

(no-code)

explore language used to relationships in formal and informal situations

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Elaborations

- recognising that language is adjusted in different ; for example, in degree of formality when moving between group discussions and presenting a group report
- understanding how age, expertise and familiarity influence the ways in which people interact and how these codes and vary across cultures
- recognising the importance of using inclusive language
- exploring cultural respects for First Nations Australian Elders, and greeting between First Nations Australians

Students learn to:

explore language used to develop relationships in formal and informal situations

(AC9E4LA01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Speaking and listening

- Interacting

Social management

- Communication

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Develop empathy

Culture

- First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9E4LA01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- listens actively to stay on topic in a small group discussion
- takes an active role in small group and whole-class discussion by volunteering ideas and opinions
- asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
- takes turns in interactions
- interacts using appropriate language in pairs or a small group to complete tasks
- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)

- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")
- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9E4LA01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9E4LA01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9E4LA01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9E4LA01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9E4LA01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Develop empathy

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop empathy

Content description

AC9E4LA01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- describe their own feelings and responses, and those of others, when discussing familiar intercultural experiences
- describe how listening to, and understanding others, supports respectful intercultural experiences and interactions
- examine how showing empathy during intercultural experiences supports relationship-building and sustains respectful interactions

AC9E4LA02

identify the of opinion and feeling, and the of factual reporting

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Elaborations

- identifying ways thinking are used to express opinions; for example, “I think”, “I believe”, and ways summary are used to report findings; for example, “we concluded”
- comparing statements that have similar information presented objectively and subjectively; for example, “The man has 6 cats.” “The man has too many noisy cats.”

Students learn to:

identify the subjective language of opinion and feeling, and the objective language of reporting

(AC9E4LA02)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Reading and viewing

- Understanding texts

Speaking and listening

- Listening

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

- reads and views simple texts independently (see Text complexity)
- locates directly stated information
- recounts or describes sequenced ideas or information
- identifies a clearly evident main idea in a simple text
- listens to texts to engage with learning area content (e.g. a text about family histories)
- reads and views the content of texts and describes new or learnt information
- expresses an opinion or preference for a topic or text with a supporting reason
- draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)
- identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

Processes

- uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)
- reads high-frequency words in continuous text
- reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)
- pauses when meaning breaks down and attempts to self-correct
- uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)
- selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

Vocabulary

- identifies key words and the meaning they carry (e.g. nouns, verbs)
- makes plausible interpretations of the meaning of unfamiliar words
- understands simple qualifying or emotive words
- uses context to understand homonyms

Comprehension

- reads and views simple texts and some elementary texts (see Text complexity)
- scans texts to locate specific information in an elementary print text
- recounts or describes the most relevant details from a text
- tracks ideas or information throughout the text
- identifies main idea by synthesising information across a simple text
- identifies the arguments in an elementary text
- identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
- explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
- makes connections between texts (e.g. compares 2 versions of a well-known story)
- integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
- predicts the content and purpose of a text based on a range of text features

Processes

- uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
- recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
- identifies parts of text used to answer literal and inferential questions
- uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
- uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival)

groups) (see Fluency and Grammar)

- identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

- uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
- interprets language devices (e.g. exaggeration or repetition)
- interprets simple imagery (e.g. simile, onomatopoeia)
- uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
- identifies words that state opinions (e.g. "I think")
- understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

Comprehension

- reads and views elementary texts (see Text complexity)
- locates information or details embedded in the text
- identifies the main idea in an elementary text
- identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
- draws inferences and identifies supporting evidence in the text
- monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
- recognises that texts can present different points of view
- distinguishes between fact and opinion in texts
- compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

Processes

- integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
- identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
- uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
- navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

Vocabulary

- interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
- interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
- describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
- recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
- draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
- recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9E4LA02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- responds to elementary texts (see Text complexity)
- listens purposefully to texts to identify specific learning area content
- recalls specific information from a learning area text
- attends to sequence when recounting ideas
- infers meaning that may be less obvious (e.g. infers beach context from hearing background sounds of seagulls and surf)

- describes tone and intonation of spoken text (e.g. "she spoke with an angry tone")
- retells a familiar story with some possible minor adaptations
- selects appropriate listening strategies (e.g. asking questions to elicit extra information, rephrasing others' contributions to check own comprehension)
- listens for cohesive vocabulary to support comprehension (e.g. listens for temporal connectives such as "first", "then", "finally" and conjunctions such as "also" to identify next section in text)
- responds to moderately complex texts (see Text complexity)
- responds to texts with unfamiliar content
- identifies main ideas of a spoken text using supporting details
- identifies purpose and intended audience of a spoken text
- infers layered meaning from texts (e.g. musical overlay that creates mood)
- asks relevant questions to extend understanding
- describes language and audio features of the text
- responds to complex texts (see Text complexity)
- identifies and analyses how spoken language is used for different effects
- explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas
- selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)
- explains how vocabulary is used for impact on the target audience

AC9E4LA03

identify how across the curriculum have different and are typically organised into characteristic depending on

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Elaborations

- identifying the typical and of such as , factual recounts, imaginative recounts, biographies, information reports, explanations, book talks, poetry and arguments for a particular
- understanding how and why is important in such as sequential and causal explanations, and comparative and part-whole information reports
- recognising that poems have different that influence the organisation into characteristic ; for example, poems that tell stories, poems that describe and poems that reflect on aspects of life
- recognising the difference between a 's form such as a poster, email or list and its organisation into depending on its social

Students learn to:

identify how texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes

(AC9E4LA03)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Reading and viewing

- Understanding texts

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Resources

Work Samples

WS01 - The spacey elephant

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9E4LA03

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this

content.

Comprehension

- reads and views simple texts independently (see Text complexity)
- locates directly stated information
- recounts or describes sequenced ideas or information
- identifies a clearly evident main idea in a simple text
- listens to texts to engage with learning area content (e.g. a text about family histories)
- reads and views the content of texts and describes new or learnt information
- expresses an opinion or preference for a topic or text with a supporting reason
- draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)
- identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

Processes

- uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)
- reads high-frequency words in continuous text
- reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)
- pauses when meaning breaks down and attempts to self-correct
- uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)
- selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

Vocabulary

- identifies key words and the meaning they carry (e.g. nouns, verbs)
- makes plausible interpretations of the meaning of unfamiliar words
- understands simple qualifying or emotive words
- uses context to understand homonyms

Comprehension

- reads and views simple texts and some elementary texts (see Text complexity)
- scans texts to locate specific information in an elementary print text
- recounts or describes the most relevant details from a text
- tracks ideas or information throughout the text
- identifies main idea by synthesising information across a simple text
- identifies the arguments in an elementary text
- identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
- explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
- makes connections between texts (e.g. compares 2 versions of a well-known story)
- integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
- predicts the content and purpose of a text based on a range of text features

Processes

- uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
- recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
- identifies parts of text used to answer literal and inferential questions
- uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
- uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
- identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

- uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
- interprets language devices (e.g. exaggeration or repetition)
- interprets simple imagery (e.g. simile, onomatopoeia)
- uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
- identifies words that state opinions (e.g. "I think")
- understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

Comprehension

- reads and views elementary texts (see Text complexity)
- locates information or details embedded in the text
- identifies the main idea in an elementary text
- identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
- draws inferences and identifies supporting evidence in the text
- monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
- recognises that texts can present different points of view
- distinguishes between fact and opinion in texts
- compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

Processes

- integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
- identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
- uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
- navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

Vocabulary

- interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
- interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
- describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
- recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
- draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
- recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

Resource – WS01 - The spacey elephant

By the end of Year 4, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts. They use text structures to organise and link ideas. They use language features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice.

They read, view and comprehend texts created to inform, influence and/or engage audiences. They describe how ideas are developed including through characters and events, and how texts reflect contexts. They describe the characteristic features of different text structures. They describe how language features including literary devices, and visual features shape meaning. They read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge.

They create written and/or multimodal texts including stories for purposes and audiences, where they

develop ideas using details from learnt topics, topics of interest or texts. They use paragraphs to organise and link ideas. They use language features including complex sentences, topic-specific vocabulary and literary devices, and/or visual features. They write texts using clearly formed letters with developing fluency. They spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge.

AC9E4LA03

identify how texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes

AC9E4LA04

identify how text connectives including temporal and conditional words, and topic word associations are used to sequence and connect ideas

AC9E4LA06

understand that complex sentences contain one independent clause and at least one dependent clause typically joined by a subordinating conjunction to create relationships, such as time and causality

AC9E4LA07

investigate how quoted (direct) and reported (indirect) speech are used

AC9E4LA08

understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity

AC9E4LA09

understand past, present and future tenses and their impact on meaning in a sentence

AC9E4LA10

explore the effect of choices when framing an image, placement of elements in the image and salience on composition of still and moving images in texts

AC9E4LA11

expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources

AC9E4LA12

understand that punctuation signals dialogue through quotation marks and that dialogue follows conventions for the use of capital letters, commas and boundary punctuation

AC9E4LE05

create and edit literary texts by developing storylines, characters and settings

AC9E4LY06

plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation

AC9E4LY09

understand how to use and apply phonological and morphological knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes

AC9E4LY10

understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, common prefixes and suffixes, and word origins, to spell more complex words

AC9E4LY11

read and write high-frequency words including homophones and know how to use context to identify correct spelling

AC9E4LA04

identify how including temporal and conditional words, and topic word associations are used to

sequence and connect ideas

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Elaborations

- recognising how construct that are cohesive and coherent using that link to something previously mentioned and determiners; for example, “this”, “that”, “these” and “those”, to identify things
- recognising how use to links between ; for example, “however”, “therefore”, “nevertheless” and “in addition”
- recognising how link sections of a , providing sequences through time; for example, “firstly”, “then”, “next” and “finally”

Students learn to:

identify how text connectives including temporal and conditional words, and topic v are used to sequence and connect ideas

(AC9E4LA04)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Reading and viewing

- Understanding texts

Writing

- Grammar

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Resources

Work Samples

WS01 - The spacey elephant

WS02 - Adventure narrative

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9E4LA04

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

- reads and views simple texts independently (see Text complexity)
- locates directly stated information
- recounts or describes sequenced ideas or information
- identifies a clearly evident main idea in a simple text
- listens to texts to engage with learning area content (e.g. a text about family histories)
- reads and views the content of texts and describes new or learnt information
- expresses an opinion or preference for a topic or text with a supporting reason
- draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character’s job)
- identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

Processes

- uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)
- reads high-frequency words in continuous text
- reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)
- pauses when meaning breaks down and attempts to self-correct

- uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)
- selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

Vocabulary

- identifies key words and the meaning they carry (e.g. nouns, verbs)
- makes plausible interpretations of the meaning of unfamiliar words
- understands simple qualifying or emotive words
- uses context to understand homonyms

Comprehension

- reads and views simple texts and some elementary texts (see Text complexity)
- scans texts to locate specific information in an elementary print text
- recounts or describes the most relevant details from a text
- tracks ideas or information throughout the text
- identifies main idea by synthesising information across a simple text
- identifies the arguments in an elementary text
- identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
- explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
- makes connections between texts (e.g. compares 2 versions of a well-known story)
- integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
- predicts the content and purpose of a text based on a range of text features

Processes

- uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
- recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
- identifies parts of text used to answer literal and inferential questions
- uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
- uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
- identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

- uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
- interprets language devices (e.g. exaggeration or repetition)
- interprets simple imagery (e.g. simile, onomatopoeia)
- uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
- identifies words that state opinions (e.g. "I think")
- understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

Comprehension

- reads and views elementary texts (see Text complexity)
- locates information or details embedded in the text
- identifies the main idea in an elementary text
- identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
- draws inferences and identifies supporting evidence in the text
- monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
- recognises that texts can present different points of view
- distinguishes between fact and opinion in texts
- compares and contrasts texts on the same topic to identify how authors represent the same ideas

differently

Processes

- integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
- identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
- uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
- navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

