

DOREEN PRIMARY SCHOOL



SCOPE & SEQUENCE CHARTS

LITERACY

Based on the Victorian Curriculum and Sound Teaching Practice.

2022

ENGLISH-VICTORIAN CURRICULUM

Aims The English curriculum aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

Learning in English

Students develop knowledge, understanding and skills across the strands of Language, Literature and Literacy. Each strand contributes its own distinctive goals, body of knowledge, history of ideas and interests to the study of English.

- **Learning about and using language**

In the Language strand, students develop their knowledge of the English language and how it works. They learn that changes in English are related to historical developments and the geographical differences of its users over the centuries and that there are many differences in dialect and accent. They learn how language enables people to interact effectively, to build and maintain relationships and to express and exchange knowledge, skills, attitudes, feelings and opinions. They discover the patterns and purposes of English usage, including spelling, grammar and punctuation at the levels of the word, sentence and extended text, and they study the connections between these levels.

- **The place of literature**

The Literature strand aims to engage students in the study of literary texts of personal, cultural, social and aesthetic value. These texts include some that are recognised as having enduring social and artistic value and some that attract contemporary attention. Texts are chosen because they are judged to have the potential for enriching the lives of students, expanding the scope of their experience and because they represent effective and interesting features of form and style. Learning to appreciate literary texts and to create their own literary texts enriches students' understanding of human experiences and the capacity for language to deepen those experiences. It builds students' knowledge about how language can be used for aesthetic ends, to create particular emotional, intellectual or philosophical effects. Students interpret, appreciate, evaluate and create literary texts such as short stories, novels, poetry, prose, plays, film and multimodal texts, in spoken, print and digital/online forms. The Literature strand also gives students the opportunity to study the processes by which certain literary works become recognised, and why it is that most cultures have works they cherish.

- **Literacy in English**

The Literacy strand aims to develop students' ability to interpret and create texts with appropriateness, accuracy, confidence, fluency and efficacy for learning in and out of school, and for participating in the workplace and community. Texts chosen include media texts, everyday texts and workplace texts from increasingly complex and unfamiliar settings, ranging from the everyday language of personal experience to more abstract, specialised and technical language, including the language of schooling and academic study. Students learn to adapt language to meet the demands of more general or more specialised purposes, audiences and contexts. They learn about the different ways in which knowledge and opinion are represented and developed in texts, and about how more or less abstraction and complexity can be shown through language and through multimodal representations. This means that print and digital contexts are included, and that listening, viewing, reading, speaking, writing and creating are all developed systematically and concurrently.

LITERACY - SCOPE AND SEQUENCE – Victorian Curriculum

FOUNDATION	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
READING AND VIEWING						
LANGUAGE						
<ul style="list-style-type: none"> • Understand that texts can take many forms and that imaginative and informative texts have different purposes • Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, including direction of text • Recognise that sentences are key units for expressing ideas • Recognise that texts are made up of words and groups of words that make meaning • Explore the different contribution of words and images to meaning in stories and informative texts • Recognise all upper- and lower-case letters and the most common sound that each letter represents • Blend sounds associated with letters when reading consonant vowel-consonant words 	<ul style="list-style-type: none"> • Understand that the purposes texts serve shape their structure • Understand concepts about print and screen eg: page numbering, tables of content, headings and titles, navigation buttons, bars and links • Identify the parts of a simple sentence that represent ‘What’s happening?’, ‘Who or what is involved?’ and the surrounding circumstances • Explore differences in words that represent people, places and things (nouns, verbs, adjectives) • Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning • Understand how to spell one and two syllable words with common letter patterns 	<ul style="list-style-type: none"> • Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose • Know some features of text organisation including page layouts, alphabetical order, and different types of diagrams • Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses • Identify visual representations of characters’ actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words • Understand that nouns represent people, places, things and ideas and include common, proper, concrete or abstract 	<ul style="list-style-type: none"> • Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context • Identify the features of online texts that enhance navigation • Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments • Understand how to apply sounding out, blending and segmenting to read and use more complex words • Recognise most high-frequency words • Know how to use common prefixes and suffixes • Know some homophones and generalisations for adding a suffix to a base word 	<ul style="list-style-type: none"> • Identify features used in imaginative, informative and persuasive texts and understand how texts vary in complexity depending on the purpose and the intended audience • Identify features of online texts that enhance readability including text, navigation, links, graphics and layout • Explore the effect of the choices that have been made towards an image, and the importance on composition of still and moving images in a range of types of texts • Understand how adverb groups and prepositional phrases work in different ways to provide details about an activity • Investigate how quoted (direct) and reported (indirect) speech work in different types of text 	<ul style="list-style-type: none"> • Understand how texts vary in purpose, structure and topic as well as the degree of formality • Investigate how the organisation of texts into chapters, headings, subheadings, home pages and content grouping (for web pages) can be used to predict content and assist navigation • Compare sequences of images in print texts to the ways hyperlinked digital texts are organised • Understand how to use banks of known words, syllabification, spelling patterns, word origins, base words, prefixes and suffixes, to spell new words, including some uncommon plurals 	<ul style="list-style-type: none"> • Understand how authors often play with language features to achieve particular effects eg: humorous or persuasive • Identify and explain how diagrams, tables, maps and graphs contribute to our understanding of information in factual and persuasive texts

