

# English Learning Area

## Introduction

Through the **English Learning Area**, learners develop knowledge, skills and understandings about English language and literacy by studying and employing a range of spoken, written, visual and multimedia texts. This area plays a vital role in developing learners' literacy, enhancing their learning in all curriculum areas and providing them with communication skills and critical understanding of the language they need to actively participate in society.

**Literacy** is active, dynamic and constantly changing. While studying the English language, learners develop functional and critical literacy skills and, through technology, develop 'multiple literacies' to meet the demands of a changing world.

## Strands

The English Learning Area identifies three major interdependent and interrelated **strands** that describe how learners communicate in English.

### Listening and Speaking

Learners listen and speak with purpose, understanding and critical awareness. They select and apply strategies for conveying and making meaning in a wide range of contexts.

### Reading and Viewing

Learners read and view a wide range of texts with purpose. They use developing language structures and features to comprehend and compose. They develop understandings of the contextual nature of all language transactions and the relationship between readers, viewers, written and visual texts, and audiences. They understand how texts are organised and how they work.

### Writing

Learners write for a range of purposes. They control and produce texts of developing complexities in many forms. Formal spelling, punctuation and grammatical structures are integrated in contextual writing.

**Outcomes and indicators** are organised into the following three elements, each playing a significant role in the process of effective communication.

### Texts and Contexts

Texts are central to learning to read, write, view, listen and speak in Standard Australian English. As learners use a range of texts they learn about the ways that language varies according to situation, social and cultural context. The range of texts shall increase in complexity as the learners move through the bands.

### Language Structures and Features

The learners develop skills to effectively control linguistic structures and features for interpretation and analysis and for constructing and shaping meaning.

### Strategies

The learners reflect and act on their understandings of the way language works when speaking, listening, reading, viewing and writing.

## National English Literacy Benchmarks

The *National English Literacy Benchmarks* for reading and writing (including spelling) are explicitly identified in blue type within Bands 1, 2 and 3 in the Reading/Viewing and Writing Strands. As the national goal states that ALL learners should meet benchmark, (minimum standards), this suggests that MOST learners should be working within the relevant band by the end of the previous year.

- Year 3 National Benchmarks are within Band 1 (approximately end of Year 2)
- Year 5 National Benchmarks are within Band 2 (approximately end of Year 4)
- Year 7 National Benchmarks are within Band 3 (approximately end of Year 6)

## Relationship between the English Learning Area and English as a Second Language (ESL)

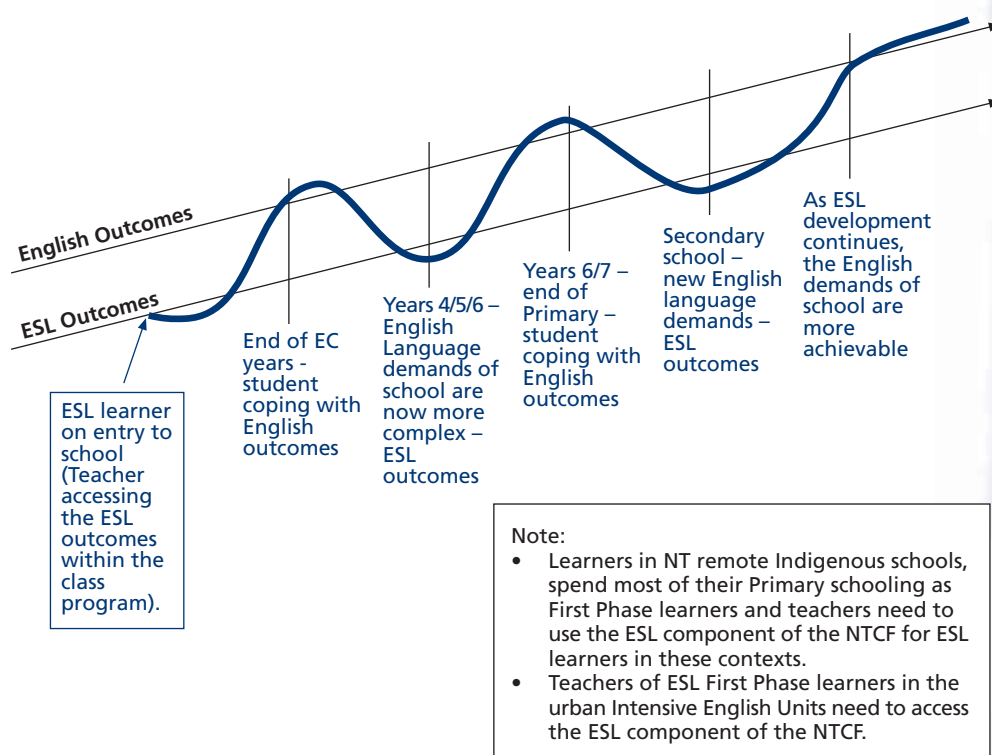
The ESL component of the *NT Curriculum Framework* (NTCF) is to be used for ESL learners. The English Learning Area outcomes should be used when the outcome levels of ESL learners start to reflect or equate with the bands of the English Learning Area. It takes up to seven years of formal instruction to develop full control over a second language.

ESL learners are identified as being within a particular phase of ESL development (See ESL section). The demands of schooling at different stages mean that students may sometimes appear to have the level of English to cope with learning demands at a particular age/grade. For example, a Year 3 ESL learner may have developed sufficient capacity with English to cope with the English Learning Area outcomes in the NTCF. However, this same student in Years 4/5 may show evidence of 'falling behind' because the English language demands of the classroom have become more complex. At this point the ESL outcomes need to be used again to meet the learner's needs.

Similarly, when ESL learners find themselves in secondary school, having coped according to age/year level in the primary grades, they can have difficulty coping with the specific language of subject areas and demonstrating abstract concepts through English. Where this happens, the ESL outcomes should be accessed for ESL learners so they can realise their potential.

The close relationship that exists between the English Learning Area and the ESL components of the NTCF requires teachers to access both components according to the demonstrated needs of ESL students as they progress through their schooling.

The following diagram clarifies this movement in ESL development when matched against the ongoing developmental aspects of the English Learning Area.



## Learners with Disabilities and Impairments

- Terms such as 'write', 'proofread', 'handwriting' and 'punctuate' can be addressed using computers, brailers or other assistive technologies.
- Terms such as 'oral', 'speak', 'ask', 'talk', 'tell', 'repeat' and 'explain' are inclusive of all forms of verbal and non-verbal communication, eg compic, communication boards and systems, voice synthesisers, signed communication, visual texts.
- Terms such as 'listen to', 'watch' and 'view' can be read as 'attend to' and learners may use any means available to them to attend, eg hearing aid, brailers.

Strands and Links	Learners demonstrating evidence of <b>KGP 1</b>	Learners demonstrating evidence of <b>Key Growth Point 2</b>	Learners demonstrating evidence of <b>Key Growth Point 3</b>
<p><b>Listening &amp; Speaking</b></p> <p><b>Links</b></p> <p><b>EsseNTial Learnings:</b> In 1, Cr 1, Col 1, Col 4, Con 1</p> <p><b>Learning Areas:</b> can be achieved through ALL Learning Areas and Perspectives.</p>	<p><b>L/S KGP1.1</b> <b>Texts and Contexts</b> convey needs, express meaning and interact using simple language structures including vocalizations and gestures</p> <p><b>L/S KGP1.2</b> <b>Language Structures and Features</b> use home language structures to make and convey meaning</p> <p><b>L/S KGP1.3</b> <b>Strategies</b> communicate their needs, feelings, wants and make choices using single words or non-verbal communication.</p>	<p><b>L/S KGP2.1</b> <b>Texts and Contexts</b> interact verbally or non-verbally using own variety of English in classroom and school settings; adjust speaking and listening sometimes, when interacting with others for a variety of purposes</p> <p><b>L/S KGP2.2</b> <b>Language Structures and Features</b> use home language structures in own variety of English to make and convey meaning</p> <p><b>L/S KGP2.3</b> <b>Strategies</b> use various communication strategies in familiar situations.</p>	<p><b>L/S KGP3.1</b> <b>Texts and Contexts</b> interact informally and formally in structured and unstructured activities within classroom settings;g for a range of purposes and situations</p> <p><b>L/S KGP3.2</b> <b>Language Structures and Features</b> use own variety of English with some Standard Australian English structures and features to express ideas and information and interpret spoken texts</p> <p><b>L/S KGP3.3</b> <b>Strategies</b> monitor their own and others' communication and respond appropriately.</p>
<p><b>Reading &amp; Viewing</b></p> <p><b>Links</b></p> <p><b>EsseNTial Learnings:</b> In 1, In 6, Cr 1, Cr 2, Col 3, Con 1, Con 2</p> <p><b>Learning Areas:</b> can be achieved through ALL Learning Areas and Perspectives.</p>	<p><b>R/V KGP1</b> attend to, respond, anticipate and explore stimuli using their senses (auditory, visual, tactile and/or kinaesthetic) to make meaning from symbols in texts.</p>	<p><b>R/V KGP2.1</b> <b>Texts and Contexts</b> demonstrate reading/viewing behaviours and make personal interpretations of common symbols relating own experience to familiar texts viewed, heard or read to them</p> <p><b>R/V KGP2.2</b> <b>Language Structures and Features</b> recognise some elements in texts</p> <p><b>R/V KGP2.3</b> <b>Strategies</b> use simple strategies to begin interaction with visual and written texts.</p>	<p><b>R/V KGP3.1</b> <b>Texts and Contexts</b> construct meaning from visual and written texts with familiar content and symbols; associate own knowledge with ideas, events and information in texts viewed and heard</p> <p><b>R/V KGP3.2</b> <b>Language Structures and Features</b> demonstrate emerging awareness and use of symbols and conventions to make meaning from texts</p> <p><b>R/V KGP3.3</b> <b>Strategies</b> recognise and use a variety of familiar cues to predict and confirm meaning in visual and written texts.</p>
<p><b>Writing</b></p> <p><b>Links</b></p> <p><b>EsseNTial Learnings:</b> In 1, Cr 1, Cr 2, Con 1, Con 2</p> <p><b>Learning Areas:</b> can be achieved through ALL Learning Areas and Perspectives.</p>	<p><b>W KGP1.1</b> attend to, respond to and initiate interaction with and explore stimuli using their senses (auditory, visual, tactile and/or kinaesthetic) to convey a message.</p>	<p><b>W KGP2.1</b> <b>Texts and Contexts</b> experiment with written symbols for someone else to read or interpret; recognise that these symbols within their context can be used to convey meaning to others</p> <p><b>W KGP2.2</b> <b>Language Structures and Features</b> use conventional and unconventional written symbols for expressing ideas</p> <p><b>W KGP2.3</b> <b>Strategies</b> experiment with a variety of means to produce writing.</p>	<p><b>W KGP3.1</b> <b>Texts and Contexts</b> produce written symbols with the intention of conveying an idea or message; recognise that writing conveys meaning to others</p> <p><b>W KGP3.2</b> <b>Language Structures and Features</b> use conventional written symbols for expressing ideas and information</p> <p><b>W KGP3.3</b> <b>Strategies</b> explore ways of representing own writing.</p>

Learners demonstrating evidence of  
**Band 1**

Year 3 English Literacy Benchmarks are in BLUE

Learners demonstrating evidence of  
**Band 2**

Year 5 English Literacy Benchmarks are in BLUE

## Strands and Links

### L/S 1.1

#### Texts and Contexts

interact confidently in formal and informal school situations; consider how own speaking and listening is adjusted in different situations

### L/S 1.2

#### Language Structures and Features

experiment using Standard Australian English structures and features for expressing and interpreting spoken ideas and information

### L/S 1.3

#### Strategies

speak and listen in ways that assist communication with others.

### L/S 2.1

#### Texts and Contexts

interact with others about familiar ideas for specific purposes within the classroom and school community, recognising aspects of context and purpose

### L/S 2.2

#### Language Structures and Features

use appropriate language structures and features of spoken language for expressing and interpreting ideas and information

### L/S 2.3

#### Strategies

reflect on own approach to communication and the ways in which others interact.

## Listening & Speaking

### Links

#### EsseNTial

#### Learnings:

In 1, Cr 1, Col 1, Col 4, Con 1

#### Learning Areas:

can be achieved through ALL Learning Areas and Perspectives.

### R/V 1.1

#### Texts and Contexts

read/view with understanding a range of visual and short written texts with familiar topics and vocabulary, related illustrations and predictable text structures; recognise the way texts are constructed by people to represent real and imaginary experiences

### R/V 1.2

#### Language Structures and Features

recognise and interpret basic language structures and features of texts

### R/V 1.3

#### Strategies

use a range of basic strategies to select and interpret visual and short written texts

### R/V 2.1

#### Texts and Contexts

read/view with understanding a range of visual and written texts with familiar content and some unfamiliar vocabulary or language structures and features; identify simple symbolic meanings and stereotypes

### R/V 2.2

#### Language Structures and Features

identify and use the language structures and features of texts to construct meaning

### R/V 2.3

#### Strategies

integrate a variety of strategies to interpret visual and written texts to identify resources and find information.