Vocabulary

- interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
- interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
- describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
- recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
- draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
- recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9E4LA04

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Grammatical accuracy

- uses articles a, an and the with varying accuracy (e.g. "a dog", "a apple")
- writes comprehensible sentences that contain some misuse of prepositions (e.g. "mine is different than/then yours"), pronouns (e.g. "me and him went swimming") and adverbs (e.g. "we walked quick")

Group and word level

- uses pronouns to represent participants (e.g. "she", "we", "them")
- uses a small range of adjectives to build description in basic noun groups (e.g. "the little dog")
- uses common and proper nouns
- uses single verbs or simple verb groups with subject-verb agreement (e.g. "they are playing")
- uses predominantly simple present, continuous and past tense to represent processes (e.g. "I play", "I am playing", "I played")

Sentence level

- writes coherent simple sentences to express an idea or event

Whole text level

- sequences sentences to reflect a logical flow of ideas
- uses common cohesive devices such as simple pronoun reference when the referent is close to the pronoun (e.g. "I have a bird. It can talk.")
- uses basic text connectives repetitively (e.g. "and", "then")

Grammatical accuracy

- writes comprehensible sentences that may contain inaccuracies such as misuse of prepositions (e.g. "they should of waited") and past tense irregular verbs (e.g. "he goed to the shop")

Group and word level

- uses simple adverbials to give details such as time, place and manner (e.g. "in the afternoon", "nearby", "quickly")
- uses simple present, past and future tenses accurately to represent processes
- uses adjectives in noun groups/phrases to build more accurate descriptions of participants (e.g. "the spotted dog")
- uses a broader range of prepositions to indicate direction or position (e.g. "across", "towards",

"through")

- uses articles accurately (e.g. "a", "an", "the")

Sentence level

- writes simple sentences correctly
- writes compound sentences to make connections between ideas using coordinating conjunctions (e.g. "and", "but", "so")

Whole text level

- writes a few sentences about a related idea
- groups related ideas into paragraphs

Grammatical accuracy

- writes generally accurate simple, compound and complex sentences with few run-on sentences and dangling clauses (e.g. "Because he was afraid.")

Group and word level

- uses a wide range of verbs and verb groups (e.g. uses thinking, feeling and perceiving verbs to represent inner processes; uses saying verbs to represent interaction)
- employs a range of tenses to represent processes
- maintains subject-verb agreement in simple and compound sentences
- uses adjectives in noun groups/phrases to include details of participants, give opinion and classify (e.g. "that naughty, little cattle dog")
- uses adverbials to present more surrounding details for time, place, manner and reason

Sentence level

- writes simple and compound sentences correctly including a range of sentence types (e.g. command, question, exclamation)
- writes complex sentences using conjunctions (e.g. "when", "because")

Whole text level

- uses cohesive devices (e.g. word groups – repetition, synonyms and antonyms; signposting devices – headings and subheadings; text connectives – "however", "on the other hand", "therefore")
- uses determiners to support cohesion (e.g. "this hat", "those apples")
- uses well-structured paragraphs with topic sentences

Resource – WS02 - Adventure narrative

By the end of Year 4, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts. They use text structures to organise and link ideas. They use language features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice.

They read, view and comprehend texts created to inform, influence and/or engage audiences. They describe how ideas are developed including through characters and events, and how texts reflect contexts. They describe the characteristic features of different text structures. They describe how language features including literary devices, and visual features shape meaning. They read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge.

They create written and/or multimodal texts including stories for purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts. They use paragraphs to organise and link ideas. They use language features including complex sentences, topic-specific vocabulary and literary devices, and/or visual features. They write texts using clearly formed letters with developing fluency. They spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge.

AC9E4LA04

identify how text connectives including temporal and conditional words, and topic word associations are used to sequence and connect ideas

AC9E4LA06

understand that complex sentences contain one independent clause and at least one dependent clause typically joined by a subordinating conjunction to create relationships, such as time and causality

AC9E4LA08

understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity

AC9E4LA09

understand past, present and future tenses and their impact on meaning in a sentence

AC9E4LA11

expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources

AC9E4LE05

create and edit literary texts by developing storylines, characters and settings

AC9E4LY06

plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation

AC9E4LY08

write words using clearly formed joined letters, with developing fluency and automaticity

AC9E4LY09

understand how to use and apply phonological and morphological knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes

AC9E4LY10

understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, common prefixes and suffixes, and word origins, to spell more complex words

AC9E4LY11

read and write high-frequency words including homophones and know how to use context to identify correct spelling

AC9E4LA05

identify navigation features of online that enhance readability including headlines, drop-down menus, links, graphics and

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Elaborations

- investigating the features used for such as headings and subheadings in print , home pages and subpages in , and how these help the reader select for a
- comparing the features of on similar topics online

Students learn to:

identify text navigation features of online texts that enhance readability including headlines, drop-down menus, links, graphics and layout

(AC9E4LA05)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Reading and viewing

- Understanding texts

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9E4LA05

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

- reads and views simple texts independently (see Text complexity)
- locates directly stated information
- recounts or describes sequenced ideas or information
- identifies a clearly evident main idea in a simple text
- listens to texts to engage with learning area content (e.g. a text about family histories)
- reads and views the content of texts and describes new or learnt information
- expresses an opinion or preference for a topic or text with a supporting reason
- draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)
- identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

Processes

- uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)
- reads high-frequency words in continuous text
- reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)
- pauses when meaning breaks down and attempts to self-correct
- uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)
- selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

Vocabulary

- identifies key words and the meaning they carry (e.g. nouns, verbs)
- makes plausible interpretations of the meaning of unfamiliar words
- understands simple qualifying or emotive words
- uses context to understand homonyms

Comprehension

- reads and views simple texts and some elementary texts (see Text complexity)
- scans texts to locate specific information in an elementary print text
- recounts or describes the most relevant details from a text
- tracks ideas or information throughout the text
- identifies main idea by synthesising information across a simple text
- identifies the arguments in an elementary text
- identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
- explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
- makes connections between texts (e.g. compares 2 versions of a well-known story)
- integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
- predicts the content and purpose of a text based on a range of text features

Processes

- uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
- recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
- identifies parts of text used to answer literal and inferential questions
- uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)

- uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
- identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

- uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
- interprets language devices (e.g. exaggeration or repetition)
- interprets simple imagery (e.g. simile, onomatopoeia)
- uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
- identifies words that state opinions (e.g. "I think")
- understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

Comprehension

- reads and views elementary texts (see Text complexity)
- locates information or details embedded in the text
- identifies the main idea in an elementary text
- identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
- draws inferences and identifies supporting evidence in the text
- monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
- recognises that texts can present different points of view
- distinguishes between fact and opinion in texts
- compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

Processes

- integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
- identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
- uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
- navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

Vocabulary

- interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
- interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
- describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
- recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
- draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
- recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

AC9E4LA06

understand that contain one and at least one typically joined by a to relationships, such as time and causality

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Elaborations

- creating richer, more specific by including information about place, time, manner, cause or condition in a ; for example, "Denise found a cocoon." becomes "Denise decided to keep an eye on the cocoon until the butterfly emerged."
- creating more precise and detailed by adding adverbial ; for example, "They crossed the mountain range." becomes "Although the path was overgrown, they crossed the mountain range."

Students learn to:

understand that complex sentences contain one independent clause and at least one

typically joined by a subordinating conjunction to create relationships, such as time

(AC9E4LA06)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Writing

- Grammar

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Resources

Work Samples

WS01 - The spacey elephant

WS02 - Adventure narrative

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9E4LA06

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Grammatical accuracy

- writes comprehensible sentences that may contain inaccuracies such as misuse of prepositions (e.g. "they should of waited") and past tense irregular verbs (e.g. "he goed to the shop")

Group and word level

- uses simple adverbials to give details such as time, place and manner (e.g. "in the afternoon", "nearby", "quickly")
- uses simple present, past and future tenses accurately to represent processes
- uses adjectives in noun groups/phrases to build more accurate descriptions of participants (e.g. "the spotted dog")
- uses a broader range of prepositions to indicate direction or position (e.g. "across", "towards", "through")
- uses articles accurately (e.g. "a", "an", "the")

Sentence level

- writes simple sentences correctly
- writes compound sentences to make connections between ideas using coordinating conjunctions (e.g. "and", "but", "so")

Whole text level

- writes a few sentences about a related idea
- groups related ideas into paragraphs

Grammatical accuracy

- writes generally accurate simple, compound and complex sentences with few run-on sentences and dangling clauses (e.g. "Because he was afraid.")

Group and word level

- uses a wide range of verbs and verb groups (e.g. uses thinking, feeling and perceiving verbs to represent inner processes; uses saying verbs to represent interaction)
- employs a range of tenses to represent processes
- maintains subject-verb agreement in simple and compound sentences
- uses adjectives in noun groups/phrases to include details of participants, give opinion and classify (e.g. "that naughty, little cattle dog")
- uses adverbials to present more surrounding details for time, place, manner and reason

Sentence level

- writes simple and compound sentences correctly including a range of sentence types (e.g. command,

question, exclamation)

- writes complex sentences using conjunctions (e.g. "when", "because")

Whole text level

- uses cohesive devices (e.g. word groups – repetition, synonyms and antonyms; signposting devices – headings and subheadings; text connectives – "however", "on the other hand", "therefore")
- uses determiners to support cohesion (e.g. "this hat", "those apples")
- uses well-structured paragraphs with topic sentences

Grammatical accuracy

- makes few grammatical errors, such as inappropriate tense selections or lack of agreement between subject and verb

Group and word level

- uses an extended range of verbs and verb groups for a particular effect (e.g. characterisation - "howls", "was trembling"; and expressing causality – "results in")
- adjusts tense in a text if required (e.g. uses simple present tense to represent "timeless" happenings (e.g. "bears hibernate in winter") and uses continuous present tense when referring to an ongoing event (e.g. "bears are becoming extinct")
- creates elaborated noun groups to build richer description by extending the noun group/phrase (e.g. "that naughty, little cattle dog, with the crooked tail, that ran away last week")
- uses possessive pronouns (e.g. "his", "hers", "theirs") and relative pronouns (e.g. "who", "which", "whom")
- uses adverbials to represent a greater range of circumstances (e.g. time – "subsequently"; place – "in their environment"; manner – "excitedly"; reason – "due to several factors")

Sentence level

- selects simple, compound and complex sentences to express and connect ideas, occasionally manipulating the structure for emphasis, clarity or effect
- uses subordinating conjunctions (e.g. "even though" in "Even though a storm was predicted, the search and rescue mission still went ahead.")