	<ul style="list-style-type: none"> • Recognise short vowels, common long vowels and consonant digraphs and consonant blends • Understand that a letter can represent more than one sound • Understand that a syllable must contain a vowel sound 	<ul style="list-style-type: none"> • Understand that noun groups/phrases can be expanded using articles and adjectives • Learn some generalisations for adding suffixes to words • Recognise most letter-sound matches including silent letters, trigraphs, vowel digraphs and common long vowels, and understand that a sound can be represented by various letter combinations 				
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LITERATURE

<ul style="list-style-type: none"> • Defining fiction and non-fiction texts • Identify some features of texts including events and characters • Retell events from a text • Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences 		<ul style="list-style-type: none"> • Discuss the characters and settings of different texts and explore how language is used to present these features in different ways 	<ul style="list-style-type: none"> • Discuss how language is used to describe the settings in texts • Explore how the settings shape the events and influence the mood of the narrative • Discuss the effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia (splat, crunch etc) in poetry and prose • Draw connections between personal experiences and the worlds of texts, and share responses with others • Develop criteria for 	<ul style="list-style-type: none"> • Discuss how authors and illustrators make stories exciting, moving and interesting by using various techniques • Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts • Make connections between the ways different authors may represent similar storylines, ideas and relationships • Describe the effects of ideas, text structures and language features of literary texts 	<ul style="list-style-type: none"> • Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses • Understand, interpret and experiment with imagery devices including simile, metaphor and personification in narratives, poetry and songs • Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts • Identify terms eg: 	<ul style="list-style-type: none"> • Identify similarities and differences between texts, including those by the same author, and find characteristics that define an author's individual style • Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry • Analyse and evaluate similarities and differences in texts on similar topics/ themes • Identify and explain
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			establishing personal preferences for literature		persuasive text, adjectives, alliteration to describe the effects of ideas, text structures and language features on particular audiences	how choices in language, including emphasis, repetition and metaphor, influence personal response to different texts
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LITERACY

