (AC9E2LY02)
Original	deliver short oral presentations to peers (ACELY1647)	make short presentations using some introduced text structures and language, for example opening statements (ACELY1657)	rehearse and deliver short presentations on familiar and new topics (ACELY1667)
Proposed	*Moved to Literacy: Creating texts*	*Moved to Literacy: Creating texts*	*Moved to Literacy: Creating texts*

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Sub-strand: Analysing, interpreting and evaluating texts	Foundation *Students learn to:*	Year 1 *Students learn to:*	Year 2 *Students learn to:*
Original	identify some differences between imaginative and informative texts (ACELY1648)	describe some differences between imaginative informative and persuasive texts (ACELY1658)	identify the audience of imaginative, informative and persuasive texts (ACELY1668)
Proposed	identify some differences between imaginative and informative texts (AC9EFLY03)	describe some differences between imaginative, informative and persuasive texts (AC9E1LY03)	identify the purpose and audience of imaginative, informative and persuasive texts (AC9E2LY03)
Original	read decodable and predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649)	read decodable and predictable texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading (ACELY1659)	read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting (ACELY1669)
Proposed	read texts which may be decodable and/or predictable using developing phonic knowledge, practising phrasing and fluency, and monitoring meaning using concepts about print and emerging contextual, semantic, grammatical knowledge (AC9EFLY04)	read texts which may be decodable and/or predictable using developing phonic knowledge, using phrasing and fluency, and monitoring meaning using contextual, semantic and grammatical knowledge and emerging text processing strategies (AC9E1LY04)	read less predictable texts with phrasing and fluency using phonic, contextual, semantic and grammatical knowledge and text processing strategies, for example monitoring meaning, predicting, re-reading and self-correcting (AC9E2LY04)
Original	use comprehension strategies to understand and discuss texts listened to, viewed, or read independently (ACELY 1650)	use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660)	use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670)

Proposed	use comprehension strategies to understand and discuss texts listened to, viewed or read independently (AC9EFLY05)	use comprehension strategies when listening, viewing and reading to build literal and inferred meaning about key events, ideas and information in texts by drawing on growing knowledge of context, text structures and language features (AC9E1LY05)	use comprehension strategies when listening, viewing and reading to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features, and print and multimodal text structures (AC9E2LY05)

Sub-strand: Creating texts	Foundation *Students learn to:*	Year 1 *Students learn to:*	Year 2 *Students learn to:*
Original	create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)	create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661)	create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)
Proposed	create a range of short written and/or multimodal texts to record and to report ideas and events (AC9EFLY06)	create short imaginative, informative and persuasive written and/or multimodal texts to show emerging use of appropriate text structure, sentence level grammar, word choice, spelling and punctuation (AC9E1LY06)	create short imaginative, informative and persuasive texts, to use growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the purpose and audience (AC9E2LY06)
Original	*Original is in Literacy: Interpreting, analysing and evaluating*	*Original is in Literacy: Interpreting, analysing and evaluating*	*Original is in Literacy: Interpreting, analysing and evaluating*
Proposed	create and deliver short spoken texts to report ideas and events to peers, using appropriate voice levels and articulation (AC9EFLY07)	create and deliver short oral and/or multimodal presentations structuring ideas (opening statement, middle and concluding statement), using language features and appropriate volume and pace (AC9E1LY07)	create, rehearse and deliver short oral and/or multimodal presentations on familiar and new topics for a range of purposes, audiences and contexts, speaking clearly and varying tone, volume and pace appropriately (AC9E2LY07)

Original	participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (ACELY1652)	re-read student's own texts and discuss possible changes to improve meaning, spelling and punctuation (ACELY1662)	re-read and edit text for spelling, sentence boundary punctuation and text structure (ACELY1672)
Proposed	edit texts collaboratively for meaning, spelling, capital letters and full stops (AC9EFLY08)	re-read their own texts and discuss possible changes to improve meaning, spelling and punctuation (AC9E1LY08)	read and edit texts to improve meaning, text structure, spelling and punctuation (AC9E2LY08)
Original	produce some lower case and upper case letters using learned letter formations (ACELY1653)	write using unjoined lower case and upper case letters (ACELY1663)	write legibly and with growing fluency using unjoined upper case and lower case letters (ACELY1673)
Proposed	form most lower-case and upper-case letters using learned letter formations (AC9EFLY09)	write using unjoined lower-case and upper-case letters (AC9E1LY09)	write legibly and with growing fluency using unjoined upper-case and lower-case letters (AC9E2LY09)
Original	construct texts using software including word processing (ACELY1654)	construct texts that incorporate supporting images using software including word processing programs (ACELY1664)	construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1674)
Proposed	*Removed*	*Removed*	*Removed*