Whole text level

- uses cohesive devices to alert the reader about how the text is unfolding (e.g. foreshadowing the key points at the beginning, reinforcing the key points with topic sentences, and linking back to key points in the conclusion)

AC9E4LA07

investigate how quoted (direct) and reported (indirect) speech are used

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Elaborations

- investigating examples of quoted (direct) speech; for example, "He said, 'I'll go to the park today.'" and reported (indirect) speech; for example, "He told me he was going to the park today."

and why they have been used in different

Students learn to:

investigate how quoted (direct) and reported (indirect) speech are used

(AC9E4LA07)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Reading and viewing

- Understanding texts

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Resources

Work Samples

WS01 - The spacey elephant

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9E4LA07

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

- reads and views simple texts and some elementary texts (see Text complexity)
- scans texts to locate specific information in an elementary print text
- recounts or describes the most relevant details from a text
- tracks ideas or information throughout the text
- identifies main idea by synthesising information across a simple text
- identifies the arguments in an elementary text
- identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
- explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
- makes connections between texts (e.g. compares 2 versions of a well-known story)
- integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
- predicts the content and purpose of a text based on a range of text features

Processes

- uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
- recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
- identifies parts of text used to answer literal and inferential questions
- uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
- uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
- identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

- uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
- interprets language devices (e.g. exaggeration or repetition)
- interprets simple imagery (e.g. simile, onomatopoeia)
- uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
- identifies words that state opinions (e.g. "I think")
- understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

Comprehension

- reads and views elementary texts (see Text complexity)
- locates information or details embedded in the text
- identifies the main idea in an elementary text
- identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
- draws inferences and identifies supporting evidence in the text
- monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
- recognises that texts can present different points of view
- distinguishes between fact and opinion in texts
- compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

Processes

- integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)

- identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
- uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
- navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

Vocabulary

- interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
- interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
- describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
- recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
- draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
- recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

Comprehension

- reads and views some moderately complex texts (see Text complexity)
- accurately retells a text including most relevant details
- identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity)
- evaluates the accuracy within and across texts on the same topic
- explains how authors use evidence and supporting detail to build and verify ideas
- draws inferences and verifies using textual evidence

Processes

- monitors reading for meaning using grammatical and contextual knowledge (see Fluency)
- explains how textual features support the text's purpose
- identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)
- predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative, drawing on understanding of the textual features in the previous chapters)
- uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of "explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")
- uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)
- uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)
- identifies language features used to present opinions or points of view
- skims and scans texts for key words to track the development of ideas
- uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

Vocabulary

- uses knowledge of prefixes and suffixes to read and interpret unfamiliar words
- identifies how technical and discipline-specific words develop meaning in texts
- analyses the effect of antonyms, synonyms and idiomatic language
- understands precise meaning of words with similar connotations (e.g. "generous", "kind-hearted", "charitable")

AC9E4LA08

understand how groups/ and work in different ways to provide circumstantial details about an activity

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Elaborations

- investigating in how groups/ and can provide details of the circumstances surrounding a happening or state; for example, "At midnight (time) he rose slowly (manner) from the chair (place) and went upstairs (place)."

Students learn to:

understand how adverb groups/phrases and prepositional phrases work in different circumstantial details about an activity

(AC9E4LA08)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Writing

- Grammar

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Resources

Work Samples

WS01 - The spacey elephant

WS02 - Adventure narrative

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9E4LA08

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Grammatical accuracy

- uses articles a, an and the with varying accuracy (e.g. "a dog", "a apple")
- writes comprehensible sentences that contain some misuse of prepositions (e.g. "mine is different than/then yours"), pronouns (e.g. "me and him went swimming") and adverbs (e.g. "we walked quick")

Group and word level

- uses pronouns to represent participants (e.g. "she", "we", "them")
- uses a small range of adjectives to build description in basic noun groups (e.g. "the little dog")
- uses common and proper nouns
- uses single verbs or simple verb groups with subject-verb agreement (e.g. "they are playing")
- uses predominantly simple present, continuous and past tense to represent processes (e.g. "I play", "I am playing", "I played")

Sentence level

- writes coherent simple sentences to express an idea or event

Whole text level

- sequences sentences to reflect a logical flow of ideas
- uses common cohesive devices such as simple pronoun reference when the referent is close to the pronoun (e.g. "I have a bird. It can talk.")
- uses basic text connectives repetitively (e.g. "and", "then")

Grammatical accuracy

- writes comprehensible sentences that may contain inaccuracies such as misuse of prepositions (e.g. "they should of waited") and past tense irregular verbs (e.g. "he goed to the shop")

Group and word level

- uses simple adverbials to give details such as time, place and manner (e.g. "in the afternoon", "nearby", "quickly")
- uses simple present, past and future tenses accurately to represent processes
- uses adjectives in noun groups/phrases to build more accurate descriptions of participants (e.g. "the spotted dog")
- uses a broader range of prepositions to indicate direction or position (e.g. "across", "towards", "through")
- uses articles accurately (e.g. "a", "an", "the")

Sentence level

- writes simple sentences correctly
- writes compound sentences to make connections between ideas using coordinating conjunctions (e.g. "and", "but", "so")

Whole text level

- writes a few sentences about a related idea
- groups related ideas into paragraphs

Grammatical accuracy

- writes generally accurate simple, compound and complex sentences with few run-on sentences and dangling clauses (e.g. "Because he was afraid.")

Group and word level

- uses a wide range of verbs and verb groups (e.g. uses thinking, feeling and perceiving verbs to represent inner processes; uses saying verbs to represent interaction)
- employs a range of tenses to represent processes
- maintains subject-verb agreement in simple and compound sentences
- uses adjectives in noun groups/phrases to include details of participants, give opinion and classify (e.g. "that naughty, little cattle dog")
- uses adverbials to present more surrounding details for time, place, manner and reason

Sentence level

- writes simple and compound sentences correctly including a range of sentence types (e.g. command, question, exclamation)
- writes complex sentences using conjunctions (e.g. "when", "because")

Whole text level

- uses cohesive devices (e.g. word groups – repetition, synonyms and antonyms; signposting devices – headings and subheadings; text connectives – "however", "on the other hand", "therefore")
- uses determiners to support cohesion (e.g. "this hat", "those apples")
- uses well-structured paragraphs with topic sentences

AC9E4LA09

understand past, present and future and their impact on meaning in a

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Elaborations

- understanding the that are commonly written in; for example, informative are usually written in present
- identifying the in they

Students learn to:

understand past, present and future tenses and their impact on meaning in a sentence

(AC9E4LA09)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Writing

- Grammar

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Resources

Work Samples

WS01 - The spacey elephant

WS02 - Adventure narrative

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9E4LA09

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Grammatical accuracy

- uses articles a, an and the with varying accuracy (e.g. "a dog", "a apple")
- writes comprehensible sentences that contain some misuse of prepositions (e.g. "mine is different than/then yours"), pronouns (e.g. "me and him went swimming") and adverbs (e.g. "we walked quick")

Group and word level

- uses pronouns to represent participants (e.g. "she", "we", "them")
- uses a small range of adjectives to build description in basic noun groups (e.g. "the little dog")
- uses common and proper nouns
- uses single verbs or simple verb groups with subject-verb agreement (e.g. "they are playing")
- uses predominantly simple present, continuous and past tense to represent processes (e.g. "I play", "I am playing", "I played")

Sentence level

- writes coherent simple sentences to express an idea or event

Whole text level

- sequences sentences to reflect a logical flow of ideas
- uses common cohesive devices such as simple pronoun reference when the referent is close to the pronoun (e.g. "I have a bird. It can talk.")
- uses basic text connectives repetitively (e.g. "and", "then")

Grammatical accuracy

- writes comprehensible sentences that may contain inaccuracies such as misuse of prepositions (e.g. "they should of waited") and past tense irregular verbs (e.g. "he goed to the shop")

Group and word level

- uses simple adverbials to give details such as time, place and manner (e.g. "in the afternoon", "nearby", "quickly")
- uses simple present, past and future tenses accurately to represent processes
- uses adjectives in noun groups/phrases to build more accurate descriptions of participants (e.g. "the spotted dog")
- uses a broader range of prepositions to indicate direction or position (e.g. "across", "towards", "through")
- uses articles accurately (e.g. "a", "an", "the")

Sentence level

- writes simple sentences correctly
- writes compound sentences to make connections between ideas using coordinating conjunctions (e.g. "and", "but", "so")

Whole text level

- writes a few sentences about a related idea
- groups related ideas into paragraphs

Grammatical accuracy

- writes generally accurate simple, compound and complex sentences with few run-on sentences and dangling clauses (e.g. "Because he was afraid.")

Group and word level

- uses a wide range of verbs and verb groups (e.g. uses thinking, feeling and perceiving verbs to represent inner processes; uses saying verbs to represent interaction)
- employs a range of tenses to represent processes
- maintains subject-verb agreement in simple and compound sentences
- uses adjectives in noun groups/phrases to include details of participants, give opinion and classify (e.g. "that naughty, little cattle dog")
- uses adverbials to present more surrounding details for time, place, manner and reason

Sentence level

- writes simple and compound sentences correctly including a range of sentence types (e.g. command, question, exclamation)
- writes complex sentences using conjunctions (e.g. "when", "because")

Whole text level

- uses cohesive devices (e.g. word groups – repetition, synonyms and antonyms; signposting devices – headings and subheadings; text connectives – "however", "on the other hand", "therefore")
- uses determiners to support cohesion (e.g. "this hat", "those apples")
- uses well-structured paragraphs with topic sentences

AC9E4LA10

explore the effect of choices when an , placement of elements in the and on composition of still and moving in

Elaborations

- examining visual and , building a vocabulary to describe visual elements and techniques such as , composition and , and beginning to understand how these choices influence viewer response

Students learn to:

explore the effect of choices when framing an image, placement of elements in the i on composition of still and moving images in texts

(AC9E4LA10)

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Resources

Work Samples

WS01 - The spacey elephant

AC9E4LA11

vocabulary by exploring a range of and , and using words encountered in a range of sources

Elaborations

- building vocabulary from research about technical and learning area–specific topics; for example, gravity and magnetic forces
- determining or clarifying the shades of meaning of and
- using words encountered in that are formed from a First Nations Australian language; for example, Woomba Woomba or Toowoom was the place referred to by First Nations Australians on the Darling Downs and then the name was referred to as Toowoomba by the drovers

Students learn to:

expand vocabulary by exploring a range of synonyms and antonyms, and using wo range of sources

(AC9E4LA11)

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Culture

- First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.

Resources

Work Samples

WS01 - The spacey elephant

WS02 - Adventure narrative

AC9E4LA12

understand that punctuation signals dialogue through quotation marks and that dialogue follows for the use of capital letters, commas and boundary punctuation

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Elaborations

- identifying the use of quotation marks, capital letters, commas and boundary punctuation to signal

dialogue in

- using punctuated dialogue in own writing

Students learn to:

understand that punctuation signals dialogue through quotation marks and that dialogue conventions for the use of capital letters, commas and boundary punctuation

(AC9E4LA12)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Writing

- Punctuation

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Resources

Work Samples

WS01 - The spacey elephant

Snapshot – Punctuation

Literacy: Writing: Punctuation

Content description

AC9E4LA12

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- uses commas in lists of nouns (e.g. "add the sugar, lemon, water and juice")
- uses apostrophes for regular single possessives (e.g. "girl's")
- capitalises key events, geographic names, titles (e.g. "Easter", "Sydney", "Ms")
- uses quotation marks for simple dialogue (e.g. "'I can't see it,' he said.")
- uses apostrophes for plural possessives (e.g. "planes' wings")
- follows conventions of use of capitals in headings
- writes commas to separate clauses where appropriate
- punctuates more complex dialogue correctly (e.g. "'The team have made some interesting recommendations,' she said, nodding. 'But I do not want to act upon them before I have read the full report.'")

AC9E4LE01

recognise similar storylines, ideas and relationships in different in by First Nations Australian, and wide-ranging Australian and world

-
-

Elaborations

- comparing the plots and characters in 2 with similar ideas; for example, 2 that explore friendship in by wide-ranging Australian
- commenting on how set in different time periods present ideas about nature
- discussing how everyday life, such as mealtimes and family relationships, is depicted in particular historical and cultural in by wide-ranging world
- recognising similar storylines and ideas in literature by First Nations Australian

Students learn to:

recognise similar storylines, ideas and relationships in different contexts in literary First Nations Australian, and wide-ranging Australian and world authors

(AC9E4LE01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum

priorities.