<ul style="list-style-type: none"> • Identify some familiar texts and the contexts in which they are used • Read texts with familiar structures and features, practising phrasing and fluency • monitor meaning using concepts about print and emerging phonic and grammatical knowledge • Use comprehension strategies to understand and discuss texts listened to, viewed or read independently • Identify some differences between imaginative and informative texts 	<ul style="list-style-type: none"> • Respond to texts drawn from a range of cultures and experiences • Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read • Draw on growing knowledge of context, text structures and language features to enhance comprehension • Read texts using developing phrasing, fluency, sounding out, prediction, monitoring meaning and rereading • Describe some differences between imaginative, informative and persuasive texts, and identify the audience of imaginative, informative and persuasive texts 	<ul style="list-style-type: none"> • Discuss different texts on a similar topic, identifying similarities and differences between the texts • Read familiar and some unfamiliar texts with phrasing and fluency by combining phonic, semantic, contextual and grammatical knowledge using text processing strategies, including monitoring meaning, predicting, rereading and self-correcting • Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print text structures • Analyse how different texts use nouns to represent people, places, things and ideas in particular ways 	<ul style="list-style-type: none"> • Identify the point of view in a text and suggest alternative points of view • Read an increasing range of texts (imaginative, informative, persuasive) using phonic, semantic, contextual and grammatical knowledge and using reading strategies, including rereading and cross-checking • Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features • Analyse how different texts use verb groups to represent different processes (action, thinking, feeling, saying, relating) 	<ul style="list-style-type: none"> • Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts • Read different types of texts by using text processing strategies, including phonic, semantic, contextual and grammatical knowledge, monitoring meaning, skimming, scanning and reviewing • Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrate and link ideas, and to analyse and evaluate texts • Compare and evaluate two texts presenting the same ideas and analyse why one is more comprehensible or engaging than the other 	<ul style="list-style-type: none"> • Show how ideas and points of view in texts are conveyed through the use of vocabulary, including, objective and subjective language and common expressions and that these can change according to context • Navigate and read imaginative, informative and persuasive texts by interpreting structural features, including tables of content, glossaries, chapters, sub/headings • Applying appropriate text processing strategies, including monitoring meaning, skimming and scanning • Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources • Analyse and identify the text structures and language features used in imaginative, informative and persuasive texts 	<ul style="list-style-type: none"> • Analyse strategies authors use to influence readers (eg: persuasive texts) • Read increasingly complex and varied texts, applying strategies to recall and consolidate information and meaning • Use comprehension strategies to analyse information, comparing content from a variety of sources including news media and digital texts
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ACHIEVEMENT STANDARD

<p>By the end of the Foundation level, students use questioning and monitoring strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience. They read short predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print, and sound and letters. They identify the letters of the English alphabet in both upper- and lower-case, and know and can use the sounds represented by most letters</p>	<p>By the end of Level 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify that texts serve different purposes and that this affects how they are organised. They are able to read aloud, with developing fluency, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationships between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts.</p>	<p>By the end of Level 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events or communicate factual information. They recognise all Standard Australian English phonemes, and most letter-sound matches. They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content.</p>	<p>By the end of Level 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They apply appropriate text processing strategies when decoding and monitoring meaning in texts, and use knowledge of letter-sound relationships, and blending and segmenting to read more complex words. They can identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts.</p>	<p>By the end of Level 4, students understand that texts have different structures depending on the purpose and context. They explain how language features, images and vocabulary are used to engage the interest of audiences and can describe literal and implied meaning connecting ideas in different texts. They express preferences for particular types of texts, and respond to others' viewpoints.</p>	<p>By the end of Level 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. When reading, they confidently encounter and can decode less familiar words.</p>	<p>By the end of Level 6, students understand how to use knowledge of phonics when decoding unfamiliar words and the technical or derived words in increasingly complex texts. They understand how the use of text structures can achieve particular effects and can analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. They compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it.</p>
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WRITING

LANGUAGE

<ul style="list-style-type: none"> • Understand that some language in written texts is unlike everyday spoken language • Understand that punctuation is a feature of written text different from letters • Recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences • Understand that spoken sounds and words can be written • Know how to write some high-frequency words and other familiar words including their name • Know how to use onset and rime to spell words where sounds map more directly onto letters 	<ul style="list-style-type: none"> • Understand patterns of repetition and contrast in simple texts • Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands • Recognise and know how to use simple grammatical morphemes in word families • Understand how to use visual memory to write high-frequency words • Understand that some high-frequency words have regular and irregular spelling components 	<ul style="list-style-type: none"> • Understand how texts are made cohesive by the use of resources, including word associations, synonyms, and antonyms • Recognise that capital letters signal proper nouns • Understand commas are used to separate items in lists • Understand how to use digraphs, long vowels, blends, silent letters and syllabification to spell simple words including compound words • Use visual memory to write high-frequency words and words whose spelling is not predictable from the sounds 	<ul style="list-style-type: none"> • Understand that paragraphs are a key organisational feature of written texts • Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters • Understand that sentences contain a subject and a verb and that these need to be in agreement (grammatically correct, eg: I was; they were) • Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense • Understand how to use letter-sound relationships (sounding) and less common letter combinations to spell words 	<ul style="list-style-type: none"> • Understand how texts are made cohesive through the use of linking devices, including pronouns to indicate 'who', and text connectives • Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech • Understand that sentences can be enriched through the use of noun groups, verb groups and prepositional phrases (extra descriptions of what, how and where) • Incorporate new vocabulary from a range of sources, including vocabulary found in research, into own texts • Understand how to use phonic generalisations to identify and write words with more complex letter combinations • Understand how to use spelling patterns and generalisations including syllabification, letter combinations and morphemic (base word) knowledge to build 	<ul style="list-style-type: none"> • Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold • Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns • Understand that a complex sentence involves a main-idea clause (topic) and at least one minor-idea clause (further statement) • Understand how noun and adjective groups can provide a fuller description of a person, place, thing or idea • Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts • Recognise and write less familiar words that share common letter patterns but have different 	<ul style="list-style-type: none"> • Understand the use of commas to separate clauses • Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas • Understand how ideas can be expanded and sharpened through careful choice words • Investigate how vocabulary choices can express meaning, feeling and opinion
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				word families •Recognise homophones and know how to use context to identify correct spelling	pronunciations	
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LITERATURE