Achievement standard Foundation to Year 2

	Foundation	**Year 1**	**Year 2**
Original	Receptive modes (listening, reading and viewing) By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience. They read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters and decoding and self-monitoring strategies. They recognise the letters of the English alphabet, in upper and lower case and know and use the most common sounds represented by most letters. They read high-frequency words and blend sounds orally to read consonant-vowel-consonant words. They use appropriate interaction skills to listen and respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words. Productive modes (speaking, writing and creating) Students understand that their texts can	Receptive modes (listening, reading and viewing) By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify that texts serve different purposes and that this affects how they are organised. They describe characters, settings and events in different types of literature. Students read aloud, with developing fluency. They read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features and interaction skills. Productive modes (speaking, writing and creating) Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between	Receptive modes (listening, reading and viewing) By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters and events, or to communicate factual information. They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information. They monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context. They use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns. Productive modes (speaking, writing and creating) When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their

	reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events. In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, and orally blend and segment sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.	writing, speech and images. They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations on familiar topics. When writing, students provide details about ideas or events, and details about the participants in those events. They accurately spell high-frequency words and words with regular spelling patterns. They use capital letters and full stops and correctly form all upper- and lower-case letters.	preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text. Students create texts, drawing on their own experiences, their imagination and information they have learnt. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell words with regular spelling patterns and spell words with less common long vowel patterns. They use punctuation accurately, and write words and sentences legibly using unjoined upper- and lower-case letters.
Proposed	By the end of the Foundation year, students listen and respond to others, sharing thoughts, asking relevant questions and following instructions. They listen to familiar texts and recall events and key ideas. They use vocabulary, background knowledge and predicting and questioning strategies to understand content. They use words and phrases acquired from learning and texts. They listen for and identify rhyme, letter patterns and sounds (phonemes) in words and can orally segment one- and two-syllable words. They present short, spoken texts to express likes, dislikes and experiences, and to demonstrate learning. They read imaginative and informative texts	By the end of Year 1, students listen to texts and ask relevant questions to understand ideas in those texts. They participate in spoken interactions with peers and known adults, taking turns, sharing ideas and responding to the comments of others. They use vocabulary, background knowledge, and predicting and questioning strategies to make connections to personal experiences and learned content. They can manipulate speech sounds (phonemes) to generate words. They present short, spoken and multimodal texts on familiar topics to a known audience. They read texts that may be decodable and/or predictable with some unfamiliar vocabulary and some varied sentence patterns, with developing	By the end of Year 2, students participate in discussions about topics, sharing personal responses, initiating and responding to comments, asking for clarification or details and extending on others' ideas. They explain and discuss their responses to a range of texts they have heard or viewed. They identify and discuss the purpose of texts and compare texts on similar topics. They listen for and manipulate sound combinations and produce rhythmic sound patterns. They present organised spoken and multimodal texts that may be imaginative, informative or persuasive. They read less predictable texts with varied sentence structures, unfamiliar vocabulary and multimodal features. They read fluently,

that may be decodable and/or predictable, drawing on their developing knowledge of concepts of print, sounds and letters (phonemes and graphemes) and decoding and self-monitoring strategies. They name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters. They read high-frequency words and orally blend and segment regular one-syllable words with taught grapheme–phoneme correspondences. They understand that there are different types of texts that have particular features and they can identify features of familiar texts and describe some connections between print and visual elements in these texts. They make connections between texts and their personal experience when reading, viewing and comprehending.

They use writing and multimodal elements to create texts that retell events or information, state their thoughts and feelings or innovate on a text, using familiar vocabulary. Their writing shows evidence of letter and sound (grapheme and phoneme) knowledge, and (grammatical) knowledge of simple sentences, capital letters and full stops. They write using unjoined upper-case and lower-case letters.

fluency. When reading, they use knowledge of letter and sound relationships (grapheme and phoneme), taught high-frequency words and sentence boundary punctuation to make meaning. They understand key ideas and literal and inferred meaning in texts they read and view. They understand that imaginative, informative and persuasive texts communicate ideas and information using different text structures and language. They adjust reading and comprehension strategies when needed.

They write and create informative and persuasive texts and innovate on imaginative texts on familiar topics, using familiar vocabulary and multimodal elements. They use simple sentences, correct sentence boundary punctuation and capital letters for proper nouns. They spell high-frequency words and words with regular spelling patterns. They write words using unjoined upper-case and lower-case letters.

monitoring meaning and self-correcting, using knowledge of phonics, syntax, punctuation, semantics and context. They identify and understand inferred meaning, main ideas and supporting detail and can make connections between texts they read and view by comparing content.

They write and create using identifiable text structures and language features innovating on imaginative, informative and persuasive texts. They introduce and develop ideas by building on sentences and using simple and compound sentences, and punctuation. They use everyday and technical vocabulary appropriate to purpose. They accurately spell words with regular spelling patterns and words with silent letters and long vowel patterns. They write words using consistently legible unjoined upper-case and lower-case letters.