Reading and viewing

- Understanding texts

Culture

- The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

Country/Place

- First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

People

- The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Understanding ethical concepts and perspectives

- Explore ethical concepts

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Culture

- The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

Country/Place

- First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

People

- The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9E4LE01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

- reads and views simple texts independently (see Text complexity)
- locates directly stated information
- recounts or describes sequenced ideas or information
- identifies a clearly evident main idea in a simple text
- listens to texts to engage with learning area content (e.g. a text about family histories)
- reads and views the content of texts and describes new or learnt information
- expresses an opinion or preference for a topic or text with a supporting reason
- draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)

- identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

Processes

- uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)
- reads high-frequency words in continuous text
- reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)
- pauses when meaning breaks down and attempts to self-correct
- uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)
- selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

Vocabulary

- identifies key words and the meaning they carry (e.g. nouns, verbs)
- makes plausible interpretations of the meaning of unfamiliar words
- understands simple qualifying or emotive words
- uses context to understand homonyms

Comprehension

- reads and views simple texts and some elementary texts (see Text complexity)
- scans texts to locate specific information in an elementary print text
- recounts or describes the most relevant details from a text
- tracks ideas or information throughout the text
- identifies main idea by synthesising information across a simple text
- identifies the arguments in an elementary text
- identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
- explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
- makes connections between texts (e.g. compares 2 versions of a well-known story)
- integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
- predicts the content and purpose of a text based on a range of text features

Processes

- uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
- recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
- identifies parts of text used to answer literal and inferential questions
- uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
- uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
- identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

- uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
- interprets language devices (e.g. exaggeration or repetition)
- interprets simple imagery (e.g. simile, onomatopoeia)
- uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
- identifies words that state opinions (e.g. "I think")
- understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

Comprehension

- reads and views elementary texts (see Text complexity)
- locates information or details embedded in the text

- identifies the main idea in an elementary text
- identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
- draws inferences and identifies supporting evidence in the text
- monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
- recognises that texts can present different points of view
- distinguishes between fact and opinion in texts
- compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

Processes

- integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
- identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
- uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
- navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

Vocabulary

- interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
- interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
- describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
- recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
- draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
- recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

Snapshot – Explore ethical concepts

Ethical Understanding: Understanding ethical concepts and perspectives: Explore

Content description

AC9E4LE01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify ethical concepts, such as honesty and fairness, and describe actions and behaviours associated with these
- identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour
- identify and describe ethical concepts, such as truth and justice, and explain how perspectives may vary according to the situation or context

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop perspectives

Content description

AC9E4LE01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives
- discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors
- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives

Content description

AC9E4LE01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives
- discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors
- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives

Content description

AC9E4LE01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives
- discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors
- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

AC9E4LE02

describe the effects of and in when responding to and sharing opinions

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Elaborations

- sharing and discussing understanding of the effects of literary techniques on their appreciation of
- sharing responses to using appropriate language to talk specifically about and literature; for example, "The use of the to describe the character really helps to for the reader."
- using language appropriate to a such as "flashback", "tension" and "resolution" when sharing opinions about plot structure

Students learn to:

describe the effects of text structures and language features in literary texts when r and sharing opinions

(AC9E4LE02)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Reading and viewing

- Understanding texts

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

- reads and views simple texts and some elementary texts (see Text complexity)
- scans texts to locate specific information in an elementary print text
- recounts or describes the most relevant details from a text
- tracks ideas or information throughout the text
- identifies main idea by synthesising information across a simple text
- identifies the arguments in an elementary text
- identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
- explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
- makes connections between texts (e.g. compares 2 versions of a well-known story)
- integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
- predicts the content and purpose of a text based on a range of text features

Processes

- uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
- recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
- identifies parts of text used to answer literal and inferential questions
- uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
- uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
- identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

- uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
- interprets language devices (e.g. exaggeration or repetition)
- interprets simple imagery (e.g. simile, onomatopoeia)
- uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
- identifies words that state opinions (e.g. "I think")
- understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

Comprehension

- reads and views elementary texts (see Text complexity)
- locates information or details embedded in the text
- identifies the main idea in an elementary text
- identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
- draws inferences and identifies supporting evidence in the text
- monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
- recognises that texts can present different points of view
- distinguishes between fact and opinion in texts
- compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

Processes

- integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
- identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)

- uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
- navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

Vocabulary

- interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
- interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
- describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
- recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
- draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
- recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

Comprehension

- reads and views some moderately complex texts (see Text complexity)
- accurately retells a text including most relevant details
- identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity)
- evaluates the accuracy within and across texts on the same topic
- explains how authors use evidence and supporting detail to build and verify ideas
- draws inferences and verifies using textual evidence

Processes

- monitors reading for meaning using grammatical and contextual knowledge (see Fluency)
- explains how textual features support the text's purpose
- identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)
- predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative, drawing on understanding of the textual features in the previous chapters)
- uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of "explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")
- uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)
- uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)
- identifies language features used to present opinions or points of view
- skims and scans texts for key words to track the development of ideas
- uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

Vocabulary

- uses knowledge of prefixes and suffixes to read and interpret unfamiliar words
- identifies how technical and discipline-specific words develop meaning in texts
- analyses the effect of antonyms, synonyms and idiomatic language
- understands precise meaning of words with similar connotations (e.g. "generous", "kind-hearted", "charitable")

AC9E4LE03

discuss how and illustrators make stories engaging by the way they character, setting and plot tensions

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Elaborations

- examining an 's choice of language to describe a character's appearance, behaviour and speech
- discussing what is learnt about a character through dialogue such as their likes, dislikes or personal qualities
- identifying moments in the plot where characters are faced with choices, and commenting on how the

makes the reader care about their decisions and the consequences

- identifying how illustrations contribute to the meaning of stories by First Nations Australian

Students learn to:

discuss how authors and illustrators make stories engaging by the way they develop setting and plot tensions

(AC9E4LE03)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Reading and viewing

- Understanding texts

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Understanding ethical concepts and perspectives

- Explore ethical concepts

Understanding ethical concepts and perspectives

- Explore ethical concepts

Culture

- The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9E4LE03

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

- reads and views simple texts and some elementary texts (see Text complexity)
- scans texts to locate specific information in an elementary print text
- recounts or describes the most relevant details from a text
- tracks ideas or information throughout the text
- identifies main idea by synthesising information across a simple text
- identifies the arguments in an elementary text
- identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
- explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
- makes connections between texts (e.g. compares 2 versions of a well-known story)
- integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
- predicts the content and purpose of a text based on a range of text features

Processes

- uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
- recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
- identifies parts of text used to answer literal and inferential questions
- uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
- uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival

groups) (see Fluency and Grammar)

- identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

- uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
- interprets language devices (e.g. exaggeration or repetition)
- interprets simple imagery (e.g. simile, onomatopoeia)
- uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
- identifies words that state opinions (e.g. "I think")
- understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

Comprehension

- reads and views elementary texts (see Text complexity)
- locates information or details embedded in the text
- identifies the main idea in an elementary text
- identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
- draws inferences and identifies supporting evidence in the text
- monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
- recognises that texts can present different points of view
- distinguishes between fact and opinion in texts
- compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

Processes

- integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
- identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
- uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
- navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

Vocabulary

- interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
- interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
- describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
- recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
- draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
- recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

Comprehension

- reads and views some moderately complex texts (see Text complexity)
- accurately retells a text including most relevant details
- identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity)
- evaluates the accuracy within and across texts on the same topic
- explains how authors use evidence and supporting detail to build and verify ideas
- draws inferences and verifies using textual evidence

Processes

- monitors reading for meaning using grammatical and contextual knowledge (see Fluency)
- explains how textual features support the text's purpose
- identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)

- predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative, drawing on understanding of the textual features in the previous chapters)
- uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of "explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")
- uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)
- uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)
- identifies language features used to present opinions or points of view
- skims and scans texts for key words to track the development of ideas
- uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

Vocabulary

- uses knowledge of prefixes and suffixes to read and interpret unfamiliar words
- identifies how technical and discipline-specific words develop meaning in texts
- analyses the effect of antonyms, synonyms and idiomatic language
- understands precise meaning of words with similar connotations (e.g. "generous", "kind-hearted", "charitable")

Snapshot – Explore ethical concepts

Ethical Understanding: Understanding ethical concepts and perspectives: Explor

Content description

AC9E4LE03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify ethical concepts, such as honesty and fairness, and describe actions and behaviours associated with these
- identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour
- identify and describe ethical concepts, such as truth and justice, and explain how perspectives may vary according to the situation or context

Snapshot – Explore ethical concepts

Ethical Understanding: Understanding ethical concepts and perspectives: Explor

Content description

AC9E4LE03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify ethical concepts, such as honesty and fairness, and describe actions and behaviours associated with these
- identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour
- identify and describe ethical concepts, such as truth and justice, and explain how perspectives may vary according to the situation or context

AC9E4LE04

examine the use of and deliberate word in , including poetry, to shape meaning

Elaborations

- defining neologisms and puns, and identifying how they are used by to a sense of freshness, originality and playfulness
- discussing poetic language, including that engage readers emotionally and bring the poet's to life
- exploring emotive language in by First Nations Australian poets and

Students learn to:

examine the use of literary devices and deliberate word play in literary texts, including shape meaning

(AC9E4LE04)

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Culture

- First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.
- First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.

Country/Place

- First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

AC9E4LE05

and by developing storylines, characters and settings

-
-

Elaborations

- creating using a range of types, including dialogue and
- collaborating with a peer to by sharing feedback about choices made to storylines, characters and settings

Students learn to:

create and edit literary texts by developing storylines, characters and settings

(AC9E4LE05)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Writing

- Creating texts

Generating

- Create possibilities

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

- Collaboration

Resources

Work Samples

WS01 - The spacey elephant

WS02 - Adventure narrative

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9E4LE05

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

- creates a text including 2 or 3 related ideas for a familiar purpose such as recounting an event, telling a story, expressing thoughts, feelings and opinions
- includes beginning structural features (e.g. statement of an opinion, a heading, description of an event linked to time and place)

- creates texts for learning area purposes (e.g. labelling a simple diagram, ordering events on a timeline)

Text forms and features

- writes simple sentences made up of basic verb groups, noun groups and phrases (e.g. "We visited my aunty's house last week.")
- writes compound sentences using common conjunctions (e.g. "My house is big but the garden is small.")
- makes plausible attempts to write unfamiliar words phonetically (e.g. "enjn" for "engine") (see Spelling)
- uses capital letters correctly to indicate proper nouns (see Punctuation)
- uses capital letters at the start and full stops at the end of sentences (see Punctuation)
- spells some high-frequency words correctly (see Spelling)
- uses appropriate key words to represent simple concepts (e.g. "aunty", "sister", "cousin" in a text about family)

Vocabulary

- uses adjectives to add meaning by describing qualities or features (e.g. "small", "long", "red") (see Grammar)
- uses words in own writing adopted from other writers
- uses simple words to add clarity to ideas (e.g. modifying and qualifying words such as "very")

Crafting ideas

- creates texts for a range of purposes such as observing and describing, providing reasons, expressing thoughts and feelings about a topic
- includes 4 or more simply stated and clearly connected ideas (e.g. introduces a topic and includes one or 2 facts; states an opinion with a reason; gives a recount of an event)
- includes a simple introduction to orient the reader (e.g. states a fact to introduce a report; states an opinion to introduce an argument; introduces a character to begin a narrative)
- writes ideas appropriate to a task or topic in sequenced sentences (e.g. writes informative texts with all the facts related to the topic)
- selects and discards ideas to make texts suitable for familiar audiences and purposes

Text forms and features

- writes simple, compound and some complex sentences related to a topic using a broader range of conjunctions (e.g. "and", "but", "so", "because", "when") (see Grammar)
- maintains tense within a sentence (see Grammar)
- selects images to complement writing
- spells many high-frequency words correctly (see Spelling)
- uses sentence punctuation correctly (e.g. !, ?) (see Punctuation)
- uses noun groups/phrases to add detail (e.g. "the tomato plant in the pot") (see Grammar)
- uses a range of simple cohesive devices such as pronoun referencing and sequencing connectives
- uses adverbs to give precise meaning to verbs (e.g. "talking loudly") (see Grammar)