<ul style="list-style-type: none"> • Retell familiar literary texts through performance, use of illustrations and images 	<ul style="list-style-type: none"> • Recreate texts imaginatively using drawing, writing, performance and digital forms of communication • Build on familiar texts by using similar characters, repetitive patterns or vocabulary 	<ul style="list-style-type: none"> • Create events and characters using different media that develop key events and characters from literary texts • Build on familiar texts by experimenting with character, setting or plot 	<ul style="list-style-type: none"> • Create imaginative texts based on characters, settings and events from students' own and other cultures including through the use of visual stimulus • Create texts that emulate language features/patterns encountered in literary texts that students have read 	<ul style="list-style-type: none"> • Create literary texts by developing storylines, characters and settings • Create literary texts that explore students' own experiences and imagining 	<ul style="list-style-type: none"> • Create literary texts that experiment with structures, ideas and stylistic features of selected authors • Create literary texts using realistic and fantasy settings with characters that draw on real or fantasy worlds which students have previously read about 	<ul style="list-style-type: none"> • Understand how to use phonic knowledge and understandings about blending, letter-sound relationships, common and uncommon letter patterns and phonic generalisations to recognise and spell increasingly complex words • Understand how to use banks of known words, word origins, base words, prefixes, suffixes, spelling patterns and generalisations to spell new words, including technical words and words adopted from other languages • Experiment with text structures and language features and their effects in creating literary texts
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LITERACY

<ul style="list-style-type: none"> • Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge • Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops • Understand that sounds in English are represented by upper- and lower-case letters that can be written using learned letter formation patterns for each case • Construct texts using software including word processing programs 	<ul style="list-style-type: none"> • Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling and punctuation • Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation • Understand how to use learned letter formation patterns to represent sounds and write words using combinations of unjoined upper- and lower-case letters • Construct texts using ICT that include supporting images 	<ul style="list-style-type: none"> • Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose • Reread and edit text for spelling, sentence-boundary punctuation and text structure • Write words and sentences legibly using upper- and lower-case letters that are applied with growing fluency using an appropriate pen/pencil grip and body position • Construct texts featuring print, visual and audio elements using software, including word processing programs 	<ul style="list-style-type: none"> • Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features, choosing appropriate print/images/video for the audience and purpose • Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation • Understand the conventions for writing using joined letters that are clearly formed and consistent in size • Use ICT software with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements 	<ul style="list-style-type: none"> • Plan, draft and publish imaginative, informative and persuasive texts, demonstrating: key information, supporting details, and increasing control over text structures and language features • Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure • Handwrite using clearly-formed joined letters, and develop an increased fluent and automatic style • Use a range of ICT software, to construct, edit and publish written text with visual and audio elements 	<ul style="list-style-type: none"> • Plan, draft and publish imaginative, informative and persuasive print, choosing text structures, language features, images and sound appropriate to purpose and audience • Reread and edit own and others' work using agreed criteria for text structures and language features • Develop a handwriting style that is becoming legible, fluent and automatic • Use a range of ICT software, to construct, edit and publish written text with visual and audio elements 	<ul style="list-style-type: none"> • Compare texts, including media texts, that represent ideas and events in different ways, explaining the effects of the different approaches • Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience • Reread and edit own and others' work using agreed criteria and explaining editing choices • Develop a handwriting style that is legible, fluent and automatic and that can vary depending on context
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ACHIEVEMENT STANDARD