## Reading & Viewing

### Links

#### EsseNTial

#### Learnings:

In 1, Cr 1, Cr 2, Con 1, Con 2

#### Learning Areas:

can be achieved through ALL Learning Areas and Perspectives.

### W 1.1

#### Texts and Contexts

compose a range of simple, imaginative and factual texts which contain a few ideas about familiar topics; recognise some purposes and advantages of writing

### W 1.2

#### Language Structures and Features

use some basic language structures and features so that writing can be readily interpreted by others

### W 1.3

#### Strategies

use some strategies to plan, compose and review own writing.

### W 2.1

#### Texts and Contexts

compose a range of short texts which contain several inter-relating ideas and information about familiar topics; consider aspects of audience and purpose

### W 2.2

#### Language Structures and Features

identify and use most basic language structures and features when writing a range of texts

### W 2.3

#### Strategies

use familiar strategies and experiment with new strategies to plan, compose and review own writing.

## Writing

### Links

#### EsseNTial

#### Learnings:

In 1, Creative Learner, Col 4, Con 1, Con 2

#### Learning Areas:

can be achieved through ALL Learning Areas and Perspectives.

**Strands and Links**Learners demonstrating evidence of  
**Band 3**

Year 7 English Literacy Benchmarks are in BLUE

Learners demonstrating evidence of  
**Band 4****Listening & Speaking****Links****EsseNTial****Learnings:**In 1, Cr 1, Col 1,  
Col 4, Con 1**Learning Areas:**can be achieved  
through ALL  
Learning Areas  
and  
Perspectives.**L/S 3.1****Texts and Contexts**

interact confidently with others about familiar ideas, events and information in a variety of situations; consider aspects of context, purpose and audience when speaking and listening

**L/S 3.2****Language Structures and Features**

control most language structures and features of spoken language for interpreting meaning; develop and present ideas and information in familiar situations

**L/S 3.3****Strategies**

assist and monitor own and others' communication.

**L/S 4.1****Texts and Contexts**

identify ideas, opinions and information in structured spoken texts; present and support ideas in a variety of contexts

**L/S 4.2****Language Structures and Features**

discuss and experiment with the language used for interpreting meaning and presenting ideas orally

**L/S 4.3****Strategies**

use a range of strategies to construct and present spoken texts; reflect on how to improve approaches and methods of oral communication.

**Reading & Viewing****Links****EsseNTial****Learnings:**In 1, Cr 1, Cr 2,  
Con 1, Con 2**Learning Areas:**can be achieved  
through ALL  
Learning Areas  
and  
Perspectives.**R/V 3.1****Texts and Contexts**read/view with understanding a range of visual and written texts containing some unfamiliar concepts, topics, language structures and features; **explain possible reasons for people's varying interpretations of texts****R/V 3.2****Language Structures and Features****identify and discuss how language is used to shape readers' and viewers' understanding of a range of texts****R/V 3.3****Strategies****select, use and reflect on strategies appropriate for interpreting texts and identify information and resources for specific purposes.****R/V 4.1****Texts and Contexts**

construct interpretive responses demonstrating knowledge that texts are created for a particular audience and purpose; develop intertextual understanding

**R/V 4.2****Language Structures and Features**

describe techniques used to shape audience response to literary, film, media and everyday texts

**R/V 4.3****Strategies**

use strategies to identify and respond to the way conventions shape meaning in a range of texts.

**Writing****Links****EsseNTial****Learnings:**In 1, Creative  
Learner, Col 4,  
Con 1, Con 2**Learning Areas:**can be achieved  
through ALL  
Learning Areas  
and  
Perspectives.**W 3.1****Texts and Contexts****compose a range of cohesive texts that include both familiar and new topics and ideas; adjust writing to take account of audience, purpose and context****W 3.2****Language Structures and Features****control most language structures and features when writing a range of texts****W 3.3****Strategies**

use a range of strategies to plan, compose, review and edit own writing.

**W 4.1****Texts and Contexts**

plan, compose and edit a range of sustained and developed texts appropriate to audience, purpose and context

**W 4.2****Language Structures and Features**

control language structures and features necessary to communicate ideas and information clearly in written texts of some length and complexity

**W 4.3****Strategies**

use a range of strategies to plan, compose, review and edit written texts for meaning and effectiveness.

Learners demonstrating evidence of  
**Band 5**Learners demonstrating evidence of  
**Beyond Band 5****Strands and  
Links****L/S 5.1****Texts and Contexts**

discuss and analyse ideas and information from a range of challenging spoken texts; speak effectively to selected audiences

**L/S 5.2****Language Structures and Features**

control and experiment with language structures and features that enable speakers to engage audiences

**L/S 5.3****Strategies**

use a variety of strategies to evaluate and interpret spoken texts; apply strategies in the delivery of own texts.

**L/S 5+.1****Texts and Contexts**

identify different perspectives on complex issues in spoken texts; speak effectively in a variety of contexts in ways that address complexity of purpose and subject matter and meet the requirements of particular audiences

**L/S 5+.2****Language Structures and Features**

analyse and use language structures and features that affect interpretations of spoken texts, especially in the construction of tone, style and point of view

**L/S 5+.3****Strategies**

evaluate and apply strategies used in a range of spoken texts in situations characterised by complexity of purpose and subject matter.

**Listening &  
Speaking****Links****EsseNTial****Learnings:**

In 1, Cr 1, Col 1, Col 4, Con 1

**Learning Areas:**

can be achieved through ALL Learning Areas and Perspectives.

**R/V 5.1****Texts and Contexts**

analyse complex visual and written texts; consider the inter-relationship between text, context, reader and producer; explore intertextual links

**R/V 5.2****Language Structures and Features**

identify and discuss the impact of language structures and features used to shape audience interpretation of literary, film, media and everyday texts

**R/V 5.3****Strategies**

use a repertoire of strategies and approaches to enhance, maintain and develop understanding of extended and challenging texts.

**R/V 5+.1****Texts and Contexts**

critically analyse and explain the socio-cultural values, attitudes and assumptions that texts reflect and project

**R/V 5+.2****Language Structures and Features**

identify and analyse the impact of techniques intended to shape audience interpretation of and reaction to texts

**R/V 5+.3****Strategies**

critically use a breadth of reading and viewing strategies that enable detailed and comprehensive evaluation of complex texts.

**Reading &  
Viewing****Links****EsseNTial****Learnings:**

In 1, Cr 1, Con 1, Con 2

**Learning Areas:**

can be achieved through ALL Learning Areas and Perspectives.

**W 5.1****Texts and Contexts**

plan and compose a range of texts characterised by appropriate register and complexity of purpose and subject matter

**W 5.2****Language Structures and Features**

experiment with and control language when constructing texts to address or challenge audience expectations

**W 5.3****Strategies**

use a range of strategies to construct and evaluate written texts, reflecting on how to improve own written communication.

**W 5+.1****Texts and Contexts**

write convincingly on complex ideas by making critical choices of tone and style to suit different purposes and audiences

**W 5+.2****Language Structures and Features**

manipulate and modify language structures and features for specific intent so that meaning is conveyed effectively

**W 5+.3****Strategies**

revise and critically evaluate own and others' writing for cohesion, impact and meaning.

**Writing****Links****EsseNTial****Learnings:**

In 1, Creative Learner, Col 4, Con 1, Con 2

**Learning Areas:**

can be achieved through ALL Learning Areas and Perspectives.

# Listening and Speaking

## Links

**Essential Learnings:**  
In 1, Col 1,  
Con 1

**Learning Areas:**  
Refer to specific links listed below.

**Perspectives:**  
Numeracy

## OUTCOMES

Learners demonstrating evidence of **Key Growth Point 1**

### L/S KGP1.1 Texts and Contexts

convey needs, express meaning and interact using simple language structures including vocalizations and gestures

### L/S KGP1.2 Language Structures and Features

use home language structures to make and convey meaning

### L/S KGP1.3 Strategies

communicate their needs, feelings, wants and make choices using single words or non-verbal communication.

## INDICATORS

Learners demonstrating evidence of **Key Growth Point 1** for example

### Texts and Contexts

- focus attention on person(s) initiating communication
- move, gesture, sign or vocalize, eg babble, gurgle, hum
- display emerging awareness of the routines and expectations of different environments and spoken language, eg respond to greetings.

### Language Structures and Features

- respond to their first name
- respond to one word requests or signs, eg sit, wait
- use language to label familiar objects, eg sign, say or indicate 'hot' in response to touching an object **[HPE-HP] [Sci-WS]**
- identify familiar environmental sounds
- vocalize, gesture or sign to indicate likes/dislikes, needs or wants **[In 2] [HPE]**
- attempt to imitate vocalisations or gestures.

### Strategies [Col 4]

- attend to what others are doing/saying and make responses verbally or non-verbally, according to situation
- use a communication partner (another person) to scaffold conversation, eg ask another to supply an unfamiliar word, sign or gesture
- use picture cards or nomenclature cards (naming/labelling cards) to convey meaning, ideas and thoughts
- use real objects to convey needs and wants
- use non-verbal behaviour to indicate feelings, eg tantrum to indicate anger
- use talk or a variety of non-verbal communications to get needs met or gain attention
- use developing awareness of conversational conventions in order to effectively communicate, eg turn-taking, call a person's name or use non-verbal cues to get their attention **[SOSE-Soc]**.

# Listening and Speaking

## OUTCOMES

Learners demonstrating evidence of **Key Growth Point 2**

### L/S KGP2.1 Texts and Contexts

interact verbally or non-verbally using own variety of English in classroom and school settings; adjust speaking and listening sometimes, when interacting with others for a variety of purposes

### L/S KGP2.2 Language Structures and Features

use home language structures in own variety of English to make and convey meaning

### L/S KGP2.3 Strategies

use various communication strategies in familiar situations.

## Links

### EsseNTial Learnings:

In 1, Col 1, Col 4, Con 1

### Learning Areas:

Can be achieved through ALL Learning Areas and Cross-Curricula Perspectives.

## INDICATORS

Learners demonstrating evidence of **Key Growth Point 2** for example


### Texts and Contexts

- recount information, with adult assistance/encouragement
- use a symbol, words and/or phrases to request assistance or information, eg points to a pencil, says 'pencil' or 'give me pencil' **[HPE-HP]**
- respond to greetings and farewells
- demonstrate some listening/attending behaviour
- express needs, wants and feelings verbally or non-verbally, in culturally appropriate ways within an educational setting **[HPE-HP] [SOSE-Soc]**
- display understanding of routines and expectations of different environments and spoken language
- describe activities they do at home and school.

### Language Structures and Features [Cr 1]

- use words and/or phrases in response to simple questions and signs
- interpret and follow simple verbal instructions
- participate in language activities involving repetition of language, its patterns and vocabulary
- use pronouns 'I', 'you', 'me'
- use some conceptual language to describe, eg 'in', 'on', 'out', 'off' **[Num] [HPE-PA]**
- use descriptive language, eg size, colour **[Num]**
- use home language to label and describe the function of objects, people and events around them, eg 'That boy is crying.' 'I use scissors for cutting.'
- provide a rhyming word for one or more given words, eg a word that rhymes with cat and bat
- identify beginning sounds of some spoken words, eg state that fish starts with 'f'
- identify beats in two syllable words using clapping, nodding or stamping **[Arts-CrA]**
- use body language to assist communication
- use gestures/voice to finish communication, eg turn back and move away, say 'Go away!'
- recognise that voice intonation, pitch and volume have meaning.

### Strategies

- ask and respond to simple questions related to the 'here and now' and personal experience, eg 'Where is your teacher?' 'Who went ...?'
- indicate when something is not understood by using body language or asking 'What ...?'
- interpret basic body language and voice, eg position, facial expression, gesture, intonation, pitch, volume
- use culturally-appropriate body language within an educational setting to demonstrate listening
- self-correct words, pronunciation and signals in familiar contexts
- attempt to modify their talk, sign or gesture if they see their message is not understood
- use simple conversation conventions, eg turn-taking, listening, attending **[Col 3] [HPE-PD] [SOSE-Soc]**
- make connections between all methods of communication and school English, eg first language, sign language, body language 

# Listening and Speaking

## Links

### EsseNTial Learnings:

In 1, Cr 1, Col 1, Col 4, Con 1

### Learning Areas:

Can be achieved through ALL Learning Areas and Cross-Curricula Perspectives.

## OUTCOMES

Learners demonstrating evidence of **Key Growth Point 3**

### L/S KGP3.1 Texts and Contexts

interact informally and formally in structured and unstructured activities within classroom settings; adjust speaking and listening for a range of purposes and situations

### L/S KGP3.2 Language Structures and Features

use own variety of English with some Standard Australian English structures and features to express ideas and information and interpret spoken texts





### L/S KGP3.3 Strategies

monitor own and others' communication and respond appropriately.