Vocabulary

- uses a range of qualifying words (e.g. "every day"; "action movie")
- selects more specific adjectives (e.g. "giant" for "tall"; "golden" for "yellow")
- uses learning area topic vocabulary (e.g. "natural")
- uses common homophones correctly (e.g. "two", "too", "to")
- uses common idiomatic and colloquial phrases (e.g. "a piece of cake")

Crafting ideas

- creates informative, imaginative and persuasive texts for a range of learning area purposes, such as to recount a sequence of events; to describe a person, thing or process; to explain a process; to argue with evidence or reasons; to express emotions
- includes learnt ideas on a range of topics from learning areas
- stages text using typical or familiar features such as an introduction and body paragraphs
- supports ideas with some detail and elaboration (e.g. expands on a topic sentence by adding more details in following sentences)
- uses sources to support ideas (e.g. introduces ideas from a shared text to add detail and engage the reader)

Text forms and features

- writes a range of compound and complex sentences (see Grammar)
- uses pronouns correctly to link to an object or person across the text (see Grammar)
- uses images to reinforce ideas in written text
- maintains consistent tense within and between sentences (see Grammar)
- groups sentences on related ideas into simple paragraphs
- uses cohesive vocabulary to indicate order, cause and effect (e.g. uses text connectives such as "next", "since")
- correctly spells some words with irregular spelling patterns (e.g. "cough") (see Spelling)
- applies learnt spelling generalisations
- accurately spells high-frequency words (see Spelling)
- consistently uses correct simple punctuation (e.g. uses commas in a list) (see Punctuation)

Vocabulary

- uses expressive words to describe action and affect the reader (e.g. "tiptoed" instead of "walked")
- uses vocabulary creatively to affect the reader (e.g. repetition, alliteration)
- uses synonyms to replace common and generic words and avoid repetition across a text (e.g. "thrilled" for "excited")
- uses a range of learning area topic words (e.g. "environment", "equipment")

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9E4LE05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9E4LE05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

Resource – WS01 - The spacey elephant

By the end of Year 4, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts. They use text structures to organise and link ideas. They use language features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice.

They read, view and comprehend texts created to inform, influence and/or engage audiences. They describe how ideas are developed including through characters and events, and how texts reflect contexts. They describe the characteristic features of different text structures. They describe how language features including literary devices, and visual features shape meaning. They read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge.

They create written and/or multimodal texts including stories for purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts. They use paragraphs to organise and link ideas. They use language features including complex sentences, topic-specific vocabulary and literary devices, and/or visual features. They write texts using clearly formed letters with developing fluency. They spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge.

AC9E4LA03

identify how texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes

AC9E4LA04

identify how text connectives including temporal and conditional words, and topic word associations are used to sequence and connect ideas

AC9E4LA06

understand that complex sentences contain one independent clause and at least one dependent clause typically joined by a subordinating conjunction to create relationships, such as time and causality

AC9E4LA07

investigate how quoted (direct) and reported (indirect) speech are used

AC9E4LA08

understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity

AC9E4LA09

understand past, present and future tenses and their impact on meaning in a sentence

AC9E4LA10

explore the effect of choices when framing an image, placement of elements in the image and salience on composition of still and moving images in texts

AC9E4LA11

expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources

AC9E4LA12

understand that punctuation signals dialogue through quotation marks and that dialogue follows conventions for the use of capital letters, commas and boundary punctuation

AC9E4LE05

create and edit literary texts by developing storylines, characters and settings

AC9E4LY06

plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation

AC9E4LY09

understand how to use and apply phonological and morphological knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes

AC9E4LY10

understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, common prefixes and suffixes, and word origins, to spell more complex words

AC9E4LY11

read and write high-frequency words including homophones and know how to use context to identify correct spelling

Resource – WS02 - Adventure narrative

By the end of Year 4, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts. They use text structures to organise and link ideas. They use language features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice.

They read, view and comprehend texts created to inform, influence and/or engage audiences. They describe how ideas are developed including through characters and events, and how texts reflect contexts. They describe the characteristic features of different text structures. They describe how language features including literary devices, and visual features shape meaning. They read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge.

They create written and/or multimodal texts including stories for purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts. They use paragraphs to organise and link ideas. They use language features including complex sentences, topic-specific vocabulary and literary devices, and/or visual features. They write texts using clearly formed letters with developing fluency. They spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge.

AC9E4LA04

identify how text connectives including temporal and conditional words, and topic word associations are used to sequence and connect ideas

AC9E4LA06

understand that complex sentences contain one independent clause and at least one dependent clause typically joined by a subordinating conjunction to create relationships, such as time and causality

AC9E4LA08

understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity

AC9E4LA09

understand past, present and future tenses and their impact on meaning in a sentence

AC9E4LA11

expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources

AC9E4LE05

create and edit literary texts by developing storylines, characters and settings

AC9E4LY06

plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation

AC9E4LY08

write words using clearly formed joined letters, with developing fluency and automaticity

AC9E4LY09

understand how to use and apply phonological and morphological knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes

AC9E4LY10

understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, common prefixes and suffixes, and word origins, to spell more complex words

AC9E4LY11

read and write high-frequency words including homophones and know how to use context to identify

correct spelling

AC9E4LY01

compare from different times with similar and to identify similarities and differences in their depictions of events

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Elaborations

- viewing documentaries and news footage from different periods, comparing the and ; for example, coverage of major sporting events
- comparing the used to communicate between family members, noting similarities and differences as a result of changing technology

Students learn to:

compare texts from different times with similar purposes and audiences to identify similarities and differences in their depictions of events

(AC9E4LY01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Reading and viewing

- Understanding texts

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Related content

This content description can be taught with the following content descriptions from other learning areas.

AC9HS4S02

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives

Content description

AC9E4LY01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives
- discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors
- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9E4LY01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this

content.

Comprehension

- reads and views simple texts and some elementary texts (see Text complexity)
- scans texts to locate specific information in an elementary print text
- recounts or describes the most relevant details from a text
- tracks ideas or information throughout the text
- identifies main idea by synthesising information across a simple text
- identifies the arguments in an elementary text
- identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
- explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
- makes connections between texts (e.g. compares 2 versions of a well-known story)
- integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
- predicts the content and purpose of a text based on a range of text features

Processes

- uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
- recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
- identifies parts of text used to answer literal and inferential questions
- uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
- uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
- identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

- uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
- interprets language devices (e.g. exaggeration or repetition)
- interprets simple imagery (e.g. simile, onomatopoeia)
- uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
- identifies words that state opinions (e.g. "I think")
- understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

Comprehension

- reads and views elementary texts (see Text complexity)
- locates information or details embedded in the text
- identifies the main idea in an elementary text
- identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
- draws inferences and identifies supporting evidence in the text
- monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
- recognises that texts can present different points of view
- distinguishes between fact and opinion in texts
- compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

Processes

- integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
- identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
- uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
- navigates texts using common signposting devices such as headings, subheadings, paragraphs,

navigation bars and links

Vocabulary

- interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
- interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
- describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
- recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
- draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
- recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

Comprehension

- reads and views some moderately complex texts (see Text complexity)
- accurately retells a text including most relevant details
- identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity)
- evaluates the accuracy within and across texts on the same topic
- explains how authors use evidence and supporting detail to build and verify ideas
- draws inferences and verifies using textual evidence

Processes

- monitors reading for meaning using grammatical and contextual knowledge (see Fluency)
- explains how textual features support the text's purpose
- identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)
- predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative, drawing on understanding of the textual features in the previous chapters)
- uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of "explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")
- uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)
- uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)
- identifies language features used to present opinions or points of view
- skims and scans texts for key words to track the development of ideas
- uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

Vocabulary

- uses knowledge of prefixes and suffixes to read and interpret unfamiliar words
- identifies how technical and discipline-specific words develop meaning in texts
- analyses the effect of antonyms, synonyms and idiomatic language
- understands precise meaning of words with similar connotations (e.g. "generous", "kind-hearted", "charitable")

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop perspectives

Content description

AC9E4LY01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives
- discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors

- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop perspectives

Content description

AC9E4LY01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives
- discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors
- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

AC9E4LY02

for key points and information to carry out tasks and contribute to discussions, acknowledging another opinion, linking a response to the topic, and sharing and extending ideas and information

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Elaborations

- making notes about a task, asking questions to clarify or follow up information, and seeking assistance if required
- developing speaking and listening behaviours including acknowledging and extending others' contributions, presenting ideas and opinions clearly and coherently

Students learn to:

listen for key points and information to carry out tasks and contribute to discussion acknowledging another opinion, linking a response to the topic, and sharing and extending information

(AC9E4LY02)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Speaking and listening

- Listening

Social management

- Communication
- Collaboration

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Engaging with cultural and linguistic diversity

- Develop empathy

Social management

- Communication
- Collaboration

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9E4LY02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this

content.

- responds to elementary texts (see Text complexity)
- listens purposefully to texts to identify specific learning area content
- recalls specific information from a learning area text
- attends to sequence when recounting ideas
- infers meaning that may be less obvious (e.g. infers beach context from hearing background sounds of seagulls and surf)
- describes tone and intonation of spoken text (e.g. "she spoke with an angry tone")
- retells a familiar story with some possible minor adaptations
- selects appropriate listening strategies (e.g. asking questions to elicit extra information, rephrasing others' contributions to check own comprehension)
- listens for cohesive vocabulary to support comprehension (e.g. listens for temporal connectives such as "first", "then", "finally" and conjunctions such as "also" to identify next section in text)
- responds to moderately complex texts (see Text complexity)
- responds to texts with unfamiliar content
- identifies main ideas of a spoken text using supporting details
- identifies purpose and intended audience of a spoken text
- infers layered meaning from texts (e.g. musical overlay that creates mood)
- asks relevant questions to extend understanding
- describes language and audio features of the text
- responds to complex texts (see Text complexity)
- identifies and analyses how spoken language is used for different effects
- explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas
- selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)
- explains how vocabulary is used for impact on the target audience

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9E4LY02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9E4LY02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

Snapshot – Develop empathy

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop empathy

Content description

AC9E4LY02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- describe their own feelings and responses, and those of others, when discussing familiar intercultural experiences
- describe how listening to, and understanding others, supports respectful intercultural experiences

and interactions

- examine how showing empathy during intercultural experiences supports relationship-building and sustains respectful interactions

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9E4LY02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9E4LY02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

AC9E4LY03

identify the characteristic features used in imaginative, informative and persuasive to meet the of the

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Elaborations

- identifying how use language to imaginary worlds
- identifying how use techniques, such as headings, italics and bold , to support readers or viewers to navigate specific
- identifying such as and used in informative to complement, add to or shape understanding of a topic

Students learn to:

identify the characteristic features used in imaginative, informative and persuasive the purpose of the text

(AC9E4LY03)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Reading and viewing

- Understanding texts

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9E4LY03

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

- reads and views simple texts independently (see Text complexity)
- locates directly stated information
- recounts or describes sequenced ideas or information
- identifies a clearly evident main idea in a simple text
- listens to texts to engage with learning area content (e.g. a text about family histories)
- reads and views the content of texts and describes new or learnt information
- expresses an opinion or preference for a topic or text with a supporting reason
- draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)
- identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

Processes

- uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)
- reads high-frequency words in continuous text
- reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)
- pauses when meaning breaks down and attempts to self-correct
- uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)
- selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

Vocabulary

- identifies key words and the meaning they carry (e.g. nouns, verbs)
- makes plausible interpretations of the meaning of unfamiliar words
- understands simple qualifying or emotive words
- uses context to understand homonyms