<p>When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form all upper- and lower-case letters</p>	<p>When writing, students provide details about ideas or events, and details about the participants in those events. They accurately spell words with regular spelling patterns and use their knowledge of blending and segmenting, and many simple and high-frequency words to write predictable words. They use capital letters and full stops appropriately.</p>	<p>Students create texts that show how images support the meaning of the text. They accurately spell words with regular spelling patterns and can write words with less common long vowels, trigraphs and silent letters. They use some punctuation accurately, and can write words and sentences legibly using unjoined upper- and lower-case letters.</p>	<p>Students' texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of letter-sound relationships and high-frequency words to spell words accurately, and can write words with complex consonant and vowel clusters. They reread and edit their writing, checking their work for appropriate vocabulary, structure and meaning. They write using joined letters that are accurately formed and consistent in size.</p>	<p>Students use language features to create coherence and add detail to their texts. They make use of their increasing knowledge of phonics, and they understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create well-structured texts to explain ideas for different audiences. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, rereading and editing their work to improve meaning.</p>	<p>Students use language features to show how ideas can be extended. They develop and explain a point of view about a text. They create imaginative, informative and persuasive texts for different purposes and audiences. When writing, they demonstrate understanding of grammar and sentence types, and they select specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning.</p>	<p>Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used. They use banks of known words and the less familiar words they encounter to create detailed texts elaborating upon key ideas for a range of purposes and audiences. They demonstrate understanding of grammar and make considered choices from an expanding vocabulary to enhance cohesion and structure in their writing. They also use accurate spelling and punctuation for clarity, provide feedback on the work of their peers and can make and explain editorial choices based on agreed criteria.</p>
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SPEAKING AND LISTENING

LANGUAGE

<ul style="list-style-type: none"> • Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family classmates and community • Explore how language is used differently at home and school depending on the relationships between people • Understand that language can be used to explore ways of expressing needs, likes and dislikes • Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school • Identify rhyming words, alliteration patterns, syllables and some sounds (phonemes) in spoken words • Isolate start, middle and last sounds in single syllable words • Identify rhyming end sounds in words 	<ul style="list-style-type: none"> • Understand that people use different systems of communication to cater to different needs and purposes • Understand that many people may use sign systems to communicate with others • Understand that language is used in combination with other means of communication • Understand that there are different ways of communicating including verbal and non-verbal • Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions • Understand that vocabulary will change across different contexts such as at home, school formal and informal • Identify the separate phonemes in consonant blends or clusters at the beginnings and ends of syllables 	<ul style="list-style-type: none"> • Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background • Understand that language varies when people take on different roles in social and classroom interactions • Identify language that can be used for appreciating texts and the qualities of people and things • Understand the use of vocabulary about familiar and new topics • Experiment with and begin to make conscious choices of vocabulary to suit audience and purpose • Manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme (unit of sound) deletion and substitution 	<ul style="list-style-type: none"> • Understand that languages have different written and visual communication systems, and different oral traditions • Learn extended and technical vocabulary and ways of expressing opinion including modal verbs (must, should, might) and adverbs (quickly, silently, happily) • Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns and forms of address/greetings that vary according to the degree of formality in social situations • Examine how evaluative language (eg: effectively, successfully, skilfully) can be varied to be more or less forceful 	<ul style="list-style-type: none"> • Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages • Understand that social interactions influence the way people engage with ideas and respond to others • Understand differences between the language of opinion and feeling, and the language of factual reporting or recording 	<ul style="list-style-type: none"> • Understand that the pronunciation, spelling and meanings of words have histories and have changed, and will change, over time • Understand that language will change with different social contexts, signalling social roles and relationships • Understand how to move beyond making basic assertions and take account of differing perspectives and points of view 	<ul style="list-style-type: none"> • Understand that different dialects or accents are used in Australia in addition to Standard Australian English • Understand that language will change and social interactions become more challenging to navigate as levels of formality and social distance increase • Understand the uses of objective and subjective language and bias
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	<ul style="list-style-type: none"> • Isolate and change start, middle and last sounds to generate new words 	<ul style="list-style-type: none"> • Identify all Standard Australian English phonemes, including short and long vowels, • Separate sounds in clusters 				
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LITERATURE