## INDICATORS

Learners demonstrating evidence of **Key Growth Point 3** for example


### Texts and Contexts [Col 3]

- produce a small range of simple oral texts that link together a couple of ideas in a structured activity for whole class or small group situations,  eg
  - recount an experience
  - report briefly on personal knowledge about a topic
  - retell an event from a story
  - share a simple procedure, ('First you put...and then...')
  - explain how something was made or done, ('First we...and then we put...')
- describe what has been made, eg 'It's big and red. It feels rough...' **[T&D-DPC]**
- use appropriate greetings, introductions and farewells
- listen to others and contribute some relevant comments to a conversation or discussion
- listen to stories in multimedia formats making connections between sound, meaning and symbolic images associated with the action being described **[LT-P]**
- join in poems, action verse and refrains recited by class or read by teacher **[Arts-CrA]** 
- use a variety of verbal/non-verbal cues to establish relationships with others **[HPE-PD]**
- form connections between home language and school English **[SOSE-Soc]** 
- listen to a range of stories from different cultural backgrounds, told in different language varieties 

### Language Structures and Features

- sequence ideas in speech and use simple linking words, eg 'and', 'then' **[Num-MDS]**
- use time terms and prepositions, eg 'first', 'next', 'behind' **[Num-MDS]**
- interpret and use simple statements, directions and questions **[Num-SS]**
- use appropriate language to stay on topic
- clearly reproduce most English language sounds and pronounce sounds from own variety of English
- use pronouns 'he', 'she', 'they', 'them'
- hear and use sounds in their correct sequence, eg 'hospital' not 'hostipal'
- explore and talk about sounds, eg rhymes, alliteration, syllables, blends **[Arts-CrA]**
- identify onset and rime in spoken words, eg n-ice, kn-ee
- identify initial, final and medial sounds in some spoken words
- link knowledge of sounds with sound/symbol relationships
- use a range of descriptive language to describe attributes, eg 'It is \_\_\_\_\_ (colour/ shape/size/texture)'
- attempt to use appropriate volume and intonation to convey meaning.

### Strategies [Col 3]

- ask and respond to questions seeking information or clarification
- contribute relevant information in class or group activities/ discussions, with or without prompting
- encourage peers in speaking and listening contexts
- demonstrate attentive listening in non-verbal ways appropriate to own culture, eg facial expression, gesture, silence, eye contact, lip reading
- speak using appropriate verbal and non-verbal cues appropriate to own culture, eg facial expression, eye contact, social distance, topic maintenance
- use age-appropriate software related to phonics and sound recognition **[LT-P]**
- attempt to observe class rules when speaking and listening, eg take turns, ask and answer questions
- recognise that there are different languages in the world 

# Listening and Speaking

## OUTCOMES

Learners demonstrating evidence of **Band 1**

### L/S 1.1 Texts and Contexts

interact confidently in formal and informal school situations; consider how own speaking and listening is adjusted in different situations

### L/S 1.2 Language Structures and Features

experiment using Standard Australian English structures and features for expressing and interpreting spoken ideas and information

### L/S 1.3 Strategies

speak and listen in ways that assist communication with others.

## Links

### Essential Learnings:

In 1, Cr 1, Col 1, Col 4, Con 1





### Learning Areas:

Can be achieved through ALL Learning Areas and Cross-Curricula Perspectives.

## INDICATORS

Learners demonstrating evidence of **Band 1** for example




### Texts and Contexts

- produce a small range of oral texts and link ideas to present a cohesive text for whole class or small group situations **[LT-P]** , eg
  - present key information in short spoken recounts including when, who, where, what, why
  - produce a simple report
  - explain familiar procedures including logical steps
  - explain how a class activity was completed
  - describe real or imaginary events in logical sequence
- present relevant information on known topic to group or class
- listen, respond to and deliver simple instructions to peers **[Sci-WS]**
- listen attentively to and converse with others for a purpose
- justify opinions with basic evidence in relation to home/school matters and personal interests
- demonstrate culturally-appropriate gestures and facial expressions to show emotions and responses, eg interest and lack of interest, excitement, shyness, fear **[HPE-PD]**  
- listen to and retell in own words ancestral stories of local Indigenous groups .

### Language Structures and Features

- connect parts of spoken sentences using linking words, accurately, eg 'because', 'if', 'after'
- use key language features when presenting simple oral texts, eg recount, procedure, explanations
- compare standard/non-standard grammatical alternatives for expressing similar meaning
- use pronouns appropriately
- use plurals and verb tense markers, accurately most of the time, eg 'The boy runs...'; 'The boys run ...'
- experiment with new ways to communicate, eg use some familiar idioms ('hang on a minute') **[Cr3]**
- attempt to use similes to make speech more effective when explaining/describing ('It was fast like ...') **[Cr 3]**
- identify and suggest rhyming words **[Cr 3]**
- identify and pronounce initial/medial/final sounds in spoken words, eg The sounds in 'fish?': /f/i/sh/
- use language to identify similarities, differences and categories, eg 'They are the same/different because ...' 'These go together because...'  
**[Num-MDS]**
- experiment with varying tone/volume/pace of speech to create excitement or to emphasise meaning
- recognise different kinds of English: Aboriginal, American, Indian, British etc heard in various media, eg TV, film, guest speakers, music.

### Strategies

- ask questions to seek explanations, clarification or more information and make comments that expand ideas
- interpret, with some awareness of cultural differences, verbal and non-verbal messages, eg show emotions, understand body movements, tone of voice, facial expressions **[SOSE-Soc]**  
- consider the needs of the audience when delivering oral presentations
- attend to responses of others and review or elaborate on what has been said, eg answer questions, repeat or rephrase ideas and information, try to give explanations **[HPE-PD]**
- use graphic software (paint or multimedia programs) to aid story-telling and recounts **[LT-P]**
- recognise diversity of English and its use in different communities 
- follow speaking and listening conventions/procedures, eg take-turns, ask questions **[SOSE-Soc]**.

# Listening and Speaking

## Links

### EsseNTial Learnings:

In 1, Cr 1, Col 1, Col 4, Con 1

**Learning Areas:**  
Can be achieved through ALL Learning Areas and Cross-Curricula Perspectives.

## OUTCOMES

Learners demonstrating evidence of **Band 2**

### L/S 2.1 Texts and Contexts

interact with others about familiar ideas for specific purposes within the classroom and school community, recognising aspects of context and purpose

### L/S 2.2 Language Structures and Features

use appropriate language structures and features of spoken language for expressing and interpreting ideas and information




### L/S 2.3 Strategies

reflect on own approach to communication and the ways in which others interact.


## INDICATORS

Learners demonstrating evidence of **Band 2** for example




### Texts and Contexts

- effectively produce and perform a small range of cohesive oral texts that include, [Cr 3] [Col 3] [LT] eg
  - key aspects of where, who, when, what and why when planning and presenting an oral recount
  - key information in an oral report, eg (about an animal, research conducted during an excursion)
  - logical steps in a procedure, eg completing an art or maths task)
  - key details in an explanation of a completed activity
- follow and deliver a given set of directions or instructions [Num-SS]
- listen actively to speakers and be tolerant of and responsive to their ideas and contributions
- listen and respond to literature, information and opinions by asking questions and making appreciative comments
- listen to and perform for enjoyment a range of texts, eg poetry, drama, Indigenous oral histories and life stories [Arts-CrA]  
- clearly state own point of view and answer questions seeking clarification, explanation or more information
- compare features of informal, personal speaking with those of more formal and public purposes/ audiences
- compare Standard Australian English and diverse forms of English for a range of situations, eg explore, discuss and record the various registers and dialects used by different students in their school and community .

### Language Structures and Features

- express logical relationships in speech through use of linking words, eg 'although', 'instead of' [Num-MDS]
- recognise and use the key organisational features of different oral presentations, eg recounts, reports, instructions
- use common grammatical structures accurately, eg subject-verb agreement, noun-pronoun agreement, consistent verb tense
- attempt to use metaphorical language in spoken texts, eg 'The wind is a monster's breath.'
- use specific language on a variety of topics and choose words carefully to achieve precise meanings [Num-NS]
- emphasise own spoken language by effective use of pauses, volume, pace and repetition
- distinguish between different varieties of English, eg 'school language' and a community language or dialect .

### Strategies

- phrase questions to obtain information sought
- discuss with peers and teacher, strategies for communicating with others in different situations
- initiate discussion of ideas and issues with peers and teacher
- correct own speech for meaning and accuracy
- select, organise, rehearse and modify ideas before giving a short prepared talk or conducting an interview, appropriate to audience
- tell stories/recounts from real life situations or texts, eg a refugee story, oral histories  
- keep a language diary of 'you and your languages', reflecting on who or what determines which language is used in different contexts 
- record spoken 'captions' to accompany multimedia presentations, eg for record of a class excursion or activity [Arts-CrA] [LT-P].

# Listening and Speaking

## OUTCOMES

Learners demonstrating evidence of **Band 3**

### L/S 3.1 Texts and Contexts

interact confidently with others about familiar ideas, events and information in a variety of situations; consider aspects of context, purpose and audience when speaking and listening

### L/S 3.2 Language Structures and Features

control most language structures and features of spoken language for interpreting meaning; develop and present ideas and information in familiar situations

### L/S 3.3 Strategies

assist and monitor own and others' communication.

## Links

### EsseNTial Learnings:

In 1, Cr 1, Col 1, Col 4, Con 1







### Learning Areas:

Can be achieved through ALL Learning Areas and Cross-Curricula Perspectives.

## INDICATORS

Learners demonstrating evidence of **Band 3** for example

### Texts and Contexts

- produce and perform formal/informal oral presentations about familiar ideas, to entertain or inform others, in a variety of situations
- listen attentively and respond constructively to alternative ideas or viewpoints
- listen and respond appropriately to the arguments of others
- listen and respond to culturally diverse literature, information and opinions to present alternative viewpoints using explanation or argument  
- express own ideas or opinions without dominating discussions
- attempt to persuade others in the class to a point of view or action, presenting a few reasons **[In 3]**
- identify some components and persuasive features of print, television and advertisements **[Arts-Cont]**
- recognise the diversity and value of language used in a variety of contexts, eg social, cultural, use of sound files in multimedia encyclopedias, Internet **[Cr 3] [LT]**  
- recognise the tone, pronunciation, timing and accents of formal or persuasive speech, eg Queens message, Opening Ceremonies, Paul Keating's Redfern Address
- explore aspects of Aboriginal English and other varieties of English, eg Black American English 
- investigate the language or languages used by class members in different contexts and, through excursions, the language and languages used in their communities 

### Language Structures and Features

- use conjunctions to interpret and express relationships between ideas in spoken texts
- select, order and organise subject matter clearly for prepared spoken presentations, eg reports, instructions, rebuttal, public meetings **[Arts-CrA]**
- adopt the grammatical patterns of Standard Australian English where appropriate, eg role play a TV newsreader, formal presentation at School Assembly
- extend their use of vocabulary specific to task or topic **[Num]**
- recognise introductory phrases which indicate an opinion is being offered, eg 'I believe ...', 'I feel that ...', 'In my opinion ...'
- use voice intonation, body movement and facial expressions to enhance meaning, eg storytelling, plays, rehearsed reading of scripts with dialogue **[Arts-CrA]**.

### Strategies

- use some strategies to record ideas presented orally for later review of information, eg take brief notes, tape record interviews **[LT-P]**
- critically summarise main ideas in short oral texts
- evaluate own interpretation during a discussion by paraphrasing or summarising
- recognise and discuss ways that messages are conveyed verbally and non-verbally in different cultural settings, eg body language, voice tone  
- appraise, select and use appropriate language, eg slang/colloquial language and/or Standard Australian English, mindful of the socio-cultural contexts, avoiding discriminatory language **[SOSE-Soc]**  
- consider audience needs and include verbal/non-verbal cues to maximise communication and delivery
- adjust information or tone of voice to a listener's reaction, eg pause to think what to say next, summarise ideas, answer questions
- participate in impromptu or scripted plays, public speaking, following directions and/or specific instructions to improve confidence in oral communication **[Arts-CrA]**.

# Listening and Speaking

## Links

### EsseNTial Learnings:

In 1, Cr 1, Col 1, Col 4, Con 1

### Learning Areas:

Can be achieved through ALL Learning Areas and Cross-Curricula Perspectives.

## OUTCOMES

Learners demonstrating evidence of **Band 4**

### L/S 4.1 Texts and Contexts

identify ideas, opinions and information in structured spoken texts; present and support ideas in a variety of contexts

### L/S 4.2 Language Structures and Features

discuss and experiment with the language used for interpreting meaning and presenting ideas orally





### L/S 4.3 Strategies

use a range of strategies to construct and present spoken texts; reflect on how to improve approaches and methods of oral communication.