Content descriptions: Year 3 to Year 5

Strand: Language

Sub-strand: English as a language that varies and changes	Year 3 *Students learn to:*	Year 4 *Students learn to:*	Year 5 *Students learn to:*
Original	understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475)	understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (ACELA1487)	understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)
Proposed	understand that languages have different written visual and tactile communication systems, different oral traditions and different ways of constructing meaning (AC9E3L01)	understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (AC9E4L01)	understand that the pronunciations, spellings and meanings of words have histories and change over time (AC9E5L01)

Sub-strand: Language for interacting with others	Year 3 *Students learn to:*	Year 4 *Students learn to:*	Year 5 *Students learn to:*
Original	understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476)	understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488)	understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501)
Proposed	understand that cooperation with others depends on shared understanding of social	understand that respectful social interactions influence the way people engage with ideas and	understand that patterns of language interaction vary across social contexts and

	conventions, including turn-taking patterns, that vary according to the degree of formality in social situations (AC9E3L02)	respond to others (AC9E4L02)	types of texts, and that they help to signal social roles and relationships (AC9E5L02)
Original	examine how evaluative language can be varied to be more or less forceful (ACELA1477)	understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)	understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)
Proposed	understand how evaluative language including adjectives, adverbs and modal verbs can be varied to be more or less forceful (AC9E3L03)	understand the differences between the subjective language of opinion and feeling and the objective language of factual reporting (AC9E4L03)	understand how to move beyond making bare assertions by taking account of differing perspectives and authoritative sources (AC9E5L03)

Sub-strand: Text structure and organisation	Year 3 *Students learn to:*	Year 4 *Students learn to:*	Year 5 *Students learn to:*
Original	understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)	understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)	understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)
Proposed	understand how and why authors vary text structures and language features such as tense and types of sentences in imaginative, informative and persuasive texts depending on purpose and audience (AC9E3L04)	understand how texts vary in complexity and technicality depending on the approach to the topic, the author's choice of language and the purpose and audience (AC9E4L04)	understand how texts vary in structure, language features, purpose, degree of formality and mode (AC9E5L04)
Original	understand that paragraphs are a key organisational feature of written texts (ACELA1479)	understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491)	understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (ACELA1505)
Proposed	understand that paragraphs are a key organisational feature of written texts, grouping related information together, and	understand how texts can be made cohesive through the use of linking devices such as connectives (AC9E4L05)	understand how authors connect ideas, including using verb tenses to maintain or shift time across a text and using the starting point

	can be made cohesive through pronoun referencing (AC9E3L05)		of a sentence to give prominence to the message in the text, connect ideas and allow for prediction of how the text will unfold (AC9E5L05)
Original	identify the features of online texts that enhance navigation (ACELA1790)	identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793)	investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation (ACELA1797)
Proposed	understand how the language and structural features of print, screen and online texts enhance navigation (AC9E3L06)	understand how features of print, digital and online texts including navigation links, graphics and layout enhance readability (AC9E4L06)	investigate how the organisation of texts into chapters, headings, subheadings, home pages and subpages for online texts, according to chronology or topic, can be used to predict content and assist navigation (AC9E5L06)
Original	know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480)	recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492)	understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (ACELA1506)
Proposed	*Moved to Language: Expressing and developing ideas*	*Moved to Language: Expressing and developing ideas*	*Moved to Language: Expressing and developing ideas*

Sub-strand: Language for expressing and developing ideas	Year 3 *Students learn to:*	Year 4 *Students learn to:*	Year 5 *Students learn to:*
Original	understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (ACELA1481)	understand that the meaning of sentences can be enriched through the use of noun groups/ phrases and verb groups/phrases and prepositional phrases (ACELA1493) Investigate how quoted (direct) and reported	understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507)

		(indirect) speech work in different types of text (ACELA1494)	
Proposed	understand that a clause is a unit of grammar usually containing a subject and a verb that need to agree (AC9E3L07)	understand that clauses can be joined with conjunctions to create complex sentences showing relationships, for example of time, and cause and effect (AC9E4L07) investigate how quoted (direct) and reported (indirect) speech work in different types of text (AC9E4L08)	understand that the structure of a complex sentence includes a main clause and at least one subordinate clause, and how writers can use this structure for effect (AC9E5L07)
Original	understand that verbs represent different processes, for example; doing, thinking, saying, and relating and that these processes are anchored in time through tense (ACELA1482)	understand how adverb groups/ phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495)	understand how noun groups/phrases and adjective groups/ phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508)
Proposed	understand how verbs represent different processes, for doing, feeling, thinking, saying and relating, and that these processes are anchored in time through tense (AC9E3L08)	understand that the meaning of sentences is influenced by tense and can also be influenced by noun groups/phrases, verb groups, adverb groups/phrases and prepositional phrases (AC9E4L09)	understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea across a text (AC9E5L08)
Original	identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (ACELA1483)	explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1496)	explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations (ACELA1511)
Proposed	identify the effect on audiences of techniques, for example shot type, vertical camera angle and layout in picture books, advertisements and film segments (AC9E3L09)	explore the effect of framing and placing elements in an image and the salience of composition of still and moving images in a range of texts (AC9E4L10)	explain how the sequence of images in print, digital and film texts has an effect on meaning (AC9E5L09)
Original	learn extended and technical vocabulary and ways of expressing opinion including modal	Incorporate new vocabulary from a range of sources into students' own texts including	understand the use of vocabulary to express greater precision of meaning, and know that