Comprehension

- reads and views simple texts and some elementary texts (see Text complexity)
- scans texts to locate specific information in an elementary print text
- recounts or describes the most relevant details from a text
- tracks ideas or information throughout the text
- identifies main idea by synthesising information across a simple text
- identifies the arguments in an elementary text
- identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
- explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
- makes connections between texts (e.g. compares 2 versions of a well-known story)
- integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
- predicts the content and purpose of a text based on a range of text features

Processes

- uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
- recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
- identifies parts of text used to answer literal and inferential questions
- uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
- uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
- identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

- uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
- interprets language devices (e.g. exaggeration or repetition)

- interprets simple imagery (e.g. simile, onomatopoeia)
- uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
- identifies words that state opinions (e.g. "I think")
- understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

Comprehension

- reads and views elementary texts (see Text complexity)
- locates information or details embedded in the text
- identifies the main idea in an elementary text
- identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
- draws inferences and identifies supporting evidence in the text
- monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
- recognises that texts can present different points of view
- distinguishes between fact and opinion in texts
- compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

Processes

- integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
- identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
- uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
- navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

Vocabulary

- interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
- interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
- describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
- recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
- draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
- recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

AC9E4LY04

different , integrating phonic, semantic and grammatical knowledge to accurately and fluently, re-reading and self-correcting when needed

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Elaborations

- reading increasingly complex using established word identification strategies, knowledge of the topic and understanding of and

Students learn to:

read different types of texts, integrating phonic, semantic and grammatical knowledge accurately and fluently, re-reading and self-correcting when needed

(AC9E4LY04)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Reading and viewing

- Fluency
- Understanding texts

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Snapshot – Fluency

Literacy: Reading and viewing: Fluency

Content description

AC9E4LY04

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- reads aloud an elementary text at a flowing pace, pausing to attend to more complex punctuation
- uses effective intonation, stress and expression that indicate comprehension
- maintains pace and accuracy when reading with an experienced reader
- reads without finger tracing
- reads aloud a range of moderately complex texts with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression
- varies pace according to purpose and audience
- reads aloud with expression that reflects the author's purpose and meaning (see Understanding texts)
- reads aloud a range of complex and highly complex texts which include multisyllabic words and complex sentences with fluency and appropriate expression
- consistently and automatically integrates pausing, intonation, phrasing and rate

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9E4LY04

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

- reads and views simple texts independently (see Text complexity)
- locates directly stated information
- recounts or describes sequenced ideas or information
- identifies a clearly evident main idea in a simple text
- listens to texts to engage with learning area content (e.g. a text about family histories)
- reads and views the content of texts and describes new or learnt information
- expresses an opinion or preference for a topic or text with a supporting reason
- draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)
- identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

Processes

- uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)
- reads high-frequency words in continuous text
- reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)
- pauses when meaning breaks down and attempts to self-correct
- uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)
- selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

Vocabulary

- identifies key words and the meaning they carry (e.g. nouns, verbs)

- makes plausible interpretations of the meaning of unfamiliar words
- understands simple qualifying or emotive words
- uses context to understand homonyms

Comprehension

- reads and views simple texts and some elementary texts (see Text complexity)
- scans texts to locate specific information in an elementary print text
- recounts or describes the most relevant details from a text
- tracks ideas or information throughout the text
- identifies main idea by synthesising information across a simple text
- identifies the arguments in an elementary text
- identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
- explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
- makes connections between texts (e.g. compares 2 versions of a well-known story)
- integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
- predicts the content and purpose of a text based on a range of text features

Processes

- uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
- recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
- identifies parts of text used to answer literal and inferential questions
- uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
- uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
- identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

- uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
- interprets language devices (e.g. exaggeration or repetition)
- interprets simple imagery (e.g. simile, onomatopoeia)
- uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
- identifies words that state opinions (e.g. "I think")
- understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

Comprehension

- reads and views elementary texts (see Text complexity)
- locates information or details embedded in the text
- identifies the main idea in an elementary text
- identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
- draws inferences and identifies supporting evidence in the text
- monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
- recognises that texts can present different points of view
- distinguishes between fact and opinion in texts
- compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

Processes

- integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
- identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
- uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas

will be developed)

- navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

Vocabulary

- interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
- interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
- describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
- recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
- draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
- recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

AC9E4LY05

use such as visualising, , connecting, summarising, monitoring and questioning to build literal and inferred meaning, to topic knowledge and ideas, and evaluate

-
-

Elaborations

- making connections between information in print, and sound
- reading or listening for key topic-specific vocabulary words to build understanding
- reading or listening to interpret the main idea and supporting ideas
- identifying evidence and reasoning used by to support points or arguments
- applying self-monitoring strategies such as re-reading, pausing and questioning, and self-correction strategies such as confirming and cross-checking
- connecting the use of colours, , symbols and patterns in by First Nations Australian and illustrators
- evaluating an 's use of evidence to support arguments

Students learn to:

use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to build literal and inferred meaning, to expand topic knowledge and evaluate texts

(AC9E4LY05)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Analysing

- Interpret concepts and problems

Inquiring

- Identify, process and evaluate information

Reading and viewing

- Understanding texts

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Inquiring

- Identify, process and evaluate information

Analysing

- Draw conclusions and provide reasons

Analysing

- Draw conclusions and provide reasons

Culture

- First Nations Australian societies are diverse and have distinct cultural expressions such as

language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.

Related content

This content description can be taught with the following content descriptions from other learning areas.

AC9HP4P09

AC9HS4S03

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9E4LY05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9E4LY05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9E4LY05

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

- reads and views simple texts and some elementary texts (see Text complexity)
- scans texts to locate specific information in an elementary print text
- recounts or describes the most relevant details from a text
- tracks ideas or information throughout the text
- identifies main idea by synthesising information across a simple text
- identifies the arguments in an elementary text
- identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
- explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
- makes connections between texts (e.g. compares 2 versions of a well-known story)
- integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")

- predicts the content and purpose of a text based on a range of text features

Processes

- uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
- recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
- identifies parts of text used to answer literal and inferential questions
- uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
- uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
- identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

- uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
- interprets language devices (e.g. exaggeration or repetition)
- interprets simple imagery (e.g. simile, onomatopoeia)
- uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
- identifies words that state opinions (e.g. "I think")
- understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

Comprehension

- reads and views elementary texts (see Text complexity)
- locates information or details embedded in the text
- identifies the main idea in an elementary text
- identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
- draws inferences and identifies supporting evidence in the text
- monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
- recognises that texts can present different points of view
- distinguishes between fact and opinion in texts
- compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

Processes

- integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
- identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
- uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
- navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

Vocabulary

- interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
- interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
- describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
- recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
- draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
- recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

Comprehension

- reads and views some moderately complex texts (see Text complexity)
- accurately retells a text including most relevant details

- identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity)
- evaluates the accuracy within and across texts on the same topic
- explains how authors use evidence and supporting detail to build and verify ideas
- draws inferences and verifies using textual evidence

Processes

- monitors reading for meaning using grammatical and contextual knowledge (see Fluency)
- explains how textual features support the text's purpose
- identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)
- predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative, drawing on understanding of the textual features in the previous chapters)
- uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of "explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")
- uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)
- uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)
- identifies language features used to present opinions or points of view
- skims and scans texts for key words to track the development of ideas
- uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

Vocabulary

- uses knowledge of prefixes and suffixes to read and interpret unfamiliar words
- identifies how technical and discipline-specific words develop meaning in texts
- analyses the effect of antonyms, synonyms and idiomatic language
- understands precise meaning of words with similar connotations (e.g. "generous", "kind-hearted", "charitable")

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9E4LY05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference

Snapshot – Draw conclusions and provide reasons

Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons

Content description

AC9E4LY05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- draw conclusions and make choices when completing tasks and explain the reasons for choices made
- draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
- draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made

Snapshot – Draw conclusions and provide reasons

Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons

Content description

AC9E4LY05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- draw conclusions and make choices when completing tasks and explain the reasons for choices made
- draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
- draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made

AC9E4LY06

plan, , and written and imaginative, informative and persuasive , using , relevant linked ideas, , appropriate , and , correct spelling of words and simple punctuation

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-

Elaborations

- using research to gather ideas for writing and integrating information from a range of sources which may include those found online
- selecting and planning how to group ideas into paragraphs to sequence content
- using topic-specific, precise and varied vocabulary
- using grammatical features including different types of , and groups/ for effective descriptions and details according to
- revising written to improve the selection of words used to connect ideas and improve the of the

Students learn to:

plan, create, edit and publish written and multimodal imaginative, informative and p using visual features, relevant linked ideas, complex sentences, appropriate tense, antonyms, correct spelling of multisyllabic words and simple punctuation

(AC9E4LY06)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Writing

- Creating texts
- Grammar
- Punctuation
- Spelling

Generating

- Create possibilities

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Inquiring

- Identify, process and evaluate information

Investigating

- Locate information

Related content

This content description can be taught with the following content descriptions from other learning areas.

AC9HS4S07

Resources

Work Samples

WS01 - The spacey elephant

WS02 - Adventure narrative

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9E4LY06

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

- creates a text including 2 or 3 related ideas for a familiar purpose such as recounting an event, telling a story, expressing thoughts, feelings and opinions
- includes beginning structural features (e.g. statement of an opinion, a heading, description of an event linked to time and place)
- creates texts for learning area purposes (e.g. labelling a simple diagram, ordering events on a timeline)

Text forms and features

- writes simple sentences made up of basic verb groups, noun groups and phrases (e.g. "We visited my aunty's house last week.")
- writes compound sentences using common conjunctions (e.g. "My house is big but the garden is small.")
- makes plausible attempts to write unfamiliar words phonetically (e.g. "enjn" for "engine") (see Spelling)
- uses capital letters correctly to indicate proper nouns (see Punctuation)
- uses capital letters at the start and full stops at the end of sentences (see Punctuation)
- spells some high-frequency words correctly (see Spelling)
- uses appropriate key words to represent simple concepts (e.g. "aunty", "sister", "cousin" in a text about family)

Vocabulary

- uses adjectives to add meaning by describing qualities or features (e.g. "small", "long", "red") (see Grammar)
- uses words in own writing adopted from other writers
- uses simple words to add clarity to ideas (e.g. modifying and qualifying words such as "very")

Crafting ideas

- creates texts for a range of purposes such as observing and describing, providing reasons, expressing thoughts and feelings about a topic
- includes 4 or more simply stated and clearly connected ideas (e.g. introduces a topic and includes one or 2 facts; states an opinion with a reason; gives a recount of an event)
- includes a simple introduction to orient the reader (e.g. states a fact to introduce a report; states an opinion to introduce an argument; introduces a character to begin a narrative)
- writes ideas appropriate to a task or topic in sequenced sentences (e.g. writes informative texts with all the facts related to the topic)
- selects and discards ideas to make texts suitable for familiar audiences and purposes

Text forms and features

- writes simple, compound and some complex sentences related to a topic using a broader range of conjunctions (e.g. "and", "but", "so", "because", "when") (see Grammar)
- maintains tense within a sentence (see Grammar)
- selects images to complement writing
- spells many high-frequency words correctly (see Spelling)
- uses sentence punctuation correctly (e.g. !, ?) (see Punctuation)
- uses noun groups/phrases to add detail (e.g. "the tomato plant in the pot") (see Grammar)
- uses a range of simple cohesive devices such as pronoun referencing and sequencing connectives
- uses adverbs to give precise meaning to verbs (e.g. "talking loudly") (see Grammar)

Vocabulary

- uses a range of qualifying words (e.g. "every day"; "action movie")
- selects more specific adjectives (e.g. "giant" for "tall"; "golden" for "yellow")

- uses learning area topic vocabulary (e.g. "natural")
- uses common homophones correctly (e.g. "two", "too", "to")
- uses common idiomatic and colloquial phrases (e.g. "a piece of cake")