<ul style="list-style-type: none"> • Respond to texts, identifying favourite stories, authors and illustrators • Share feelings and thoughts about the events and characters in texts • Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures • Modify familiar texts 	<ul style="list-style-type: none"> • Express preferences for specific texts and authors and listen to the opinions of others • Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with own experiences • Discuss how authors create characters using language and images • Discuss features of plot, character and setting in different types of literature • Compare some features of characters in different texts • Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns 	<ul style="list-style-type: none"> • Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created • Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences • Compare opinions about characters, events and settings in and between texts • Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs 	<ul style="list-style-type: none"> • Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons 	<ul style="list-style-type: none"> • Discuss literary experiences with others, sharing responses and expressing a point of view 	<ul style="list-style-type: none"> • Present a point of view about particular literary texts using appropriate metalanguage (identifying terms eg: persuasive text, adjectives, alliteration), and reflecting on the viewpoints of others 	<ul style="list-style-type: none"> • Make connections between own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts
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LITERACY

- Listen to and respond orally to texts
- Communicate with others in informal and structured classroom situations using interaction skills, including listening, while others speak
- Deliver short oral presentations to peers, using appropriate voice levels, articulation, body language, gestures and eye contact

- Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others
- Make short presentations, speaking clearly and using appropriate volume and pace

- Listen for specific purposes and information, including instructions
- Extend students' own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner
- Rehearse and deliver short presentations on familiar and new topics, speaking clearly and varying tone, volume and pace appropriately, and using supportive props

- Listen to and contribute in discussions to share information and ideas, and negotiate in collaborative situations using interaction skills, including active listening and clear speech
- Plan and deliver short presentations, providing some key details in logical sequence, using appropriate tone, pace, pitch and volume

- Interpret ideas and information in spoken texts, listening for key points, in order to: carry out tasks, share and extend ideas, and use interaction skills
- Plan, rehearse and deliver presentations, incorporating learned content, and taking into account the particular audiences and purposes such as informative, persuasive and imaginative

- Appropriately question speakers as their content unfolds in formal and informal situations
- Use appropriate interaction skills to connect ideas to students' own experiences, and present and justify a point of view or recount an experience
- Participate in informal debates and plan, rehearse and deliver presentations for defined audiences

- Participate in and contribute to discussions, clarify and question ideas, and develop supporting arguments
- Evaluate information, experiences and opinions
- Use interaction skills such as considering a group-size, formality of interaction and needs and expertise of the audience
- Participate in formal and informal debates and plan, rehearse and deliver presentations
- Select and sequence appropriate content for defined audiences and purposes, making appropriate choices for emphasis

ACHIEVEMENT STANDARD

<p>Students listen to and use appropriate interaction skills to respond to others in a familiar environment. They can identify rhyme, letter patterns and sounds in words. Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events. In informal group and whole-class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words.</p>	<p>Students listen to others when taking part in conversations using appropriate interaction skills. They listen for and reproduce letter patterns and letter clusters. Students understand how characters in texts are developed and give reasons for personal preferences. They can describe characters, settings and events in different types of literature. They create texts that show understanding of the connection between writing, speech and images. They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations on familiar topics.</p>	<p>Students listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns. When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text. Students create texts, drawing on their own experiences, their imagination and information they have learned. Students use a variety of strategies to engage in group and class discussions and make presentations.</p>	<p>Students listen to others' views and respond appropriately using interaction skills. They understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. They create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations.</p>	<p>Students can collaborate, listen for key points in discussions and use information to carry out tasks. They use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context.</p>	<p>Students listen and ask questions to clarify content. They use language features to show how ideas can be extended. They develop and explain a point of view about a text selecting information, ideas and images from a range of resources. They create a variety of sequenced texts for different purposes and audiences. They make presentations for defined purposes using multimodal elements, and contribute actively to class and group discussions, taking into account other perspectives.</p>	<p>Students listen to discussions, clarifying content and challenging others' ideas. They understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used. They create detailed texts, elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.</p>
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