	verbs and adverbs (ACELA1484)	vocabulary encountered in research (ACELA1498)	words can have different meanings in different contexts (ACELA1512)
Proposed	extend learning area–specific and technical vocabulary and doing, feeling, thinking, saying and relating verbs to express processes, and adverbs to qualify statements (AC9E3L10)	understand and use new vocabulary, drawn from a range of sources, including research (AC9E4L11)	understand how vocabulary is used to express greater precision of meaning, and know that words can have different meanings in different contexts (AC9E5L10)
Original	*Original is in Language: Text structure and organisation*	*Original is in Language: Text structure and organisation*	*Original is in Language: Text structure and organisation*
Proposed	understand that apostrophes are used to show singular possession and that apostrophes also signal missing letters and contractions, which are a feature of informal language (AC9E3L11)	understand the function of punctuation, including apostrophes in plural possessives, and quotation marks to signal dialogue, quoted (direct) speech and titles of some types of texts (AC9E4L12)	understand how to use commas to indicate phrases, and the grammatical category of possessives through apostrophes in noun groups where there is multiple possession (AC9E5L11)

Sub-strand: Phonics and word knowledge	Year 3 *Students learn to:*	Year 4 *Students learn to:*	Year 5 *Students learn to:*
Original	From Year 3 onwards, knowledge about phonological and phonemic awareness continues to be applied when making connections between the sounds (phonemes) in spoken words and the letters (graphemes) in written words	understand how to use phonic knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes (ACELA1828)	understand how to use phonic knowledge to read and write less familiar words that share common letter patterns but have different pronunciations (ACELA1829)
Proposed	continue to apply knowledge about phonological and phonemic awareness when making connections between the sounds (phonemes) in spoken words and the letters (graphemes) in written words (AC9E3L12)	understand how to use phonic knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes (AC9E4L13)	know how to use phonic knowledge and morphology to read and spell words that share common letter patterns but have different pronunciations (AC9E5L12)
Original	understand how to apply knowledge of letter-sound relationships, syllables, and blending	understand how to use knowledge of letter patterns including double letters, spelling	understand how to use knowledge of known words, base words, prefixes and suffixes, word

	and segmenting to fluently read and write multisyllabic words with more complex letter patterns (ACELA1826)	generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words (ACELA1779)	origins, letter patterns and spelling generalisations to spell new words (ACELA1513)
Proposed	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 (AC9E3L13) understand how to apply knowledge of common base words and prefixes and suffixes to read and comprehend new multimorphemic words (AC9E3L14)	understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes, and word origins, to spell more complex words (AC9E4L14)	understand how to use knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations to spell new words (AC9E5L13)
Original	understand how to use letter-sound relationships and less common letter patterns to spell words (ACELA1485) recognise and know how to write most high frequency words including some homophones (ACELA1486) know how to use common prefixes and suffixes, and generalisations for adding a suffix to a base word (ACELA1827)	read and write a large core of high frequency words including homophones and know how to use context to identify correct spelling (ACELA1780)	explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word (ACELA1514)
Proposed	understand how to use phoneme–grapheme (sound–letter) relationships and less common letter patterns to spell words (AC9E3L15) recognise and know how to write most high-frequency words including some homophones (AC9E3L16) know how to use common prefixes and suffixes, and generalisations for adding a suffix to a base word (AC9E3L17)	read and write high-frequency words including homophones and know how to use context to identify correct spelling (AC9E4L15)	explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word (AC9E5L14)

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Content descriptions: Year 3 to Year 5

Strand: Literature

Sub-strand: Appreciating literature and contexts	Year 3 *Students learn to:*	Year 4 *Students learn to:*	Year 5 *Students learn to:*
Original	discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594)	make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)	identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)
Proposed	discuss how characters, events and settings are portrayed in a range of cultural contexts in texts created by First Nations Australian and non–First Nations Australian authors and illustrators, and those from around the world (AC9E3LE01)	discuss the ways similar storylines, ideas and relationships are represented in literary texts by First Nations Australian and non–First Nations Australian authors, and authors from around the world (AC9E4LE01)	identify aspects of literary texts that convey details or information about particular historical, social and cultural contexts in texts and created by First Nations Australian and non–First Nations Australian authors, and authors from around the world (AC9E5LE01)