Crafting ideas

- creates informative, imaginative and persuasive texts for a range of learning area purposes, such as to recount a sequence of events; to describe a person, thing or process; to explain a process; to argue with evidence or reasons; to express emotions
- includes learnt ideas on a range of topics from learning areas
- stages text using typical or familiar features such as an introduction and body paragraphs
- supports ideas with some detail and elaboration (e.g. expands on a topic sentence by adding more details in following sentences)
- uses sources to support ideas (e.g. introduces ideas from a shared text to add detail and engage the reader)

Text forms and features

- writes a range of compound and complex sentences (see Grammar)
- uses pronouns correctly to link to an object or person across the text (see Grammar)
- uses images to reinforce ideas in written text
- maintains consistent tense within and between sentences (see Grammar)
- groups sentences on related ideas into simple paragraphs
- uses cohesive vocabulary to indicate order, cause and effect (e.g. uses text connectives such as "next", "since")
- correctly spells some words with irregular spelling patterns (e.g. "cough") (see Spelling)
- applies learnt spelling generalisations
- accurately spells high-frequency words (see Spelling)
- consistently uses correct simple punctuation (e.g. uses commas in a list) (see Punctuation)

Vocabulary

- uses expressive words to describe action and affect the reader (e.g. "tiptoed" instead of "walked")
- uses vocabulary creatively to affect the reader (e.g. repetition, alliteration)
- uses synonyms to replace common and generic words and avoid repetition across a text (e.g. "thrilled" for "excited")
- uses a range of learning area topic words (e.g. "environment", "equipment")

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9E4LY06

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Grammatical accuracy

- uses articles a, an and the with varying accuracy (e.g. "a dog", "a apple")
- writes comprehensible sentences that contain some misuse of prepositions (e.g. "mine is different than/then yours"), pronouns (e.g. "me and him went swimming") and adverbs (e.g. "we walked quick")

Group and word level

- uses pronouns to represent participants (e.g. "she", "we", "them")
- uses a small range of adjectives to build description in basic noun groups (e.g. "the little dog")
- uses common and proper nouns
- uses single verbs or simple verb groups with subject-verb agreement (e.g. "they are playing")
- uses predominantly simple present, continuous and past tense to represent processes (e.g. "I play", "I am playing", "I played")

Sentence level

- writes coherent simple sentences to express an idea or event

Whole text level

- sequences sentences to reflect a logical flow of ideas
- uses common cohesive devices such as simple pronoun reference when the referent is close to the

pronoun (e.g. "I have a bird. It can talk.")

- uses basic text connectives repetitively (e.g. "and", "then")

Grammatical accuracy

- writes comprehensible sentences that may contain inaccuracies such as misuse of prepositions (e.g. "they should of waited") and past tense irregular verbs (e.g. "he goed to the shop")

Group and word level

- uses simple adverbials to give details such as time, place and manner (e.g. "in the afternoon", "nearby", "quickly")
- uses simple present, past and future tenses accurately to represent processes
- uses adjectives in noun groups/phrases to build more accurate descriptions of participants (e.g. "the spotted dog")
- uses a broader range of prepositions to indicate direction or position (e.g. "across", "towards", "through")
- uses articles accurately (e.g. "a", "an", "the")

Sentence level

- writes simple sentences correctly
- writes compound sentences to make connections between ideas using coordinating conjunctions (e.g. "and", "but", "so")

Whole text level

- writes a few sentences about a related idea
- groups related ideas into paragraphs

Grammatical accuracy

- writes generally accurate simple, compound and complex sentences with few run-on sentences and dangling clauses (e.g. "Because he was afraid.")

Group and word level

- uses a wide range of verbs and verb groups (e.g. uses thinking, feeling and perceiving verbs to represent inner processes; uses saying verbs to represent interaction)
- employs a range of tenses to represent processes
- maintains subject-verb agreement in simple and compound sentences
- uses adjectives in noun groups/phrases to include details of participants, give opinion and classify (e.g. "that naughty, little cattle dog")
- uses adverbials to present more surrounding details for time, place, manner and reason

Sentence level

- writes simple and compound sentences correctly including a range of sentence types (e.g. command, question, exclamation)
- writes complex sentences using conjunctions (e.g. "when", "because")

Whole text level

- uses cohesive devices (e.g. word groups – repetition, synonyms and antonyms; signposting devices – headings and subheadings; text connectives – "however", "on the other hand", "therefore")
- uses determiners to support cohesion (e.g. "this hat", "those apples")
- uses well-structured paragraphs with topic sentences

Snapshot – Punctuation

Literacy: Writing: Punctuation

Content description

AC9E4LY06

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- uses commas in lists of nouns (e.g. "add the sugar, lemon, water and juice")
- uses apostrophes for regular single possessives (e.g. "girl's")
- capitalises key events, geographic names, titles (e.g. "Easter", "Sydney", "Ms")
- uses quotation marks for simple dialogue (e.g. "'I can't see it,' he said.")
- uses apostrophes for plural possessives (e.g. "planes' wings")
- follows conventions of use of capitals in headings
- writes commas to separate clauses where appropriate

- punctuates more complex dialogue correctly (e.g. "The team have made some interesting recommendations,' she said, nodding. 'But I do not want to act upon them before I have read the full report.'")

Snapshot – Spelling

Literacy: Writing: Spelling

Content description

AC9E4LY06

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- uses a bank of spelling strategies and knowledge to attempt to spell words (e.g. phonic knowledge, visual knowledge, morphemic knowledge)
- writes most common and high-frequency words correctly
- writes common words with silent letters correctly (e.g. "crumb", "knee")
- writes some common contractions correctly (e.g. "you're", "won't")
- uses three-letter consonant blends in words correctly (e.g. "three", "string", "splash")
- uses knowledge of morphemes to spell compound words, where the base word remains unchanged (e.g. "grandmother")
- recognises spelling errors in own writing
- spells words with r-controlled vowel digraphs (e.g. "start", "worm")
- uses learnt spelling rules and knowledge, word origins and generalisations to spell (e.g. phonological knowledge, morphemic knowledge, visual knowledge, etymological knowledge and orthographic knowledge)
- writes words with common prefixes and suffixes (e.g. "unhappy", "helpful")
- uses some common spelling generalisations when attempting to spell unfamiliar words (e.g. drop e from base word when adding a suffix)
- uses less common vowel digraphs (e.g. "head", "suit")
- writes all common contractions correctly (e.g. "doesn't")
- spells common homophones according to context (e.g. "hear" or "here", "their" or "there" or "they're")
- uses spell check function
- uses authoritative sources (e.g. dictionaries/web search to spell unfamiliar words)
- identifies errors and attempts to correct spelling
- writes words using diphthongs correctly (e.g. "house", "boil")
- writes all words from the 100 high-frequency words correctly
- writes words correctly which do not include common phoneme/grapheme correspondences (e.g. "island")
- spells less common homophones correctly (e.g. "site", "sight")
- applies spelling generalisations when writing words
- explains and uses a range of morphemic word families (e.g. "friend", "friendship", "unfriendly")
- uses knowledge of prefixes and suffixes to spell less common words (e.g. "triangle", "disagree")
- explains that some different areas of the world have different accepted spelling rules and makes choices accordingly when producing text (e.g. "colour", "color")
- spells a range of words with less common letter groupings correctly (e.g. "ion" - "fashion")

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9E4LY06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9E4LY06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference

Snapshot – Locate information

Digital Literacy: Investigating: Locate information

Content description

AC9E4LY06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- locate information through search engines and in documents by applying search terms, and select relevant information
- locate information through search engines and in documents by applying specific search terms, and selecting and retrieving relevant information from multiple sources
- locate information through search engines and in documents by applying specific search terms based on set criteria, and select and retrieve relevant information from multiple sources

Resource – WS01 - The spacey elephant

By the end of Year 4, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts. They use text structures to organise and link ideas. They use language features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice.

They read, view and comprehend texts created to inform, influence and/or engage audiences. They describe how ideas are developed including through characters and events, and how texts reflect contexts. They describe the characteristic features of different text structures. They describe how language features including literary devices, and visual features shape meaning. They read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge.

They create written and/or multimodal texts including stories for purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts. They use paragraphs to organise and link ideas. They use language features including complex sentences, topic-specific vocabulary and literary devices, and/or visual features. They write texts using clearly formed letters with developing fluency. They spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge.

AC9E4LA03

identify how texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes

AC9E4LA04

identify how text connectives including temporal and conditional words, and topic word associations are used to sequence and connect ideas

AC9E4LA06

understand that complex sentences contain one independent clause and at least one dependent clause typically joined by a subordinating conjunction to create relationships, such as time and causality

AC9E4LA07

investigate how quoted (direct) and reported (indirect) speech are used

AC9E4LA08

understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity

AC9E4LA09

understand past, present and future tenses and their impact on meaning in a sentence

AC9E4LA10

explore the effect of choices when framing an image, placement of elements in the image and salience on composition of still and moving images in texts

AC9E4LA11

expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources

AC9E4LA12

understand that punctuation signals dialogue through quotation marks and that dialogue follows conventions for the use of capital letters, commas and boundary punctuation

AC9E4LE05

create and edit literary texts by developing storylines, characters and settings

AC9E4LY06

plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation

AC9E4LY09

understand how to use and apply phonological and morphological knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes

AC9E4LY10

understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, common prefixes and suffixes, and word origins, to spell more complex words

AC9E4LY11

read and write high-frequency words including homophones and know how to use context to identify correct spelling

Resource – WS02 - Adventure narrative

By the end of Year 4, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts. They use text structures to organise and link ideas. They use language features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice.

They read, view and comprehend texts created to inform, influence and/or engage audiences. They describe how ideas are developed including through characters and events, and how texts reflect contexts. They describe the characteristic features of different text structures. They describe how language features including literary devices, and visual features shape meaning. They read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge.

They create written and/or multimodal texts including stories for purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts. They use paragraphs to organise and link ideas. They use language features including complex sentences, topic-specific vocabulary and literary devices, and/or visual features. They write texts using clearly formed letters with developing fluency. They spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge.

AC9E4LA04

identify how text connectives including temporal and conditional words, and topic word associations are used to sequence and connect ideas

AC9E4LA06

understand that complex sentences contain one independent clause and at least one dependent clause typically joined by a subordinating conjunction to create relationships, such as time and causality

AC9E4LA08

understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity

AC9E4LA09

understand past, present and future tenses and their impact on meaning in a sentence

AC9E4LA11

expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources

AC9E4LE05

create and edit literary texts by developing storylines, characters and settings

AC9E4LY06

plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation

AC9E4LY08

write words using clearly formed joined letters, with developing fluency and automaticity

AC9E4LY09

understand how to use and apply phonological and morphological knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes

AC9E4LY10

understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, common prefixes and suffixes, and word origins, to spell more complex words

AC9E4LY11

read and write high-frequency words including homophones and know how to use context to identify correct spelling

AC9E4LY07

plan, , rehearse and deliver structured oral and/or to report on a topic, tell a , recount events or present an argument using subjective and , , , , and volume

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Elaborations

- reporting on a topic in an organised manner, providing relevant facts and descriptive detail to support understanding, and using references to reliable sources to support claims
- exploring the effects of changing , volume, and in formal and informal
- choosing a variety of appropriate words and , including descriptive words and some technical

vocabulary, to communicate meaning accurately

- rehearsing a with a peer and sharing feedback about , , and volume appropriate to

Students learn to:

plan, create, rehearse and deliver structured oral and/or multimodal presentations to a topic, tell a story, recount events or present an argument using subjective and objective complex sentences, visual features, tone, pace, pitch and volume

(AC9E4LY07)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Analysing

- Draw conclusions and provide reasons

Generating

- Create possibilities

Speaking and listening

- Speaking

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Inquiring

- Identify, process and evaluate information

Related content

This content description can be taught with the following content descriptions from other learning areas.