## INDICATORS

Learners demonstrating evidence of **Band 4** for example




### Texts and Contexts

- produce and perform a range of spoken texts about familiar/unfamiliar classroom situation issues **[Arts-Dr]**
- adjust register of own spoken texts for different purposes, situations and audiences
- participate in guided discussions demonstrating how character, plot and theme can be linked
- listen to a range of spoken texts including Indigenous oral histories, identifying and commenting on aspects of content, context and point of view  
- verbalise understanding of and give examples to explain personal criteria for evaluating and responding to what they hear, read and view **[T&D-Cri]**
- set aside own point of view when listening to allow speaker's intent and meaning to be stated
- identify alternative viewpoints in spoken and audio visual texts 
- explain connections among different texts by comparing some stylistic features
- experiment with a variety of language activities, eg debates, interviews, 'Ask an Expert' **[LT-R]**
- explore and discuss the relationship between language and power in society, eg the use of dialect, slang, secret languages, code and jargon to exclude others 

### Language Structures and Features

- identify and interpret language structures and features of a range of spoken texts that help speakers to influence an audience, eg body language, vocabulary **[SOSE-Soc]**
- select appropriate language to express themselves convincingly for a variety of purposes
- select, identify and analyse structures used in different forms of oral presentations, eg advertising, debates
- experiment with patterns of Standard Australian English and other varieties of English to assume dramatic roles and characterisation
- use some subtleties of vocabulary and tone to express ideas/feelings to argue or discuss
- use language confidently to respond thoughtfully and critically to factual/imaginative texts in a range of genres
- use voice, posture and movement to maintain audience attention and interest **[Arts-Dr]**
- relate expressions to history/culture/time/location and trace the origin of words 

### Strategies [In 6]

- use a variety of strategies to systematically record spoken ideas and information when listening to a range of spoken texts, eg select key ideas **[T&D-Cri]**
- identify ways in which language is used in popular culture, eg explore how different varieties of English are represented, eg characters in 'The Lion King' **[HPE-PD]** **[SOSE-Soc]** 
- reflect on their language choices to create and express their thoughts, ideas and feelings **[HPE-PD]**
- explore links between language, culture and worldview, eg connotations of words such as 'country', 'old woman', in Aboriginal English/Standard Australian English; attitudes expressed in colloquial terms for boys and girls **[SOSE-Soc]** **[HPE-PD]** 
- analyse qualities of valid argument and challenge ideas in discussion and debate **[SOSE-Soc]**
- actively identify strengths and weaknesses of own and others' spoken presentations
- identify successful strategies used by speakers to engage audiences and attempt these in own presentations, eg recovering from interruptions, using notes unobtrusively, using eye contact
- identify and use a range of strategies to produce spoken texts and to reflect on how to improve approaches to communication
- actively participate in informal discussion showing appreciation for opinions of others **[HPE-PD]** 
- participate in drama performances to build/experiment with the manipulation of voice and presentation style.

# Listening and Speaking

## OUTCOMES

Learners demonstrating evidence of **Band 5**

### L/S 5.1 Texts and Contexts

discuss and analyse ideas and information from a range of challenging spoken texts; speak effectively to selected audiences

### L/S 5.2 Language Structures and Features

control and experiment with language structures and features that enable speakers to engage audiences

### L/S 5.3 Strategies

use a variety of strategies to evaluate and interpret spoken texts; apply strategies in the delivery of own texts.

## Links

### EsseNTial Learnings:

In 1, Cr 1, Col 1, Col 4, Con 1







### Learning Areas:

Can be achieved through ALL Learning Areas and Cross-Curricula Perspectives.


## INDICATORS

Learners demonstrating evidence of **Band 5** for example



### Texts and Contexts

- perform texts for familiar groups to assist the exploration of complex issues in class, mindful of the socio-cultural differences of the audience [HPE-PD] [SOSE-Soc]  
- undertake various roles in complex language activities, eg interviews, formal meetings, debates [Col 3]
- participate in sustained teacher/peer discourse on a range of texts and contemporary issues [HPE-PD]
- listen to and discuss a range of viewpoints on texts and issues and, in response, develop or modify their personal opinion [HPE-PD] [SOSE-Soc]
- clearly organise and sequence impromptu oral work in both formal and informal contexts [Arts-Dr]
- report formally on different perspectives about a complex issue and present own opinions, mindful of appropriate language and audience [SOSE-Soc]
- compare different responses to speeches/interviews, exploring how differences are influenced by personal, cultural or contextual factors, eg global issues [SOSE-Soc]  
- identify the way attitudes to different dialects influence and create power relationships in society [SOSE-Soc]  

### Language Structures and Features

- explore connections between language level and audience/purpose
- experiment with use of language and grammatical structures/features when preparing for and giving a speech, and draw on this knowledge to analyse how other speakers influence audiences
- explore the impact of persuasive language and employ a diverse vocabulary when constructing presentations
- choose language, content and voice projection/variation which is appropriate for audience and purpose
- use a variety of techniques/aids to maintain audience interest and attention, eg intonation, pauses, body language, word emphasis, print handouts, PowerPoint presentations, diagrams [T&D-Pr] [LT-P]
- explore differences between Aboriginal English and Standard Australian English oral genres 

### Strategies

- listen, respond and record details and arguments in significant speeches through history (sound files in multimedia encyclopaedias or on Internet pages) considering, [SOSE-Soc]   [LT-R] eg
  - how/if their opinions have been modified by the spoken text (primary data source)
  - the specific vernacular used with set time periods and various cultures or societies
  - the sensory difference between the spoken and written text
- use active/reflective listening techniques to establish meaning
- utilise the flexibility of spoken texts by adjusting to context and varying the presentation manner in response to audience needs/demands, eg skip planned items, repeat key ideas, adjust voice pitch [Arts-Dr]
- use modelled pieces to develop and improve understanding of oral techniques and structures
- use strategies to overcome self-consciousness for oral presentations, eg careful preparation, rehearsal
- plan for a formal speech anticipating needs and expectations of listeners and adjust appropriately
- confidently engage in class discussion demonstrating an accurate understanding of their own and others' role within the context of the class [Col 3].

# Listening and Speaking

## Links

### EsseNTial Learnings:

In 1, Cr 1, Col 1, Col 4, Con 1

### Learning Areas:

Can be achieved through ALL Learning Areas and Cross-Curricula Perspectives.

## OUTCOMES

Learners demonstrating evidence of **Beyond Band 5**

### L/S 5+.1 Texts and Contexts

identify different perspectives on complex issues in spoken texts; speak effectively in a variety of contexts in ways that address complexity of purpose and subject matter and meet the requirements of particular audiences

### L/S 5+.2 Language Structures and Features

analyse and use language structures and features that affect interpretations of spoken texts, especially in the construction of tone, style and point of view

### L/S 5+.3 Strategies

evaluate and apply strategies used in a range of spoken texts in situations characterised by complexity of purpose and subject matter.



## INDICATORS

Learners demonstrating evidence of **Beyond Band 5** for example

### Texts and Contexts

- assert sustained points of view to familiar/unfamiliar audiences with conviction and confidence
- participate in a broad range of oral activities, eg presentations, sustained/unstructured discourses **[LT]**
- assist groups and poor speakers towards clear/concise demonstration of group or individual objectives
- demonstrate understanding that people respond to both non-verbal and verbal elements of language
- critically examine/explain own reaction to texts, eg sensitivity towards bias or emotional language **[In 6]**
- demonstrate understanding of inappropriate responses, seek to build cohesive communication skills
- use language to explore complex concepts/ideas in order to clarify own and others' understanding
- identify, challenge and justify interpretations of the underlying assumptions, points of view and subtexts in spoken texts
- critically examine reactions to spoken texts recognising the influence of individual beliefs, culture, etc
- examine how interpretation is influenced by presentation style, eg formal, informal visual presentations
- experiment with the omission of fact or the telling of 'half-truths' to manipulate audiences.

### Language Structures and Features

- discuss particular stylistic/language techniques of listening tasks, eg 'attention grabbing' in advertising
- discuss and use language devices to sustain audience interest, eg rhetorical questions, passive voice
- explore and analyse the use of particular language style and tone of a well-known speaker, eg examine Martin Luther King's use of biblical references and emotive language **[SOSE-Soc]** 
- explore and employ the use of stress, pronunciation and inflection when speaking
- explore the way that analogies, imagery and other comparisons affect the tone and mood of spoken texts and provide insight into the speaker's motives and opinions
- identify characteristics of a speaker's tone and style of presentation and evaluate the effects
- analyse the impact of and experiment with the power of non-verbal factors in spoken texts and the way non-verbal communication influences people's judgment of speakers, eg gestures, silences 
- explore and analyse communication between speakers of different dialects with different communicative styles in formal situations, eg Aboriginal English speakers in law courts, medical institutions.

### Strategies

- research before listening so that evaluation is based on knowledge of topic/perspectives on the issue
- examine and account for a range of individual reactions to a single text, eg explore and understand how cultural background or personal perception can influence a listener's reaction
- use language knowledge to identify cues to assist in the interpretation of complex texts
- identify and appreciate influence of culture on language structure, language use and communication styles
- recognise and challenge the use of bias in spoken texts/arguments/presentations **[SOSE-Soc]**
- respond quickly and appropriately to questions given in pressure situations, eg competently answer and explain questions during a debate or class presentation
- use a variety of recovery techniques to recover from interruptions during speaking tasks **[HPE-PD]**
- identify and model effective speaking techniques from well-known speeches and personalities **[LT-R]**.

# Reading and Viewing

## OUTCOMES

Learners demonstrating evidence of **Key Growth Point 1**

**R/V KGP1 Texts and Contexts; Language Structures and Features; Strategies** attend to, respond, anticipate and explore stimuli using their senses (auditory, visual, tactile and/or kinaesthetic) to make meaning from symbols in texts.

## Links

**Essential Learnings:**  
In 1, Cr 1

**Learning Areas:**  
Refer to specific links listed below.

**Perspectives:**  
Numeracy,  
Learning  
Technology

## INDICATORS

Learners demonstrating evidence of **Key Growth Point 1** for example

### Texts and Contexts [In 6]

- respond to parts of stories, computer graphics, films or videos **[Co1 1] [LT-R]**
- demonstrate object/symbol/picture permanence, eg recognise a cup or visual of a cup in a consistent way
- match
  - verbal → object
  - object → object
  - object → photo,
  - object → colour picture representing object
  - object → pictograph **[Num]**
- react to familiar environmental print, eg respond to food packaging during meal time
- make connections between familiar visual texts and own experiences, eg recognise self and others in photos, respond consistently when shown/viewing symbol
- attribute meaning to familiar visual texts based on own experiences, eg photos, pictographs, follows timetable, matches real object to photo, recognises birthday cards and letters
- use objects according to their function **[HPE-PA]**
- notice sameness and difference between objects
- explore tactile stimuli.

### Language Structures and Features

- locate familiar symbols in a text and objects in their environment, eg cup at meal time, person, object, event in a photo/pictograph/media **[LT-R]**
- select a familiar text in preferred modes using visual cues, eg select a video, book or CD
- show awareness of understanding texts by anticipating an image will appear when TV/computer is turned on or story read **[LT-O]**
- use and respond to symbols to meet basic needs **[SOSE-Soc]**.

### Strategies [Co1 1] [Con 2] [LT-R]

- develop visual discrimination skills, eg use manipulative materials, select symbols, space bar on a computer **[LT-O]**
- experiment with patterns, eg use a dough cutter in print-making or cooking, KidPix patterns **[T&D-DPC] [The Arts]**
- listen, watch and enjoy stories
- eye track moving images, eg video, TV, finger pointing to pictures
- maintain focus when reading/viewing visual texts
- respond to words or signs as they are read or heard
- anticipate events from viewing a text or symbol, eg react when shown bathers or pictograph of swimming
- respond physically to a display on computer screen, TV or book
- use available senses to access the visual world, eg visually impaired learner uses touch to recognise visual images.

# Reading and Viewing

## Links

**EsseNTial Learnings:**  
In 1, Con 1

**Learning Areas:**  
Can be achieved through ALL Learning Areas and Cross-Curricula Perspectives.

## OUTCOMES

Learners demonstrating evidence of **Key Growth Point 2**

### R/V KGP2.1 Texts and Contexts

demonstrate reading/viewing behaviours and make personal interpretations of common symbols relating own experience to familiar texts viewed, heard or read to them

### R/V KGP2.2 Language Structures and Features

recognise some elements in texts



### R/V KGP2.3 Strategies

use simple strategies to begin interaction with visual and written texts.


## INDICATORS

Learners demonstrating evidence of **Key Growth Point 2** for example

### Texts and Contexts


- demonstrate some early reading conventions, eg hold book correct way up, demonstrate that text is presented from front to back, turn single pages in order, track from left to right
- demonstrate reading-like behaviour, eg look at book in own time, role play reading a story to others
- maintain focus when looking at visual image, eg book, television/computer screen, story of choice, paintings, designs, photos **[LT]** 
- demonstrate visual perception skills, eg find specific objects in a picture, recognise a letter in a word
- discuss texts viewed or heard, eg locate and describe an illustration, talk about a character
- re-tell an event or describe a character, eg character in a book or in a computer game **[LT-R]**
- identify own name in a variety of written contexts, eg book, label, paper, chart
- identify familiar features in viewed and picture texts, eg beach, shop, school, bush settings 
- choose a book, video, cassette or picture/word game from a selection to match their interest **[In 2]**
- recognise and respond to everyday print, eg point out toys they like in a catalogue
- identify a familiar product by its label, eg milk, bread
- recognise some signs/symbols in the environment, eg stop sign, simple computer icon **[SOSE-Env] [LT-O]**
- make connections between features in texts and own experience, eg 'I've got one of those...'
- answer simple questions related to familiar stories, eg 'Who...?' 'What...?' 'Where...?'