Sub-strand: Engaging with and responding to literature	Year 3 *Students learn to:*	Year 4 *Students learn to:*	Year 5 *Students learn to:*
Original	draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1569)	discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)	present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)
	develop criteria for establishing personal preferences for literature (ACELT1598)	use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604)	use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795)
Proposed	discuss connections between personal	use metalanguage to describe the effects of text	present perspectives on literary texts, using

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experiences, ideas and viewpoints in literary texts and share personal preferences (AC9E3LE02)	structures and language features in literary texts when responding and sharing opinions (AC9E4LE02)	literary terms to describe the effects of ideas, text structures and language features on particular audiences (AC9E5LE02)

Sub-strand: Examining literature	Year 3 *Students learn to:*	Year 4 *Students learn to:*	Year 5 *Students learn to:*
Original	discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (ACELT1599)	discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605)	recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)
Proposed	discuss how an author's use of language to portray characters and settings in texts shapes the events and influences the mood of the narrative (AC9E3LE03)	discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions (AC9E4LE03)	recognise that the point of view in a literary text frames events and relationships in the narrative and leads to different interpretations and responses from the reader (AC9E5LE03)
Original	discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose (ACELT1600)	understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns (ACELT1606)	understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)
Proposed	discuss the effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose (AC9E3LE04)	examine how authors use a range of language devices and deliberate word play in a range of literary texts, including poetry, to shape meaning (AC9E4LE04)	examine, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, poetry and songs (AC9E5LE04)

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Sub-strand: Creating literature	Year 3 Students learn to:	Year 4 Students learn to:	Year 5 Students learn to:
Original	create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601)	create literary texts that explore students' own experiences and imagining (ACELT1607)	create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612)
	create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)	create literary texts by developing storylines, characters and settings (ACELT1794)	create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)
Proposed	use and adapt language features, plot structures, images and ideas encountered in literary texts from a range of cultures to create imaginative texts (AC9E3LE05)	use, adapt or experiment with characters, settings, plot structures and ideas encountered in texts to create literary texts based on students' reading, imagining or experiences (AC9E4LE05)	use, adapt or experiment with characters, settings, plot structures and language features of selected authors, to create literary texts (AC9E5LE05)

Content descriptions: Year 3 to Year 5
Strand: Literacy

Sub-strand: Texts in context	Year 3 Students learn to:	Year 4 Students learn to:	Year 5 Students learn to:
Original	identify the point of view in a text and suggest alternative points of view (ACELY1675)	identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686)	show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698)
Proposed	identify the perspective in a text and suggest alternative points of view (AC9E3LY01)	compare language features, images, layout, content and vocabulary between contemporary	show how ideas and points of view in texts are conveyed by vocabulary, including idiomatic

		print, digital and online texts and older texts (AC9E4LY01)	expressions, objective and subjective language, and that these can change according to context (AC9E5LY01)

Sub-strand: Interacting with others	Year 3 *Students learn to:*	Year 4 *Students learn to:*	Year 5 *Students learn to:*
Original	listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)	interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)	clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699)
	use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792)	use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688)	use interaction skills, for example paraphrasing, questioning and interpreting nonverbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)
Proposed	use interaction skills, including listening and speaking skills, to contribute to conversations and discussions to share information and ideas, and negotiate by communicating in a clear and coherent manner (AC9E3LY02)	listen for key points and information and contribute to discussions, acknowledging another's perspective, linking their response to the topic and sharing and extending ideas, speaking in a clear coherent manner (AC9E4LY02)	use interaction skills including paraphrasing, questioning and interpreting non-verbal cues to clarify content and meaning, to connect ideas to own experiences, and to present and justify a perspective (AC9E5LY02)
Original	plan and deliver short presentations, providing some key details in logical sequence (ACELY1677)	plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689)	plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)
Proposed	*Moved to Literacy: Creating texts*	*Moved to Literacy: Creating texts*	*Moved to Literacy: Creating texts*