AC9HS4S07

Snapshot – Draw conclusions and provide reasons

Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons

Content description

AC9E4LY07

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- draw conclusions and make choices when completing tasks and explain the reasons for choices made
- draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
- draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9E4LY07

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9E4LY07

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

- creates spoken texts for a range of purposes across learning areas (e.g. explains how the mathematics problem was solved)
- uses complex sentence constructions including relative clauses (e.g. "The boy who drew the picture got a prize.") (see Grammar)
- adjusts register according to purpose and audience
- elaborates on ideas using a short sequence of sentences
- incorporates learnt content into spoken text
- sequences ideas and events appropriately
- uses mainly correct grammatical constructions (e.g. pronoun references; noun-verb agreement)
- varies volume and intonation to suit purpose and audience
- plans and delivers spoken presentations using appropriate structure and language
- includes video and audio enhancements to spoken texts, where appropriate (e.g. includes slides or pictures in a spoken presentation)

Vocabulary

- experiments with vocabulary drawn from a variety of sources
- uses adverbials to give more precise meaning to verbs (e.g. talking loudly) (see Grammar)
- uses a range of vocabulary to indicate connections (e.g. consequences)
- uses conditional vocabulary to expand upon ideas (e.g. "If Goldilocks ate all the porridge the bears would be hungry.")

Crafting ideas

- creates detailed spoken texts on a broad range of learning area topics
- includes details and elaborations to expand ideas
- uses connectives to signal a change in relationship (e.g. "however", "although", "on the other hand") or to show causal relationships (e.g. "due to", "since") (see Grammar)
- uses a range of expressions to introduce an alternative point of view (e.g. "in my opinion", "he did not agree with")
- rehearses spoken text to accommodate time and technology
- controls tone, volume, pitch and pace to suit content and audience
- uses technologies or audio and visual features to enhance spoken text (e.g. videos a spoken presentation with music, sound effect enhancements)

Vocabulary

- uses a broader range of more complex noun groups/phrases to expand description (e.g. "protective, outer covering")
- selects more specific and precise words to replace general words (e.g. uses "difficult" or "challenging" for "hard")
- uses some rhetorical devices (e.g. "don't you agree?")

Crafting ideas

- creates spoken texts responsive to audience and a broad range of learning area topics, clearly articulating words and ideas
- organises more complex ideas or concepts logically, selecting details to accentuate key points
- speaks audibly and coherently to a less familiar audience for a sustained period
- shows increasing awareness of audience by moderating length, content and delivery of spoken texts
- adjusts register according to purpose and audience
- does research to prepare spoken texts
- uses a range of technology, and audio and visual resources to engage audience and enhance content

Vocabulary

- varies vocabulary to add interest and to describe with greater precision (e.g. uses topic-specific noun groups/phrases such as "exploitation of resources") (see Grammar)
- uses language creatively (e.g. "the moon shines bravely")
- uses sensory vocabulary to engage the audience (e.g. "a gasp of dismay")
- uses technical vocabulary to demonstrate topic knowledge (e.g. "deforestation")
- consistently uses a range of synonyms to add variety and precision to spoken text
- uses abstractions (e.g. "freedom", "fairness")

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9E4LY07

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference

AC9E4LY08

words using clearly formed joined letters, with developing and automaticity

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Students learn to:

write words using clearly formed joined letters, with developing fluency and automaticity

(AC9E4LY08)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Writing

- Handwriting and keyboarding

Resources

Work Samples

WS02 - Adventure narrative

Snapshot – Handwriting and keyboarding

Literacy: Writing: Handwriting and keyboarding

Content description

AC9E4LY08

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- writes using joined letters of consistent size
- slopes writing if appropriate to script
- begins to develop quick finger action when keying
- fluently handwrites and types to produce a range of texts
- writes with a legible, fluent, personal handwriting style
- uses a range of digital applications to compose and edit
- self-corrects using appropriate keyboard and screen functions
- uses handwriting efficiently in formal and informal situations
- demonstrates automaticity when using keyboarding and screen functions

AC9E4LY09

understand how to use and apply phonological and morphological knowledge to and words with more complex letter combinations, including a variety of sounds and known and

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Elaborations

- recognising unstressed in words and how these sounds are written; for example, “builder” and “animal”

- using phonic and morphemic knowledge to read words with more complex letter combinations; for example, “straightaway” and “thoughtful”

Students learn to:

understand how to use and apply phonological and morphological knowledge to read multisyllabic words with more complex letter combinations, including a variety of well-known prefixes and suffixes

(AC9E4LY09)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Reading and viewing

- Phonic knowledge and word recognition

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional.

Resources

Work Samples

WS01 - The spacey elephant

WS02 - Adventure narrative

Snapshot – Phonic knowledge and word recognition

Literacy: Reading and viewing: Phonic knowledge and word recognition

Content description

AC9E4LY09

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Phonic knowledge

- reads CCVCC words (e.g. "trust"), CCCVC words (e.g. "scrap"), CCCVCC words (e.g. "thrust") and applies this knowledge when reading continuous texts
- reads words with r-controlled vowel digraphs "ar", "er", "or", "ur", "ir", writes words accordingly and applies this knowledge when reading continuous texts (e.g. "ir" - "bird", "er" - "sister", "ar" - "card", "ur" - "hurt", "or" - "word")
- applies common phonic generalisations when reading continuous texts (e.g. soft "g" - "age", hard "g" - "game")
- says and represents the new word when asked to delete a phoneme within an initial blend of a single-syllable word (e.g. "spat" - "sat")
- reads multisyllabic words with common double graphemes and applies this when reading continuous texts (e.g. "ss" - "blossom", "tt" - "letter", "zz" - "fizzy", "ff" - "offend")
- reads words with graphemes representing diphthongs when reading continuous texts (e.g. "ou" - "ground", "ow" - "cow", "oi" - "boil")

Word recognition

- reads new words containing taught grapheme-phoneme correspondences in a variety of contexts without using obvious sounding-out strategies
- reads high-frequency words within a continuous text accurately and without hesitation (see Fluency)

Phonic knowledge and word recognition

- reads less common graphemes that contain alternative spelling for phonemes (e.g. /ch/tch/j/g/) and applies this knowledge when reading continuous texts
- reads multisyllabic words, including those with prefixes and suffixes, and applies this knowledge when reading continuous texts (e.g. "in-", "ex-", "dis-", "-ful", "-able", "-ly")
- reads words with silent letters in digraphs and applies this knowledge when reading continuous texts (e.g. "kn" - "knot", "mb" - "lamb")
- reads multisyllabic words with more complex letter combinations and letter clusters (e.g. "-igh" -

"right", "-tion" - "station", "-ough" - "cough")

Phonic knowledge and word recognition

- uses grapheme-phoneme knowledge and blending skills to read continuous texts containing multisyllabic, complex and unfamiliar words quickly and accurately (see Understanding texts, Fluency)

AC9E4LY10

understand how to use knowledge of letter patterns, including double letters, , , common and , and , to spell more complex words

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Elaborations

- applying generalisations for adding affixes; for example, “hope” – “hoping”, “begin” – “beginning”, “country” – “countries”
- building morphemic word families and exploring ; for example, "tricycle", "tripod" and "triangle"

Students learn to:

understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, common prefixes and suffixes, and w spell more complex words

(AC9E4LY10)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Writing

- Spelling

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Resources

Work Samples

WS01 - The spacey elephant

WS02 - Adventure narrative

Snapshot – Spelling

Literacy: Writing: Spelling

Content description

AC9E4LY10

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- uses a bank of spelling strategies and knowledge to attempt to spell words (e.g. phonic knowledge, visual knowledge, morphemic knowledge)
- writes most common and high-frequency words correctly
- writes common words with silent letters correctly (e.g. "crumb", "knee")
- writes some common contractions correctly (e.g. "you're", "won't")
- uses three-letter consonant blends in words correctly (e.g. "three", "string", "splash")
- uses knowledge of morphemes to spell compound words, where the base word remains unchanged (e.g. "grandmother")
- recognises spelling errors in own writing
- spells words with r-controlled vowel digraphs (e.g. "start", "worm")
- uses learnt spelling rules and knowledge, word origins and generalisations to spell (e.g. phonological knowledge, morphemic knowledge, visual knowledge, etymological knowledge and orthographic knowledge)
- writes words with common prefixes and suffixes (e.g. "unhappy", "helpful")
- uses some common spelling generalisations when attempting to spell unfamiliar words (e.g. drop e

from base word when adding a suffix)

- uses less common vowel digraphs (e.g. "head", "suit")
- writes all common contractions correctly (e.g. "doesn't")
- spells common homophones according to context (e.g. "hear" or "here", "their" or "there" or "they're")
- uses spell check function
- uses authoritative sources (e.g. dictionaries/web search to spell unfamiliar words)
- identifies errors and attempts to correct spelling
- writes words using diphthongs correctly (e.g. "house", "boil")
- writes all words from the 100 high-frequency words correctly
- writes words correctly which do not include common phoneme/grapheme correspondences (e.g. "island")
- spells less common homophones correctly (e.g. "site", "sight")
- applies spelling generalisations when writing words
- explains and uses a range of morphemic word families (e.g. "friend", "friendship", "unfriendly")
- uses knowledge of prefixes and suffixes to spell less common words (e.g. "triangle", "disagree")
- explains that some different areas of the world have different accepted spelling rules and makes choices accordingly when producing text (e.g. "colour", "color")
- spells a range of words with less common letter groupings correctly (e.g. "ion" - "fashion")

AC9E4LY11

and including and know how to use to identify correct spelling

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Elaborations

- recognising that contextual and syntactical clues can be used to determine the use of ; for example, "We grow wheat on our farm." "The train trip will take about an hour."

Students learn to:

read and write high-frequency words including homophones and know how to use correct spelling

(AC9E4LY11)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Writing

- Spelling

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Resources

Work Samples

WS01 - The spacey elephant

WS02 - Adventure narrative

Snapshot – Spelling

Literacy: Writing: Spelling

Content description

AC9E4LY11

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- uses a bank of spelling strategies and knowledge to attempt to spell words (e.g. phonic knowledge, visual knowledge, morphemic knowledge)
- writes most common and high-frequency words correctly
- writes common words with silent letters correctly (e.g. "crumb", "knee")
- writes some common contractions correctly (e.g. "you're", "won't")

- uses three-letter consonant blends in words correctly (e.g. "three", "string", "splash")
- uses knowledge of morphemes to spell compound words, where the base word remains unchanged (e.g. "grandmother")
- recognises spelling errors in own writing
- spells words with r-controlled vowel digraphs (e.g. "start", "worm")
- uses learnt spelling rules and knowledge, word origins and generalisations to spell (e.g. phonological knowledge, morphemic knowledge, visual knowledge, etymological knowledge and orthographic knowledge)
- writes words with common prefixes and suffixes (e.g. "unhappy", "helpful")
- uses some common spelling generalisations when attempting to spell unfamiliar words (e.g. drop e from base word when adding a suffix)
- uses less common vowel digraphs (e.g. "head", "suit")
- writes all common contractions correctly (e.g. "doesn't")
- spells common homophones according to context (e.g. "hear" or "here", "their" or "there" or "they're")
- uses spell check function
- uses authoritative sources (e.g. dictionaries/web search to spell unfamiliar words)
- identifies errors and attempts to correct spelling
- writes words using diphthongs correctly (e.g. "house", "boil")
- writes all words from the 100 high-frequency words correctly
- writes words correctly which do not include common phoneme/grapheme correspondences (e.g. "island")
- spells less common homophones correctly (e.g. "site", "sight")
- applies spelling generalisations when writing words
- explains and uses a range of morphemic word families (e.g. "friend", "friendship", "unfriendly")
- uses knowledge of prefixes and suffixes to spell less common words (e.g. "triangle", "disagree")
- explains that some different areas of the world have different accepted spelling rules and makes choices accordingly when producing text (e.g. "colour", "color")
- spells a range of words with less common letter groupings correctly (e.g. "ion" - "fashion")