### Language Structures and Features

- use language associated with reading, eg look, listen, read book upside down, right way up
- select and respond to familiar books and television programs, eg title page/cover of a book or video, signature tune/title images
- differentiate writing from drawing and print from pictures
- recognise the beginning and end of texts viewed or heard
- respond to rhymes and repetition in stories
- recognise elements of print in the environment and relate to personal experience, eg Steve looks at stop sign and says, 'That's my name.' 
- name some letters and recognise familiar words.

### Strategies

**[Cr 2] [Col 3] [Con 2]**

- predict events in daily routine, coming events and enjoyable activities, stating what it is that they enjoy
- use basic words, symbols and signs to enhance personal safety, eg discriminate between colours/symbols on taps **[In 4] [HPE-HP]**
- use symbols/pictures/photos to locate goods, services, places in the community **[SOSE-Soc]**
- follow daily routines using photographs, pictures and symbols, eg 'What comes next ...?'
- sequence pictures, photos or objects in a book or simple computer application **[LT-R]**
- request favourite stories/films and give reasons for their preference **[LT-P]**
- recognise meanings in sand drawings and animal tracks .

# Reading and Viewing

## OUTCOMES

Learners demonstrating evidence of **Key Growth Point 3**

### R/V KGP3.1 Texts and Contexts

construct meaning from visual and written texts with familiar content and symbols; associate own knowledge with ideas, events and information in texts viewed and heard

### R/V KGP3.2 Language Structures and Features

demonstrate emerging awareness and use of symbols and conventions to make meaning from texts

### R/V KGP3.3 Strategies

recognise and use a variety of familiar cues to predict and confirm meaning in visual and written texts.

## Links





**Essential Learnings:**  
In 1, Con 1

**Learning Areas:**  
Can be achieved through ALL Learning Areas and Cross-Curricula Perspectives.

## INDICATORS

Learners demonstrating evidence of **Key Growth Point 3** for example

### Texts and Contexts

- read texts for beginning readers with repetitive language structures and supportive illustrations
- read some text in context, eg classroom environmental print, title of a familiar book, signs, labels
- engage independently in reading-like behaviour, eg hold a book and turn pages relating information or story as if reading the words
- recognise that the message remains constant in visual/written texts, eg in a familiar story, own writing, paintings about 'country' 
- discuss aspects of television programs/films that appeal to them **[Col 1]**  
- identify main characters from texts read/viewed **[LT-R]**
- compare personal knowledge/experiences with information in texts, eg 'When I did that...'
- predict likely events or behaviour of characters from own experience when listening to stories
- demonstrate comprehension by answering simple questions
- talk about meanings of pictures, paintings and symbols 

### Language Structures and Features

- use language associated with books and print concepts, eg letter, word, title, page, illustration, author
- identify some full stops, capital letters and spaces between words in printed texts
- show awareness of directionality of text, eg 'read' from top to bottom, left to right **[LT-O]**
- recognise and name some personally significant words in context **[In 2]**
- recognise high frequency and basic sight words encountered in familiar texts, eg the, a, I, am, is
- differentiate between letters, numerals and pictures
- identify some letter names and letter/sound relationships
- locate words in a text, eg the first or last word on a page, word at the end of a sentence
- interpret a simple, labelled diagram
- recognise familiar media narratives as belonging to program categories, eg cartoons, news, quiz shows.

### Strategies [Cr 1] [Cr 2] [Col 3] [Con 2]

- apply prediction strategies to construct meaning in texts during shared reading/viewing activities, eg
  - visuals and print on front cover
  - pictures and print cues, (illustrations, headings, labels)
  - repetitive phrasing and familiar rhyming
  - environmental print and sight words
  - plot development based on cause/effect relationships
  - draw on personal experiences to predict events and interpret information
- predict appropriate words or phrases when listening to texts read by others
- use sound/symbol relationships when attempting to read unknown words, eg initial letter/letters
- use implicit knowledge of English language structures to make meaning, eg predicts 'road' (noun) rather than 'raced' (verb) in 'The boy ran along the r---.'
- use knowledge of the structure of familiar television programs or videos with regular characters, settings and segments to predict who will appear and what might happen next **[LT-R]**
- identify information from texts viewed or read by others
- choose texts of interest to be 'read' or viewed **[LT-P]**
- engage interactively with multimedia texts and negotiate sequence and pace of the storytelling **[LT]**.

# Reading and Viewing

Year 3 National English Literacy Benchmarks are 'blue' within this band

## Links

EsseNTial Learnings:  
In 1, Con 1

Learning Areas:  
Can be achieved through ALL Learning Areas and Cross-Curricula Perspectives.

## OUTCOMES

Learners demonstrating evidence of **Band 1**

### R/V 1.1 Texts and Contexts

read/view with understanding a range of visual and short written texts with familiar topics and vocabulary, related illustrations and predictable text structures; recognise the way texts are constructed by people to represent real and imaginary experiences

### R/V 1.2 Language Structures and Features

recognise and interpret basic language structures and features of texts




### R/V 1.3 Strategies

use a range of basic strategies to select and interpret visual and short written texts.

## INDICATORS

Learners demonstrating evidence of **Band 1** for example


### Texts and Contexts [Cr 1]

- read/view written and visual texts for beginning readers independently and respond, eg
  - identify sequence of events in narratives/recounts
  - identify the main idea of a story or informational text
- read/view a variety of simple texts and make connections between ideas stated to ..., eg
  - predict a plausible story ending
  - suggest a motive for a character's actions
  - infer a character's feelings
  - interpret a diagram and its labels
- identify the main purpose of a range of texts, eg legends to entertain, poetry for enjoyment, Indigenous Australian ancestral stories to illustrate rules for living 
- read/follow simple written texts related to familiar class activities, eg worksheet instructions, class charts, labels, directions for using the classroom computer, following a short recipe [LT]
- discuss how people are represented in texts and compare with own experiences, eg elderly, males/females, cultural groups [In 6] [Con 3] [T&D-DPC]  
- consider how likely events/behaviour/outcomes in texts are based on own knowledge and experiences
- answer questions directly related to texts read or viewed.

### Language Structures and Features

- identify and explain some organisational features of written texts, eg purpose of headings, diagrams and contents page, recognise that some words join sentences [Sci-WS] [LT-R]
- identify letter names and a variety of sounds they may produce
- recognise some letter combinations and sounds in words
- recognise and use known sight words automatically in different contexts [LT-P]
- locate information from simple visual organisers, eg story map, graphic outline [LT-R]
- recognise relationships in written sentences through use of conjunctions, eg 'because', 'and', 'but'
- make meaning using noun-pronoun (cat-It) and subject-verb (cat-chases) links across simple and compound sentences when reading, eg 'The cat has fur. It chases mice'.

### Strategies [Cr 2] [Con 2]

- make meaning in visual and written texts using simple methods, eg
  - draw on experience or background knowledge of the topic or context
  - make connections between illustrations and written text
  - decode unknown words using graphophonic cues, eg initial letter/s, knowledge of blends and word segments, knowledge of letter patterns ('sh' 'ing' 'ar' 'ou')
  - substitute a word that retains the meaning of the text ('house' for 'home')
  - attempt to sound out unknown words when unable to identify them from the context of the story
- clarify or correct meaning by self correcting and repeating words
- locate directly stated information in the written text and/or illustrations [Sci-WS]
- gather information from experience, secondary sources (computer, pictures), people (teacher, local Indigenous people) [LT-R] 
- compare resources using simple scanning techniques involving, eg cover, contents page, title, illustrations
- sort information using or cycle diagrams, storyboard, story map [Sci-WS]
- select from a range of texts using, eg interest, cover, title, illustrations, print size, others' opinions
- use a reading log/journal to record and comment on texts read or viewed [LT].

# Reading and Viewing

Year 5 National English Literacy Benchmarks are 'blue' within this band

## OUTCOMES

Learners demonstrating evidence of **Band 2**

### R/V 2.1 Texts and Contexts

read/view with understanding a range of visual and written texts with familiar content and some unfamiliar vocabulary or language structures and features; identify simple symbolic meanings and stereotypes

### R/V 2.2 Language Structures and Features

identify and use the language structures and features of texts to construct meaning

### R/V 2.3 Strategies

integrate a variety of strategies to interpret visual and written texts to identify resources and find information.

## Links


**EsseNTial Learnings:**  
In 1, Con 1

**Learning Areas:**  
Can be achieved through ALL Learning Areas and Cross-Curricula Perspectives.

## INDICATORS

Learners demonstrating evidence of **Band 2** for example

### Texts and Contexts [Cr 1]

- read/view for enjoyment, information or interest a range of texts, eg visual texts, novels, informational
- **re-tell and discuss texts read/viewed identifying,  [LT-R]** eg
  - purpose of text
  - main ideas in a story or key information in a factual text
  - key elements of texts, (major events, main characters, setting and plot in narratives)
- use simple texts to locate/order specific information, eg factual report, simple diagram [LT-R]
- connect ideas/information/events stated in a text, eg predict a plausible ending for a story, make links between a diagram and its label, illustrations and words [Sci-WS]
- explore relationship between illustrations and written text, explaining how both convey meaning
- discuss how people from different genders, socio-cultural groups or people in particular roles are represented in texts and whether these representations are accurate or fair [Con 3] [T&D-DPC]
- recognise and discuss the use of symbols in texts and what they mean, eg red for danger, symbols in paintings [LT-P]
- read a text independently and answer inferential questions.

### Language Structures and Features

- recognise characteristic features of different text types, eg in narratives, identify main structural elements (plot, settings, characters) and language aspects (dialogue)
- **identify and explain the role of structural features in written texts, eg paragraphs, headings, capitalisation of whole words, quotation marks, chapters**
- recognise an increasing bank of sight words including some difficult or topic/subject specific words [LT]
- **identify resources and locate information in written/visual texts, visual organisers and illustrations, with support, eg table of contents, structured overview, flow chart [LT-R]**
- **interpret labelled and captioned illustrations**, eg analytical diagrams (cutaways/cross sections) [LT]
- **identify how language is used to make connections between ideas in texts, eg cause/effect, problem/solution, use of conjunctions**
- identify and discuss the use of music and sound effects, eg dramatic music identifies tension in films.

### Strategies [Cr 2] [Con 2]

- **combine a variety of ways to make meaning in texts**, eg
  - strategies, (predicting, considering context, drawing on background knowledge of topic)
  - knowledge of grammar, sentence structure and text organisation
  - knowledge of letter combinations, (initial sound, common letter patterns, syllables, blends)
  - knowledge of derivations, (uni = one)
- clarify or correct meaning by pausing, re-reading, reading on or slowing down
- use skimming and scanning strategies to locate specific information [LT-R]
- sequence/summarise/classify information using visual organisers, eg tree diagram, table [Sci-WS]
- use a reading journal to record ideas explored in texts read/viewed and make links to own experiences
- draw on experience of objects, sound effects and dialogue to establish when and where action is occurring in a visual text [Arts-SkP] [LT-P].

# Reading and Viewing

Year 7 National English Literacy Benchmarks are 'blue' within this band

## Links

### EsseNTial Learnings:

In 1, Cr 1, Con 1

### Learning Areas:

Can be achieved through ALL Learning Areas and Cross-Curricula Perspectives.

## OUTCOMES

Learners demonstrating evidence of **Band 3**

### R/V 3.1 Texts and Contexts

read/view with understanding a range of visual and written texts containing some unfamiliar concepts, topics, language structures and features; **explain possible reasons for people's varying interpretations of texts**

### R/V 3.2 Language Structures and Features

**identify and discuss how language is used to shape readers' and viewers' understanding of a range of texts**

### R/V 3.3 Strategies

**select, use and reflect on strategies appropriate for interpreting texts, and identify information and resources for specific purposes.**

## INDICATORS

Learners demonstrating evidence of **Band 3** for example

### Texts and Contexts

[Cr 2]  

- read/view for enjoyment, information or interest a range of texts, eg poetry, stories, myths/legends, simple research documents, magazines, atlases, diagrams, Indigenous ancestral stories, other texts by Indigenous authors, eg life stories, songs, poetry, media, plays and fiction **[Arts-Cont] [Arts-CrA]**
- read/view texts which explore some unfamiliar concepts
- interpret/follow printed instructions or directions, eg map, street directory, index, grid **[SOSE-Env]**
- **read for purpose, audience and connection between ideas**
- **infer and predict events in written/visual texts**
- **compare and contrast fictional situations in written/visual texts with real life situations**
- identify and analyse biases and stereotypes in texts, eg discriminatory language, illustrations **[Con 3]**
- identify reasons for own interpretations of ideas, information and events
- **list possible reasons for the different ways people interpret texts read/viewed.**

### Language Structures and Features

- **identify the main purpose and language features of different text types**, eg argument persuades the reader to a particular viewpoint, advertisements influence consumers **[Sci-WS]**
- **recognise features of written/visual texts [LT]**
  - **text types**, eg picture books, novels, narrative, recount, exposition, procedural, report, poetry, drama, film, television, email
  - **structural**, eg credits, forewords, bibliographies, index, paragraphs
  - **functional**, eg **legend or key in a map [SOSE-Env]**
- **interpret figurative language in a variety of texts, eg simile, metaphor, imagery**
- **interpret the meaning of unfamiliar phrases, words and symbols**
- recognise sight words and continue to broaden vocabulary **[LT-P]**
- **interpret detailed diagrams/illustrations, eg label, flow chart, name part of a diagram [LT]**
- consider how logical relationships (time, cause/effect, comparison and addition) are linked in texts using conjunctions, eg because, then, soon, after that, different from, otherwise, however
- discuss techniques used to establish atmosphere in audio/visual texts, eg film, video **[Arts-SkP] [LT]**.