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Sub-strand: Analysing, interpreting and evaluating texts	Year 3 *Students learn to:*	Year 4 *Students learn to:*	Year 5 *Students learn to:*
Original	identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)	identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)	identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)
Proposed	identify the audience and purpose of imaginative, informative and persuasive texts through their use of vocabulary and language features (AC9E3LY03)	identify characteristic features used in imaginative, informative and persuasive texts and discuss how they achieve the purpose of the text (AC9E4LY03)	explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose and audience of the text (AC9E5LY03)
Original	read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting (ACELY1679)	read different types of texts by combining contextual , semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1691)	navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)
Proposed	read an increasing range of different types of texts by using phonic knowledge and combining contextual, semantic and grammatical knowledge, using text processing strategies, for example monitoring, predicting, confirming, re-reading, reading on and self-correcting (AC9E3LY04)	read different types of texts using phonic knowledge and combining contextual, semantic and grammatical knowledge, and monitor meaning by cross checking and reviewing (AC9E4LY04)	navigate and read texts for specific purposes, applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (AC9E5LY04)
Original	use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of	use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and	use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources

	context, text structures and language features (ACELY1680)	evaluating texts (ACELY1692)	(ACELY1703)
Proposed	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)	use comprehension strategies when listening, viewing and reading to build literal and inferred meaning, to expand content knowledge, to integrate and link ideas, and to understand texts (AC9E4LY05)	use comprehension strategies when listening, viewing and reading to integrate and link ideas from a variety of print and digital sources and to analyse and evaluate information (AC9E5LY05)

Sub-strand: Creating texts	Year 3 *Students learn to:*	Year 4 *Students learn to:*	Year 5 *Students learn to:*
Original	plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print,and multimodal elements appropriate to the audience and purpose (ACELY1682)	plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694)	plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)
Proposed	plan, create, draft and publish imaginative, informative and persuasive texts, demonstrating increasing control over text structures and language features, and selecting print and multimodal elements appropriate to the audience and purpose (AC9E3LY06)	plan, create, draft and publish imaginative, informative and persuasive texts, integrating learned content and supporting details, and demonstrating increasing control over text structures and language features, for a range of purposes and audiences (AC9E4LY06)	plan, create, draft and publish a range of print and/or multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (AC9E5LY06)
Original	*Original is in Literacy: Interpreting, analysing and evaluating*	*Original is in Literacy: Interpreting, analysing and evaluating*	*Original is in Literacy: Interpreting, analysing and evaluating*
Proposed	plan, create, rehearse and deliver short oral and/or multimodal presentations, providing key details in a logically organised way, for different purposes and audiences, using	plan, create, rehearse and deliver a range of structured and coherent oral and/or multimodal presentations for different audiences and purposes, with integrated learned content, and a	plan, create, rehearse and deliver presentations for defined purposes, including details, elaborations and/or multimodal elements, to expand ideas and engage the

	everyday and learned vocabulary, and vocal effects (AC9E3LY07)	range of vocal effects for clarity (AC9E4LY07)	audience using familiar and technical vocabulary and a range of vocal effects for clarity and coherence (AC9E5LY07)
Original	re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683)	re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695)	re-read and edit student's own and others' work using agreed criteria for text structures and language features (ACELY1705)
Proposed	re-read and edit their own texts and the texts of others for meaning, structure, grammar, spelling and punctuation (AC9E3LY08)	re-read and edit texts to strengthen meaning by adding, deleting or moving words or word groups to clarify content and structure (AC9E4LY08)	re-read and edit their own and others' work for precision using negotiated criteria for vocabulary, text structures and language features (AC9E5LY08)
Original	write using joined letters that are clearly formed and consistent in size (ACELY1684)	write using clearly formed joined letters, and develop increased fluency and automaticity (ACELY1696)	develop a handwriting style that is becoming legible, fluent and automatic (ACELY1706)
Proposed	write using joined letters that are clearly formed and consistent in size (AC9E3LY09)	write using clearly formed joined letters, and develop increased fluency and automaticity (AC9E4LY09)	develop a handwriting style that is legible, fluent and automatic (AC9E5LY09)
Original	use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685)	use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697)	use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707)
Proposed	*Removed*	*Removed*	*Removed*

Australian Curriculum: English – Comparative information F–6
Consultation curriculum

Achievement standard Year 3 to Year 5

	Year 3	Year 4	Year 5
Original	Receptive modes (listening, reading and viewing) By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information. They use phonics and word knowledge to fluently read more complex words. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others' views and respond appropriately using interaction skills. Productive modes (speaking, writing and creating) Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop, in some detail	Receptive modes (listening, reading and viewing) By the end of Year 4, students understand that texts have different text structures depending on purpose and context. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts. They fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words. They express preferences for particular types of texts, and respond to others' viewpoints. They listen for and share key points in discussions. Productive modes (speaking, writing and creating) Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate	Receptive modes (listening, reading and viewing) By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events. When reading, they encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content. Productive modes (speaking, writing and creating) Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources. Students create imaginative, informative and persuasive texts for different purposes and audiences. They make presentations which include multimodal elements for defined