### Strategies [Con 2]

- select and use techniques to interpret a range of texts, eg semantic knowledge, dictionary, root words, prefixes, scanning for main points, re-reading **[Sci-WS]**
- **identify the order of ideas and information in factual texts**
- read a well known text with fluency and expression
- **identify, summarise and note-take, retaining main ideas**
- sequence information using detailed visual organisers that are supported by headings, text and labels, eg flow diagrams, time lines, storyboard, story maps, cycle diagrams, concept maps **[Sci-WS]**
- use a diagram to summarise information, eg flow chart, story maps, cartoon sequences, PowerPoint
- maintain a reading journal to explore texts read/viewed, analyse characters and record reflections
- recognise exaggeration/embellishment in texts, eg current affairs programs, advertising **[LT-S]**.

# Reading and Viewing

## OUTCOMES

Learners demonstrating evidence of **Band 4**

### R/V 4.1 Texts and Contexts

construct interpretive responses demonstrating knowledge that texts are created for a particular audience and purpose; develop intertextual understanding

### R/V 4.2 Language Structures and Features

describe techniques used to shape audience response to literary, film, media and everyday texts

### R/V 4.3 Strategies

use strategies to identify and respond to the way conventions shape meaning in a range of texts.

## Links

**Essential Learnings:**

In 1, Cr 1, Con 1

**Learning Areas:**

Can be achieved through ALL Learning Areas and Cross-Curricula Perspectives.


## INDICATORS

Learners demonstrating evidence of **Band 4** for example





### Texts and Contexts

- explore and value the diversity of the functions of literacy across cultures and sub-cultures
- cultivate their personal and aesthetic awareness as readers/viewers
- use visual texts showing an understanding of graphic design features, eg layout, typography
- use experiences to develop insights into the actions/motivations of characters or events in texts
- encounter/discuss stylistic features of poetic, drama, media and everyday texts **[Arts-Dr]**
- examine and evaluate the content and connections between texts through knowledge of register, audience and purpose of literary, poetic, drama, media and everyday texts
- recognise the depiction of reality through discussion of the world of the text **[SOSE-Soc] [T&D-Cri]**
- compare the register of texts produced by different people on same or similar themes
- analyse the ways in which media, literary and everyday texts position audience **[LT-S]**
- discuss ways writers use generic structure and language features to create meaning, eg subplots
- identify and explain persuasive techniques used in a range of texts **[T&D-Cri]**
- identify, analyse and question the use of bias in media **[Con 3] [T&D-Cri] [LT]**
- examine and explore the way that context affects techniques employed by everyday texts
- analyse the stylistic features used to appeal to specific audiences, eg colours, font style and size, use of language, choice of images **[T&D-Cri] [LT-R] [LT-S]**
- explore and describe the diversity of Indigenous literature.

### Language Structures and Features **[LT-R]**

- identify/develop use of language features particular to writing styles/forms, eg descriptive, argument
- cultivate analytical and critical thinking through determining some stylistic features used by authors/producers to create reality, eg word choice, similes, metaphors
- identify the contribution of written/visual imagery to help create meaning and the world of the text
- use particular language and structure to construct a dialogue
- identify the distinction and difference in language for formal, informal and everyday texts **[Col 4]**
- interpret the use of visual information and its relationship to written text **[T&D-Cri]**
- layout information to show intra-textual connections, eg identify relationship between text/graphics
- explore/examine inter-textuality and how creators of texts are influenced/affected by other texts
- examine and discuss use of specific media techniques across a range of audio and visual texts, eg sound, movement, framing
- identify e-news services that complement events from other media, eg television, print, Internet
- identify a variety of writing styles used by Indigenous authors .

### Strategies **[Con 2] [LT]**

- analyse the role of the media in society and their own lives **[T&D-Cri] [HPE-PD]**
- identify stylistic features of texts which control meaning, eg camera angles, shape poems
- analyse cultural/racial/gender roles and stereotyping **[Con 3] [SOSE-Soc]**  
- use textual information to support opinion, including reference to techniques in everyday texts
- analyse information for clarity, relevance and point of view
- locate and summarise an online article
- maintain a reading journal to explain issues and formulate questions about texts
- explore the world of the text through shared and independent reading experiences 
- explore and explain different Indigenous genres, eg oral narrative .

# Reading and Viewing

## Links

### EsseNTial

#### Learnings:

In 1, Cr 1, Con 1

#### Learning Areas:

Can be achieved through ALL Learning Areas and Cross-Curricula Perspectives.

## OUTCOMES

Learners demonstrating evidence of **Band 5**

### R/V 5.1 Texts and Contexts

analyse complex visual and written texts; consider the inter-relationship between text, context, reader and producer; explore intertextual links

### R/V 5.2 Language Structures and Features

identify and discuss the impact of language structures and features used to shape audience interpretation of literary, film, media and everyday texts

### R/V 5.3 Strategies

use a repertoire of strategies and approaches to enhance, maintain and develop understanding of extended and challenging texts.




## INDICATORS

Learners demonstrating evidence of **Band 5** for example


### Texts and Contexts [LT-S]

- explore/respond to different perspectives on complex issues through a range of texts, eg poetic, media
- develop personal opinion/voice through reading responses to a range of texts, eg drama, everyday text
- compare the experiences of reading a newspaper in print and online [T&D-Cri]
- consider the contexts in which texts are created and how these are reflected in the register of the text
- compare different versions of the same text and evaluate similarities and differences [SOSE-Soc]
- analyse the depiction of reality through discussion and exploration of the world of the text
- recognise that material omitted or included may be significant in understanding the intentions of the author
- identify and discuss the social/cultural world of the text
- discuss the way in which personal background and life experiences influence the reader
- identify how the construction and interpretation of texts or images depends on the era in which they were made and the socio-cultural background of the target audience [SOSE-Soc]
- identify and question bias, prejudice and subjectivity in both formal and informal texts
- use evaluative strategies to assess the accuracy, relevance and bias of electronic texts [T&D-Cri]
- research and document images of Indigenous cultures and communities from literature read, discuss differences from non-Indigenous literature/media.

### Language Structures and Features [LT-R]

- analyse the crafting elements of a range of literary/poetic/drama/ everyday texts [T&D-Cri]
- cultivate analytical and critical thinking by determining a range of stylistic features used by authors/producers to create reality, eg extended metaphors, symbolism, allegory 
- interpret meaning and point of view connotated by images and tone [T&D-Cri]
- identify/interpret satirical language to ascertain actual meaning as being separate from literal meaning
- compare language structures and features of texts to highlight inter-textual links and connections
- discuss similarities/differences in texts that differ in structure and language, eg poem/story/painting
- compare different text types evolving from a specific time or place in terms of demands, limitations and advantages of each [Con 3] [SOSE-Soc]
- evaluate information on the same theme in different texts, eg media, literary, everyday and drama texts
- identify and use aesthetic elements to convey mood/ attitude of the text, eg colour, graphics
- identify and comment on viewpoints presented in media texts, eg documentaries, current affairs 
- analyse the view points of view of a variety of Indigenous authors 

### Strategies [Con 2] [LT]

- develop ways to understand difficult and extended texts, eg use cues from diagrams, highlight important details
- compare own experiences with perceived values in texts to find common or opposing views
- read aloud to establish the tone and use grammatical features to maintain coherence [Arts-Dr]
- select evidence from the text to support a point of view about the text, and also reflect upon what their own responses reveal about their personal values and attitudes [In 3]
- use journals to explore issues raised through shared and independent reading programs
- compare/contrast genres on a common topic exploring inter-textual, symbolic and stylistic links [T&D]
- actively challenge personal beliefs through a varied shared and independent reading program
- compare the development of genres in Indigenous literature with non-Indigenous genres 

# Reading and Viewing

## OUTCOMES

Learners demonstrating evidence of **Beyond Band 5**

### R/V 5+.1 Texts and Contexts

critically analyse and explain the socio-cultural values, attitudes and assumptions that texts reflect and project

### R/V 5+.2 Language Structures and Features

identify and analyse the impact of techniques intended to shape audience interpretation of and reaction to texts

### R/V 5+.3 Strategies

critically use a breadth of reading and viewing strategies that enable detailed and comprehensive evaluation of complex texts.

## Links

**Essential Learnings:**

In 1, Cr 1, Con 1

**Learning Areas:**

Can be achieved through ALL Learning Areas and Cross-Curricula Perspectives.

## INDICATORS

Learners demonstrating evidence of **Beyond Band 5** for example

### Texts and Contexts

[LT-S]  

- conduct sophisticated readings of popular texts for social values **[SOSE-Soc]**
- explore a text through an imaginative response that implies a specific reading of the text **[HPE-PD]**
- create sophisticated connections between texts and the socio-cultural values they project
- examine the relationship between reader and writer
- read/view texts set in the past recognising that societies' values change over time **[SOSE-Soc] [In 6]**
- offer interpretations from various perspectives and explain the impact of author's own views on a text
- analyse the crafting elements of a text and how this impacts on the interpretation/impression created
- parody text types to make a point about the values/attitudes/beliefs that underpin such texts **[Arts-Dr]**
- dispute a common reading of a text providing evidence from the text and citing relevant factors
- explain the contribution of Indigenous literature to Indigenous identity and the broader Australian identity **[In 6]**.

### Language Structures and Features

[LT-R]

- analyse factors that contribute to the narrative voice in imaginative texts
- analyse stylistic and structural features designed to position readers/viewers to take a particular view
- describe stylistic elements using appropriate and sophisticated meta-language **[T&D-Cri] [LT-P]**
- discuss the impact of variations of rhythm/pace on a range of texts, eg literary and everyday texts
- examine how vocabulary can be used to attract or isolate a particular audience **[CoI 4]**
- interpret satirical language and how it can be used as a political tool, identifying the reasons why the actual meaning may not be understood in its contemporary context, eg examine Swift's *A Modest Proposal* considering contemporary/modern interpretations **[SOSE-Soc]**
- compare texts to highlight inter-textual links and influences, eg Keats' influence on Wilfred Owen
- discuss thematic, cultural and mythological links between texts by the same or different writers, eg examine the mythological and symbolic links in W B Yeats' poetry **[SOSE-Soc]**
- explain the specific effects of audio/visual/technical/symbolic codes and imagery in media texts.

### Strategies [Con 2] [LT]

- draw on knowledge of stylistic features of genres to construct meaning from texts **[T&D-Cri]**
- demonstrate an understanding that an author's purpose is a part of the meaning-making process
- locate and identify the social/political issues highlighted through written and visual texts, eg explore the social commentary evident through Wilde's *The Importance of Being Earnest*, Kevin Gilbert's *Because A Whiteman'll Never Do It*, Yolngu Boy, *Rabbit-Proof Fence* **[SOSE-Soc]**
- identify the experiences evident in the literature of a specific culture or nation, eg examine the Australian experience depicted by a range of contemporary/traditional texts **[Con 3] [SOSE-Soc]**
- experiment with the manipulation of time and sequence in creating and analysing texts, eg examine the use of time/sequence of events in Mary Shelley's *Frankenstein* or Miller's *Death of a Salesman*
- effectively summarise and evaluate analytical material when researching texts or critical theory
- select challenging texts for personal reading, reflecting on progress in a response journal
- identify connections between texts responses and personal identity **[In 6] [SOSE-Soc] [HPE-PD]**.

# Writing

## Links

**Essential Learnings:**  
Cr 1, Con 1

**Learning Areas:**  
Can be achieved through ALL Learning Areas and Cross-Curricula Perspectives.

## OUTCOMES

Learners demonstrating evidence of **Key Growth Point 1**

**W KGP1 Texts and Contexts; Language Structures and Features; Strategies** attend to, respond to and initiate interaction with and explore stimuli using their senses (auditory, visual, tactile and/or kinaesthetic) to convey a message.

## INDICATORS

Learners demonstrating evidence of **Key Growth Point 1** for example

### Texts and Contexts

- use a switch/ communication device, if appropriate
- use a keyboard to type randomly
- use photographs, actual objects or symbols in a personal collection to convey a message
- use a symbol, eg stamp, written name.

### Language Structures and Features

- use a communicator or computer to produce a written message
- recognise that a visual text, pictograph, or compic can convey meaning to others
- repeat a symbol in a single product or pattern **[LT-R]**
- demonstrate early stages of fine motor control in writing-like behaviour, eg reach for, grasp and release objects; tracking **[HPE-PA]**
- use hands to explore their environment.

### Strategies [Con 2]

- repeat the same tool marks
- respond to requests to produce symbols, eg use a paintbrush, crayon, keyboard; point to a visual text; attend to a symbol **[Con 1] [LT-O]**
- explore the use of communication implements, eg pencils, paper, communicator, pictographs, computers **[Con 1] [LT-P]**.