	experiences, events, information, ideas and characters. Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately. They re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning. They write using joined letters that are accurately formed and consistent in size.	understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, re-reading and editing their work to improve meaning.	purposes. They contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar using a variety of sentence types. They select specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning.
Proposed	By the end of Year 3, students contribute to class and group discussions, taking turns and sharing ideas. They discuss how authors select language and text features to develop ideas. They use vocal effects to engage the listener and support their understanding. They listen for sound devices in texts and identify how these shape meaning. They use learned vocabulary and relevant ideas and details in structured spoken and multimodal texts that may be imaginative, informative or persuasive. They fluently read texts that contain varied	By the end of Year 4, students can listen for key ideas, facts, opinions and feelings. They discuss how authors of a range of texts select language features to express ideas and engage audiences. They use vocal effects to deliver oral and/or multimodal presentations that may be imaginative, informative or persuasive and are appropriately structured for different purposes and audiences. They fluently read a range of texts that include varied sentence structures and unfamiliar vocabulary, including multisyllabic and multimorphemic words. They determine main	By the end of Year 5, students participate in discussions to build on their own and others' ideas, asking specific questions and elaborating on the comments of others. They comment on key ideas and draw conclusions about language and structural features of spoken texts. They create spoken texts that may be imaginative, informative or persuasive, use vocal effects, and select and structure ideas, evidence, language and multimodal features for purpose and audience. They read a range of texts accurately and fluently, using monitoring and self-correcting

sentence structures, subject-specific and/or technical vocabulary and multimodal features. They use phonics, morphemic knowledge and word knowledge to read less common, multisyllabic words. They explain literal and inferred meaning, connecting and comparing ideas within and across texts they read and view. They create written and/or multimodal imaginative, informative and persuasive texts with control of text structures. They introduce and develop ideas by building on sentences and using sentence structures and punctuation in paragraphs. They use language features, and learning area–specific and/or technical vocabulary. They use knowledge of letter–sound relationships, including consonant and vowel clusters and high-frequency words, to spell words accurately. They edit their writing. They write texts using letters that are accurately formed and consistent in size.	and supporting ideas in texts they have read or viewed and identify evidence and reasons, and how these are organised to influence an audience. They compare how similar ideas, information, characters and events are represented in different texts. They explain inferences, using references to the text, and to make predictions. They create imaginative, informative and persuasive written and multimodal texts using paragraphs that develop, link and elaborate on ideas. They use language features including vocabulary, sentence structures and punctuation. They create texts that show understanding of how images and detail can be used to extend key ideas. They correctly spell a range of words with irregular spelling patterns. They edit their writing.	strategies. They compare within and between texts they have read or viewed, and explain how authors use features such as organisation of ideas, explanations, accounts of an event, characters and settings. They understand how language features and multimodal features contribute to the meaning of a text. They explain how texts reflect the social, historical or cultural context in which they were created. They analyse and explain literal and inferred meaning. They innovate on texts to create imaginative, informative and persuasive written and/or multimodal texts. They use paragraphs and build sentences using a variety of grammatical forms and appropriate tenses to introduce, link, develop and organise ideas for a purpose and audience. They use technical and/or expressive vocabulary. They spell accurately and edit their texts.

Content descriptions: Year 6

Strand: Language

Sub-strand: English as a language that varies and changes	Year 6 *Students learn to:*
Original	understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (ACELA1515)
Proposed	understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (AC9E6L01)

Sub-strand: Language for interacting with others	Year 6 *Students learn to:*
Original	understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516)
Proposed	understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (AC9E6L02)
Original	understand the uses of objective and subjective language and bias (ACELA1517)
Proposed	understand the uses of objective and subjective language and recognise bias (AC9E6L03)

Sub-strand: Text structure and organisation	Year 6 *Students learn to:*
Original	understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)
Proposed	understand how authors innovate on text structures and play with language features to achieve aesthetic, humorous and persuasive purposes and effects (AC9E6L04)
Original	understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520)

Proposed	understand that cohesive links can be made in texts through lexical cohesion such as ellipsis and word associations such as synonyms, antonyms, and patterns (AC9E6L05)
Original	understand the use of commas to separate clauses (ACELA1521)
Proposed	*Moved to Language: Expressing and developing ideas*

Sub-strand: Language for expressing and developing ideas	Year 6 *Students learn to:*
Original	investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522)
Proposed	investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (AC9E6L06)
Original	understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/ phrases (ACELA1523)
Proposed	understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/ phrases (AC9E6L07)
Original	identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)
Proposed	identify and explain how images, figures, tables, diagrams, maps and graphs contribute to understanding of information in a range of texts (AC9E6L08)
Original	investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)
Proposed	investigate how vocabulary choices, including evaluative language, can express shades of meaning, feeling and opinion (AC9E6L09)
Original	*Original is in Language: Text structure and organisation*
Proposed	understand how to use the comma for lists, to separate a dependent clause from an independent clause, and in dialogue (AC9E6L10)

Sub-strand: **Phonics and word knowledge**	**Year 6** *Students learn to:*
Original	understand how to use phonic knowledge and accumulated understandings about blending, letter-sound relationships, common and uncommon letter patterns and phonic generalisations to read and write increasingly complex words (ACELA1830)
Proposed	understand how to use phonic knowledge and accumulated understandings about blending, phoneme–grapheme (sound–letter) relationships, common and uncommon letter patterns, and phonic generalisations to read and write increasingly complex words (AC9E6L11)
Original	understand how to 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 (ACELA1526)
Proposed	understand how to 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 (AC9E6L12)

Content descriptions: Year 6

Strand: Literature

Sub-strand: **Appreciating literature and contexts**	**Year 6** *Students learn to:*
Original	make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)
Proposed	discuss different responses readers have to characters and events represented in literary texts drawn from a range of historical, social and cultural contexts and created by First Nations Australian and non–First Nations Australian authors, and authors from around the world (AC9E6LE01)

Sub-strand: **Engaging with and responding to literature**	**Year 6** *Students learn to:*
Original	analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)
	identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)

Proposed	compare similarities and differences in texts on similar topics, plots or themes and identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal responses (AC9E6LE02)

Sub-strand: **Examining literature**	**Year 6** *Students learn to:*
Original	identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT1616)
Proposed	compare similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (AC9E6LE03)
Original	identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617)
Proposed	examine the relationship between words, sounds, imagery and language patterns in poetry such as ballads and free verse (AC9E6LE04)

Sub-strand: **Creating literature**	**Year 6** *Students learn to:*
Original	create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)
	experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)
Proposed	create literary texts, for different audiences and purposes, that innovate on or experiment with written and visual language features, plot structure and ideas from texts students have experienced (AC9E6LE05)

Content descriptions: Year 6
Strand: Literacy

Sub-strand: **Texts in context**	**Year 6** *Students learn to:*
Original	compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)
Proposed	compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (AC9E6LY01)

Sub-strand: Interacting with others	Year 6
	Students learn to:
Original	participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)
	use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)
Proposed	use interaction skills and awareness of formality and audience when paraphrasing, questioning and interrogating ideas, developing arguments, participating in discussions, and sharing and evaluating information, experiences and opinions (AC9E6LY02)
Original	plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710)
Proposed	*Moved to Literacy: Creating texts*

Sub-strand: Analysing, interpreting and evaluating texts	Year 6
	Students learn to:
Original	analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)
Proposed	analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences (AC9E6LY03)
Original	select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELT1712)
Proposed	navigate, read and view texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings, colour and composition (AC9E6LY04)
Original	use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)
Proposed	use comprehension strategies when listening, viewing and reading to analyse and interpret information and ideas, comparing content from a variety of sources including media and digital texts (AC9E6LY05)
Original	analyse strategies authors use to influence readers (ACELY1801)
Proposed	*Removed*

Sub-strand: Creating texts	Year 6 Students learn to:
Original	plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)
Proposed	plan, create, draft and publish a range of texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (AC9E6LY06)
Original	*Original is in Literacy: Interpreting, analysing and evaluating*
Proposed	plan, create, rehearse and deliver presentations, choosing and experimenting with text structures, language features, sound, image and digital resources appropriate to purpose and audience, using voice, volume, tone, pitch and pace according to group size and formality of interaction (AC9E6LY07)
Original	re-read and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1715)
Proposed	re-read and edit their own and others' work using negotiated criteria for vocabulary, text structures and language features and explaining editing choices as required (AC9E6LY08)
Original	develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose (ACELY1716)
Proposed	begin to consolidate a handwriting style that is legible, fluent and automatic (AC9E6LY09)
Original	use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717)
Proposed	*Removed*

Australian Curriculum: English – Comparative information F–6
Consultation curriculum

	Year 6
Original	Receptive modes (listening, reading and viewing) By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. Students compare and analyse information in different and complex texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others' ideas. Productive modes (speaking, writing and creating) Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used. Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. They use accurate spelling and punctuation for clarity and make and explain editorial choices based on criteria.
Proposed	By the end of Year 6, students pose questions and make comments that extend the ideas or issues being discussed. They interpret information and ideas from spoken texts and make judgements about information and arguments. They create a range of spoken texts, selecting vocal features and multimodal features for purpose and audience, adapting text structures and language features, and using evidence to develop ideas. They read and view a wide range of texts and analyse information and ideas, comparing content from a variety of sources. They describe an author's style and identify language and text features that contribute to the style. They explain how texts from different social, historical and cultural contexts represent ideas. They identify authors' written and/or visual choices to influence audience responses to texts. They use specific details from texts to inform their own responses. They innovate on texts to create a range of written and multimodal texts, selecting relevant content. They control language features including vocabulary, sentence structure and punctuation to develop ideas and information for purpose and audience. They use cohesive devices and structural features such as paragraphs to demonstrate the relationship between ideas. They spell accurately and make editorial choices.