# Writing

## OUTCOMES

Learners demonstrating evidence of **Key Growth Point 2**

### W KGP2.1 Texts and Contexts

experiment with written symbols for someone else to read or interpret; recognise that these symbols within their context can be used to convey meaning to others

### W KGP2.2 Language Structures and Features

use conventional and unconventional written symbols for expressing ideas

### W KGP2.3 Strategies

experiment with a variety of means to produce writing.

## Links

### EsseNTial Learnings:

In 1, Cr 1, Con 1

### Learning Areas:

Can be achieved through ALL Learning Areas and Cross-Curricula Perspectives.

## INDICATORS

Learners demonstrating evidence of **Key Growth Point 2** for example


### Texts and Contexts

- demonstrate visual motor integration, eg join dots, follow patterns, trace, copy symbols/letters
- establish writing hand preference
- mix approximate and conventional letter shapes to construct a 'message'
- produce meaningful symbols that may include curved, intersecting or straight lines that simulate letters
- demonstrate an awareness of print directionality, eg draw a line from top to bottom, left to right
- imitate writing when they see others writing, eg write using the computer, role play writing a phone message
- copy writing, eg teacher's modelled texts, environmental print
- use communication devices, photos or symbols to convey a message
- identify written texts in own environment, eg signs, book, online **[LT-S]**
- participate in the production of class materials, eg teacher-made books using pictures of people, objects and things **[CoI 3]**
- show awareness that speech can be written down and assign a message to own symbols.

### Language Structures and Features

- imitate and trace lines, circles, pictures, patterns, shapes and letters **[Arts-CrA]**
- experiment using visual texts (pictographs, drawings, photos) to convey meaning to others
- role play writing by scribbling randomly and/or in linear fashion using a variety of writing implements
- produce written texts that include a random string of letters, numerals or a combination of both
- distinguish writing from drawing and letters from numerals in own or others' writing attempts
- write and name most letters in own name
- use upper or lower case letters or a combination of both when writing own name in a linear fashion
- name commonly encountered letters of the alphabet, eg m, s, t, a, p, n, l
- demonstrate some consistent formation of letters and symbols
- demonstrate fine motor control using a variety of implements, eg threading, modelling, construction, writing tools **[HPE-PA] [Arts-SkP]**
- attempt to write familiar words using a writing tool, eg write own name using a crayon
- use keyboard as an input device to write own name and other simple descriptors **[T&D-DPC] [LT-O]**.

### Strategies [Cr 2] [Con 2]

- position self suitably so that writing can occur, eg sit at a table and place paper in front of self, sit at computer with keyboard ready to write **[LT-O]**
- use photographs, pictures, tangible objects or symbols to make choices, represent ideas and express feelings
- dictate a text to be scribed, eg ask an adult to scribe their name or re-tell an event
- use oral, handwriting or keyboard combinations to produce written texts **[LT-P]**
- identify a phrase or sentence they have written **[LT-P]**
- talk about writing attempts
- experiment with different materials to create letters, shapes and symbols, eg sand drawings, finger printing .

# Writing

## Links

### EsseNTial Learnings:

In 1, Cr 1, Con 1

### Learning Areas:

Can be achieved through ALL Learning Areas and Cross-Curricula Perspectives.

## OUTCOMES

Learners demonstrating evidence of **Key Growth Point 3**

### W KGP3.1 Texts and Contexts

produce written symbols with the intention of conveying an idea or message; recognise that writing conveys meaning to others

### W KGP3.2 Language Structures and Features

use conventional written symbols for expressing ideas and information

### W KGP3.3 Strategies

explore ways of representing own writing.

## INDICATORS

Learners demonstrating evidence of **Key Growth Point 3** for example



### Texts and Contexts

- attempt familiar forms of writing for different audiences and purposes, demonstrating a beginning understanding of written language structures, eg list, message, letter, recount, story **[T&D-DPC]**
- use written symbols (known letters and letter approximations) to write a message and/or ideas
- demonstrate print concepts when expressing ideas or information, eg writes left to right, top to bottom
- use word processors to produce writing with the intention of conveying a message **[LT-O]**
- recognise that writing has a purpose to communicate meaning to others'
- talk about why and when people write and who they write for
- re-read own scribed texts without significantly altering meaning
- contribute relevant suggestions during class writing activities, where the teacher acts as scribe **[Col 1] [Con 3]**.

### Language Structures and Features **[LT-P]**

- use written language structure to demonstrate beginning understanding of a sentence, with or without punctuation
- leave a space between words or word-like clusters of letters
- experiment with punctuation marks, eg full stops, lower case and capital letters
- use consistent symbols in written texts to convey meaning to others
- attempt spelling showing some evidence of sound/symbol relationships and some known letter patterns
- use some known or copied words in writing
- spell simple words with common spelling patterns, accurately, eg word families - 'at', 'in', 'on'
- spell a small bank of known words used in own writing, accurately, eg own name, I, went, the, to
- identify letter names and form most letters of the alphabet
- demonstrate fine motor control when using writing tools, eg develop pencil grip, control and operate a mouse, use key combinations on a keyboard, use communication device **[LT-O]**.

### Strategies **[Cr 2] [Con 2] [LT-P]**

- 'write' for a purpose, eg tell about an event, recall a bush trip or country visit
- use environment, oral activities and personal experiences as a stimulus for writing, eg invite someone from the community to share skills and personal experiences  
- use media influences when planning writing, eg Play School, computer software
- draw simple diagrams with labels **[T&D-DPC]**
- dictate a text to be scribed for a purpose, eg to recount an event **[In 6]**
- initiate and practise writing
- ask a peer and/or teacher to help read their writing and to express ideas
- begin to use strategies to seek correct spelling of some familiar words, eg use environmental print, knowledge of sound/symbol relationships.

Year 3 National English  
Literacy Benchmarks are  
'blue' within this band

## Writing

### OUTCOMES

Learners demonstrating evidence of **Band 1**

#### W 1.1 Texts and Contexts

compose a range of simple, imaginative and factual texts which contain a few ideas about familiar topics; recognise some purposes and advantages of writing

#### W 1.2 Language Structures and Features

use some basic language structures and features so that writing can be readily interpreted by others

#### W 1.3 Strategies

use some strategies to plan, compose and review own writing.

### Links

Essential  
Learnings:

In 1, Cr 1, Con 1



Learning Areas:


Can be achieved through ALL Learning Areas and Cross-Curricula Perspectives.

### INDICATORS

Learners demonstrating evidence of **Band 1** for example

#### Texts and Contexts



[Cr 2] [Cr 3]  

- compose simple written texts containing a few related ideas in sequence and some specific words appropriate to the task/topic, [Sci-WS] [T&D-DPC] eg
  - narratives with a simple setting, story-line and attempted ending
  - recounts about a personal experience using when/who/where/what/why to link key elements
  - brief factual reports with a few aspects or characteristics in a short description
  - expositions with a general statement and a few ideas to support opinions on familiar topics
  - simple explanations of a completed task
  - instructions for known procedures outlining the main steps in logical order
  - poetry drama scripts
- discuss and explain some purposes and advantages of writing to communicate information, eg stories entertain and reflect ideas, signs warn and record information, newspapers inform 
- explain how writing enables communication with others over time/distance, eg time capsules, letters, e-mails, facsimiles [LT-P].

#### Language Structures and Features [LT-P]

- write simple sentences most of the time
- use correct word order in sentences
- use phrases/words to specify means ('by bus'), locate events in place and time ('in the park', 'on the table') and sometimes as sentence beginnings ('On Monday', 'Today') [Num-SS]
- use capital letters and full stops correctly most of the time and experiment with other punctuation marks, eg capital letters to begin names, common contractions (can't)
- link ideas in writing using a pronoun to refer to preceding noun ('she' for 'Cara'), and conjunctions (and, then, because, but, so) [In 3]
- demonstrate an understanding of sound/symbol relationships, eg blends, simple digraphs
- spell frequently used, readily recognised words and common spelling patterns, accurately
- form most upper and lower case letters correctly in Victorian Modern Cursive script and attempt to write clearly in straight lines, using letters of uniform size, shape, slope and spacing.

#### Strategies [Cr 2] [Con 2] [LT-P]

- indicate intended audience and purpose before writing [CoI 4]
- use Standard Australian English or other dialects as appropriate to audience and purpose 
- attempt to plan and discuss ideas/information before and during writing, eg brainstorm, research, list key words, simple visual organisers (story map, time line), writing conferences [Sci-WS] [SOSE-Soc]
- use visual texts to convey meaning, eg labelled drawings, photographs, maps, kinship charts [T&D-DPC] [Arts-CrA] 
- use labels to name and define key features on a diagram [SOSE-Soc] [T&D-DPC]
- read own writing aloud and respond to questions, seeking elaboration or clarification
- identify and correct simple errors or omissions, eg cross out and add words/letters, independently correct a spelling error, add a full stop, identify spelling errors by circling/underlining
- use the capitalisation and punctuation functions of a keyboard when composing written texts
- spell words by sounding out and/or using a variety of resources, eg familiar letter patterns, 'Have-a-Go', dictionaries, environmental print, class charts, computer.

# Writing

Year 5 National English  
Literacy Benchmarks are  
'blue' within this band

## Links

### EsseNTial Learnings:

In 1, Cr 1, Con 1

### Learning Areas:

Can be achieved through ALL Learning Areas and Cross-Curricula Perspectives.

## OUTCOMES

Learners demonstrating evidence of **Band 2**

### W 2.1 Texts and Contexts

compose a range of short texts which contain several inter-related ideas and information about familiar topics; consider aspects of audience and purpose

### W 2.2 Language Structures and Features

identify and use most basic language structures and features when writing a range of texts





### W 2.3 Strategies

use familiar strategies and experiment with new strategies to plan, compose and review own writing.

## INDICATORS

Learners demonstrating evidence of **Band 2** for example


### Texts and Contexts [Cr 2] [Cr 3] [Col 4]

- compose short written texts on familiar topics,   eg
  - narratives with a developed orientation, a story-line involving a complication/resolution and some character development
  - recounts sequencing several detailed aspects of an event
  - reports with a general classification and a description containing a few items of information
  - expositions containing an opinion supported by reasons based on personal judgment
  - procedures and explanations that list ideas/information in a logical sequence
  - diagrams with labels and captions
  - poetry, (prose, haiku, ballads)
  - scripts with dialogue and visual direction
  - Indigenous narratives, travel, hunting, ancestral, kinship, relationship to land)
- conduct an email conversation with a peer using appropriate style, convention and form [LT-P]
- examine/compare texts, discussing purposes and some distinguishing features, eg procedures explain and include detailed information of how/when [Sci] [LT-P]  
- select an appropriate text for a particular writing purpose and explain why it was chosen [T&D-DPC]
- compare own writing features with texts written for public purposes/audiences, eg convention accuracy.

### Language Structures and Features [LT-P]

- control basic compound/complex sentence structure and vary sentence beginnings
- demonstrate organisation of subject matter, eg
  - recount - sequential events
  - procedure - logical steps
- use simple punctuation correctly, eg capital letters and full stops in simple sentences, question marks for questions, commas to separate words in a list
- connect ideas in writing using a variety of conjunctions/reference words, eg this, those, there
- use subject-verb agreement ('she is/they are'), correct verb tense (simple present tense in a story) and correct form of irregular verbs ('caught' instead of 'catched')
- enhance meaning using descriptive and topic-specific words
- use vocabulary appropriate to the topic/subject matter, eg in a narrative - 'Once upon a time...'
- spell most one and two syllable words with common spelling patterns, frequently used words and some other words with less common spelling patterns, accurately, eg yesterday, afternoon
- make approximations close to the look and/or sound of correct spelling when attempting difficult words
- write legibly in Victorian Modern Cursive script, use consistent shape/size/slope, develop speed/style.

### Strategies [Cr 2] [Con 2] [LT-P]

- use more complex visual organisers to plan ideas, eg flow chart, scripting [T&D-DPC] [LT-R]
- use a journal to record reflections on learning
- use stimulus materials to aid text composition through graphic/textual means
- attempt reviewing during and after writing, with teacher guidance, eg delete or add words to clarify meaning, add information, add or change punctuation, identify and correct spelling errors
- participate in writing conferences with teacher/peers [Col 3]
- use a proof reading guide to identify errors and improve writing, eg 'Does it make sense?'
- use a range of ways to spell and a variety of resources, eg knowledge of letter combinations and visual patterns, class charts, dictionaries, spelling journal
- produce group texts with elders as appropriate  .

Year 7 National English  
Literacy Benchmarks are  
'blue' within this band

## Writing

### OUTCOMES

Learners demonstrating evidence of **Band 3**

#### W 3.1 Texts and Contexts

compose a range of cohesive texts that include both familiar and new topics and ideas; adapt writing to take account of audience, purpose and context

#### W 3.2 Language Structures and Features

control most language structures and features when writing a range of texts


#### W 3.3 Strategies

use a range of strategies to plan, compose, review and edit own writing.

### INDICATORS

Learners demonstrating evidence of **Band 3** for example

#### Texts and Contexts


[Cr 2] [Cr 3] [Col 4] 

- compose cohesive, logically organised written texts for diverse purposes/audiences, eg
  - narratives with an orientation describing setting and characters, a developed plot involving a complication and an ending
  - reports with an introductory statement and relevant detailed descriptions of characteristics
  - expositions presenting alternative points of view with elaboration and a conclusion [SOSE]
  - procedures and explanations with an introductory statement/description and relevant information/characteristics that are logically sequenced
  - many forms of poetry
  - plays and film scripts with developed characterisation
- compose an analytical diagram (cut-away/cross section) to explore processes, eg seed/fruit growth
- participate in online curriculum projects which require written responses to stimulus [LT-P]
- consider audience knowledge when preparing writing and adjust writing style to suit the purpose
- participate in collaborative writing projects with elders.

#### Language Structures and Features [LT-P]

- use a variety of simple/compound/extended sentences and vary sentence structure to create effect
- adopt organisational features of texts, eg narrative - setting, problems, events and a resolution
- use headings, paragraphs and graphics to compose a text [SOSE-Soc]
- divide meaningful sections of text and set out as paragraphs
- use advanced punctuation, eg dashes, colons, possessives of plural nouns, speech quotation marks
- use adjectives, nouns, verbs, adverbs and simple comparisons to enhance description
- use conjunctions/linking words appropriate to text types
- recognise and use tense and grammar correctly, eg subject-verb agreement, prepositions in prepositional phrases
- select vocabulary for precise meaning in own writing and use content words relevant to topic
- apply knowledge of word meanings/spelling rules/root derivations for more accurate spelling
- recognise and spell base, sight, interest and function words using logical letter combinations
- write with an understanding of digraphs, language conventions and rule breakers
- develop a personal, legible handwriting style and improve use of keyboarding skills.

#### Strategies [Cr 2] [Con 2] [LT-P]

- use a range of ways to plan writing, eg discussion, notes, lists, diagrams [T&D-DPC] [LT-R]
- record information from a variety of sources for specific purposes [LT]
- use a variety of ways to record and visually present written work, eg book, cartoon, computer
- use a journal to reflect and assess strategies employed in writing situations
- review, proofread and edit when drafting for publishing
- seek to collaborate with teacher/peers in writing conferences [Col 3]
- respond to others' writing with constructive comments, eg 'I think you should ... because ...' [Col 1]
- recognise most misspelt words through visual/phonic patterns and word derivations/meanings, and use this knowledge when responding to cues from electronic spelling and grammar checkers
- use a range of spelling methods to develop an increasingly accurate spelling vocabulary, eg visual strategies (common letter patterns, critical features of words) and knowledge of word parts to extend base words (prefixes, suffixes, compound words)
- keep a language diary reflecting on language/dialect use in different pieces of writing .

### Links

#### EsseNTial Learnings:

In 1, Cr 1, Con 1

#### Learning Areas:

Can be achieved through ALL Learning Areas and Cross-Curricula Perspectives.

# Writing

## Links

### EsseNTial Learnings:

In 1, Cr 1, Con 2

### Learning Areas:

Can be achieved through ALL Learning Areas and Cross-Curricula Perspectives.

## OUTCOMES

Learners demonstrating evidence of **Band 4**

### W 4.1 Texts and Contexts

plan, compose and edit a range of sustained and developed texts appropriate to audience, purpose and context

### W 4.2 Language Structures and Features

control language structures and features necessary to communicate ideas and information clearly in written texts of some length and complexity

### W 4.3 Strategies


use a range of strategies to plan, compose, review and edit written texts for meaning and effectiveness.

## INDICATORS

Learners demonstrating evidence of **Band 4** for example

### Texts and Contexts

[Cr 2] [Cr 3] [Col 4] 




- write with attention to detail, consciously using narrative structures to involve readers [LT-P]
- write detailed descriptions to convey well reasoned viewpoints on the world of the text
- identify and use basic essay structure, eg introduction, topic sentences, body, conclusion
- compose reflections demonstrating an understanding of the beliefs/values in texts studied [SOSE-Soc]
- compose and construct a range of texts, eg drama scripts, literary, poetic, media, everyday texts 
- write texts for familiar audiences providing a personal viewpoint supported by factual or textual information
- compose creative and analytical responses to texts
- demonstrate an understanding of main ideas/themes of a variety of texts, eg electronic/visual media
- recognise and make appropriate choices about bias and stereotypes in text construction
- construct structured texts for audiences, eg examples, evidence, alternative viewpoints
- collaborate with community members to research and produce texts on Indigenous issues.

### Language Structures and Features

[Cr 3] [Con 3] [LT-P]

- select content to influence readers' response, eg develop a viewpoint about an issue, arouse suspense
- construct media texts showing knowledge of conventions [T&D-Pr]
- identify flaws and inconsistencies in own writing and attempt to correct through self-editing
- control cause and effect sequences in narratives so that the reader is clear about what is happening
- manipulate the relationship between text and graphics to convey meaning [T&D-Cri]
- distinguish between active/passive voice by experimenting in specific contexts to judge usefulness
- examine and write poetry which demonstrates understanding of form/technique, eg metaphors, Haiku
- write dialogue or a script which is set out, punctuated and constructed appropriately [Arts-Dr]
- demonstrate functional grammar skills, eg sentence construction, verb tenses, subject-verb agreement
- develop an understanding of the meta-language of various literary forms
- spell accurately and attempt to edit own spelling in order to broaden working vocabulary
- experiment with word processing to convey meaning, eg use of specific font/style/size [T&D-Pr] [LT].

### Strategies [Cr 2] [LT-P]

- use modelled pieces to develop writing technique 
- willingly 'abandon' ideas and drafts for more effective or successful ideas or directions
- choose appropriate vocabulary and structure information to suit their purpose and audience 
- take notes, select information, identify key ideas and plan a sequential flow in produced text [T&D-Cri]
- use a journal to reflect on ideas being read or viewed, eg empathise with the events/characters
- reflect on and imitate a variety of writing styles/genres in order to develop a range of writing techniques 
- proofread drafts, using checklists for conventions, punctuation, grammar and spelling
- revise, compare and contrast letter templates (default options in most word processing applications), deciding when and if these should be used and how they 'fit' accepted conventions
- use a dictionary/thesaurus to improve spelling and enhance vocabulary.

# Writing

## OUTCOMES

Learners demonstrating evidence of **Band 5**

### W 5.1 Texts and Contexts

plan and compose a range of texts characterised by appropriate register and complexity of purpose and subject matter

### W 5.2 Language Structures and Features

experiment with and control language when constructing texts to address or challenge audience expectations

### W 5.3 Strategies

use a range of strategies to construct and evaluate written texts, reflecting on how to improve own written communication.

## Links

**EsseNTial Learnings:**

In 1, Cr 2, Con 1

**Learning Areas:**


Can be achieved through ALL Learning Areas and Cross-Curricula Perspectives.

## INDICATORS

Learners demonstrating evidence of **Band 5** for example


### Texts and Contexts

[Cr 1] [Cr 3] [Col 4] [Con 2] 



- construct text responses using appropriate structure and support opinions with factual/textual information
- write unified/sustained narratives presenting more than action/events, eg interior monologue, allegory
- write extended expository texts which are clear/logical and use a variety of sources for information
- examine/construct extended written pieces in a range of genres, eg descriptive, expository, narrative
- write formal letters that convey detail of a particular viewpoint, eg to a newspaper or employer
- experiment with designing a text for one audience, then altering it for another; selecting words/images to provoke positive or negative responses; attempting to subvert stereotypes **[T&D-Pr] [LT-P]** 
- explore different perspectives on challenging issues by writing for a range of audiences **[SOSE-Soc]**
- predict likely characteristics/expectations of an audience and accommodate or resist appropriately
- express personal opinion and voice through written responses to texts **[In 2]**
- experiment with the altering and manipulation of genre, register and style
- transcribe a range of text types, eg life histories, ancestral stories
- experiment with multi-lingual texts, using Indigenous languages and English.

### Language Structures and Features

[Cr 1] [Cr 3] [LT-P]

- examine narrative techniques that enable writers to surprise or shock a reader, eg explore how twists in narrative texts undercut the expectation of the reader **[Arts-Dr]**
- use language structures/features to attempt to influence audience, eg analogies, metaphors, humour
- employ and explore language features/structures by imitating selected or specific vernacular language
- write and analyse poetry demonstrating an understanding of poetic techniques and devices
- write descriptive pieces that create an atmosphere and incorporate symbolism
- explore language structures and features through annotation and evaluation
- make connections between texts in creative and analytical responses **[LT-R] [Arts]**
- use and employ the specific meta-language of various literary forms
- spell, punctuate and use words accurately to facilitate maximum impact on the reader
- experiment with the use of alternative forms of presentation and examine how presentation of material influences audience reaction to content, eg PowerPoint, audio/visual, graphic **[T&D-Pr]**
- discuss contrasts between Indigenous languages and English, in word meanings, grammar, discourse structure and figurative use of language 

### Strategies [Con 2] [LT-P]

- analyse and model from a variety of writing styles or genres in order to develop a range of writing techniques and an understanding of how language structures can be manipulated 
- select an efficient/effective planning strategy from a range of options, eg concept maps, brainstorming, speed writing, outlining software, circling main ideas in a topic, discussion with a partner/group
- critically evaluate own writing showing a willingness to edit, discard or change the direction of the piece
- engage in a wider reading program to enhance writing technique/style across a range of genres 
- use a journal to record and develop ideas cohesively and coherently
- read own work critically, as if from the perspective of another reader, and make revisions
- use revision strategies to improve coherence/clarity, eg re-draft, more research to strengthen argument
- recognise/correct inconsistencies, poor expression and spelling through thorough self-editing.

# Writing

## Links

### EsseNTial Learnings:

In 1, Creative Learner, Con 1

### Learning Areas:

Can be achieved through ALL Learning Areas & Cross-Curricular Perspectives.

## OUTCOMES

Learners demonstrating evidence of **Beyond Band 5**

### W 5+.1 Texts and Contexts

write convincingly on complex ideas by making critical choices of tone and style to suit different purposes and audiences

### W 5+.2 Language Structures and Features

manipulate and modify language structures and features for specific intent so that meaning is conveyed effectively



### W 5+.3 Strategies

revise and critically evaluate own and others' writing for cohesion, impact and meaning.


## INDICATORS

Learners demonstrating evidence of **Beyond Band 5** for example


### Texts and Contexts [Col 4] [Con 2]

- write specialised texts which highlight complex/abstract themes or issues in imaginative ways
- write expository texts acknowledging the complexity of issues/subject showing mature understanding of socio-cultural context **[LT-S]** 
- write vividly and with conviction in a personal voice on topics of personal interest/concern **[In 2] [LT]**
- clearly express personal opinions/voice by using appropriate reference to textual information
- analyse and construct a variety of texts using accurate techniques and sophisticated language to clearly convey an understanding of audience and purpose **[T&D-Pr]** 
- construct a literary criticism from more than one perspective, eg explore how a writer may both attack/defend a character through the character's interaction with the world and other characters of the text
- relate common themes in Indigenous literature, including visual texts, to historical events.

### Language Structures and Features [LT-P]

- critically analyse the written/spoken work of others through annotation and commentaries **[Arts-Dr]**
- use a range of stylistic features to illustrate ideas in expository/imaginative writing, eg symbolism, irony
- use language structures, features and vernacular appropriate to particular personae and situations
- use a variety of punctuation devices to convey precise information about rhythm/meaning/tone of a text
- deliberately disregard language conventions to shock or otherwise manipulate audience
- examine and employ the use of satirical, metaphoric or specific language from a different context to influence audience, eg the use of biblical language or references to convey arguments
- demonstrate a proficiency and ease with task and genre specific meta-language
- spell/punctuate/select words accurately and imaginatively to facilitate maximum impact on reader **[LT]**
- identify and experiment with the correct spelling of words to recreate character vernacular and pronunciation
- demonstrate handwriting proficiency in pressure situations, eg exam conditions, lecture forum
- use a range of presentation styles to maximise audience response to texts constructed **[T&D-Pr]**
- explore aspects of Aboriginal languages, eg grammatical structures, word borrowing from and into English, patterns of place names, study pronunciation, identify survival and revival of Indigenous languages 

### Strategies [Col 4] [Con 2] [LT-P]

- present own work with regard for impact on audience
- use style and imagery to construct extended texts that imitate the language style/features of other work
- examine and analyse the multi-purpose nature of texts, eg explore how a text may attempt to both entertain and instruct through the use of satire and irony **[SOSE-Soc] [T&D-Cri]** 
- explore the impact and experiment with manipulation of time/order/sequence when constructing texts
- employ the use of parody, hyperbole and understatements when constructing a range of texts, eg literary, poetic, drama, media, everyday texts
- use a journal to record, reflect and develop ideas, responses and writing development
- record and examine how texts experienced can influence own writing style
- examine and explore the affect/impact of presentation/structure, revising own work for inconsistencies
- read own writing from an outsider's perspective and identify gaps in logic and completeness
- critically read peer's writing with a focus on content, grammar and impact on audience
- correct inconsistencies, poor expression and spelling through self-editing, peer editing, conferencing
- engage in a program of wider reading understanding that reading and textual experience influence and assist the use of correct spelling and grammar.