English Progression Points: Year 5 – v8.0

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

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

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

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

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

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

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

More information

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| **Year 5 Achievement Standard** **Receptive modes (listening, reading and viewing)** By the end of Year 5, students [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how text structures assist in understanding the text. (ER5.1) They [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand) how language features, images and vocabulary influence interpretations of characters, settings and events. (ER5.2) When reading, they encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. (ER5.3) They [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) literal and implied information from a variety of texts. (ER5.4) They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) how events, characters and settings in texts are depicted and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) their own responses to them. (ER5.5) They listen and ask questions to clarify content. (ER5.6)  **Productive modes (speaking, writing and creating)**  Students use language features to show how ideas can be extended. (EP5.1) They [develop](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Develop) and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) a point of view about a text, selecting information, ideas and images from a range of resources. (EP5.2) Students create imaginative, informative and persuasive texts for different purposes and audiences. (EP5.3) They make presentations which include multimodal elements for defined purposes. (EP5.4) They contribute actively to class and group discussions, taking into account other perspectives. (EP5.5) When writing, they [demonstrate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Demonstrate) understanding of grammar using a variety of sentence types. (EP5.6) They [select](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Select) specific vocabulary and use accurate spelling and punctuation. (EP5.7) They edit their work for cohesive structure and meaning. (EP5.8) | | | | | | | | | |
| **Strand / mode** | **Emerging** | | | **Developing** | | **Demonstrating** | **Advancing** | **Extending** | |
| **Beginning to work towards the achievement standard** | | | **Working towards the achievement standard** | | **Demonstrating the achievement standard** | **Working beyond the achievement standard** | **Extending with depth beyond the achievement standard** | |
| * ***With explicit prompts (step by step oral scaffolding, reference to charts, word walls, etc.)*** * ***In familiar contexts*** * ***Learning to follow procedures*** | | | * ***With prompts (oral or written questions, reference to charts, word walls, etc.)*** * ***In familiar contexts*** * ***Attempts to explain*** | | * ***Independent (with access to charts, word wall, etc.)*** * ***In familiar contexts*** * ***Explains basic understanding*** | * ***Independent (with access to charts, word, walls, etc.)*** * ***Apply in familiar contexts*** * ***Explains with detail*** | * ***Independent (with access to charts, word walls, etc.*** * ***Applying in new contexts*** * ***Explains with connections outside the teaching context*** | |
| **Receptive Modes: *Listening, Reading and Viewing*** | | | | | | | | | |
| **Relevant part of the Achievement Standard** | | **Students** [**explain**](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) **how text structures assist in understanding the text. (ER5.1)** | | | | | | | |
| **Language:**   * **Text structure and organisation**   [**ACELA1504**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1504)  (purpose, structure & topic of text)  **Literacy:**   * **Interpreting, analysing & evaluating**   [**ACELY1701**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1701)  (characteristics of text structures)  ***Reading and Viewing***  ***Speaking and Listening*** | They are beginning to identify and explain the following characteristics of texts:   * structure * topics/themes * characteristic text structures * language features * author’s voice.   They are beginning to identify some elements of the characteristic text structures and language features used in written, digital and multimodal forms to meet the purposes imaginative texts such as narratives.  They are beginning to identify some elements of the characteristic text structures and language features used in written, digital and multimodal forms of informative texts such as explanation, discussion, procedure, etc.  They are beginning to identify some elements of the characteristic text structures and language features used in written, digital and multimodal forms of persuasive texts such as argument, exposition, debate, publicity and advertising.  They are beginning to identify some elements of the characteristic text structures and language features used in written, digital and multimodal forms of everyday texts such as personal letters, emails, sms, invitations, acceptances, etc.  They are beginning to identify some elements of the characteristic text structures and language features used in written, digital and multimodal forms of poetic texts such as ballads, lyrical poetry, odes, form poetry, etc.  They are beginning to understand how texts vary in purpose, structure and topic as well as the degree of formality.  They are beginning to develop skills to investigate how the organisation of different texts into:   * chapters * headings * subheadings * home pages and sub- pages for online texts * chronology or topic can be used to predict content and assist navigation. | | | | They are developing their ability to identify and explain  the following characteristics of texts:   * structure * topics/themes * characteristic text structures * language features * author’s voice.   They are developing their ability to identify and explain the characteristic text structures and language features used in written, digital and multimodal forms to meet the purposes of imaginative texts such as narratives.  They are developing their ability to identify and explain the characteristic text structures and language features used in written, digital and multimodal forms of informative texts such as explanation, discussion, procedure, etc  They are developing their ability to identify and explain the characteristic text structures and language features used in written, digital and multimodal forms of persuasive texts such as argument, exposition, debate, publicity and advertising.  They are developing their ability to identify and explain the characteristic text structures and language features used in written, digital and multimodal forms of everyday texts such as personal letters, emails, sms, invitations, acceptances, etc.  They are developing their ability to identify and explain the characteristic text structures and language features used in written, digital and multimodal forms of poetic texts such as ballads, lyrical poetry, odes, form poetry, etc.  They are developing their understanding of the ways in which texts vary in purpose, structure and topic as well as the degree of formality.  They are developing skills to investigate how the organisation of different texts into:   * chapters * headings * subheadings * home pages and sub- pages for online texts * chronology or topic can be used to predict content and assist navigation. | They identify and apply the following characteristics of texts:   * structure * topics/themes * characteristic text structures * language features * author’s voice.   They identify and apply characteristic text structures and language features used in written, digital and multimodal forms to meet the purposes of imaginative texts such as narratives.  They identify and apply characteristic text structures and language features used in written, digital and multimodal forms of informative texts such as explanation, discussion, procedure, etc.  They identify and apply characteristic text structures and language features used in written, digital and multimodal forms of persuasive texts such as argument, exposition, debate, publicity and advertising.  They identify and apply characteristic text structures and language features used in written, digital and multimodal forms of everyday texts such as personal letters, emails, sms, invitations, acceptances, etc.  They identify and apply characteristic text structures and language features used in written, digital and multimodal forms of poetic texts such as ballads, lyrical poetry, odes, form poetry, etc.  They understand and explain how texts vary in purpose, structure and topic as well as the degree of formality.  They identify how the organisation of different texts into:   * chapters * headings * subheadings * home pages and sub- pages for online texts * chronology or topic can be used to predict content and assist navigation. | They identify, apply and explain the following characteristics of texts:   * structure * topics/themes * characteristic text structures * language features * author’s voice.   They identify, apply and explain the characteristic text structures and language features used in written, digital and multimodal forms to meet the purposes of imaginative texts such as narratives.  They identify, apply and explain the characteristic text structures and language features used in written, digital and multimodal forms to meet the purposes of informative texts such as explanation, discussion, procedure, etc.  They identify, apply and explain the characteristic text structures and language features used in written, digital and multimodal forms to meet the purposes of persuasive texts such as argument, exposition, debate, publicity and advertising.  They identify, apply and explain the characteristic text structures and language features used in written, digital and multimodal forms to meet the purposes of everyday texts such as personal letters, emails, sms, invitations, acceptances, etc.  They identify, apply and explain the characteristic text structures and language features used in written, digital and multimodal forms to meet the purposes of poetic texts such as ballads, lyrical poetry, odes, form poetry, etc.  They analyse and explainhow texts vary in purpose, structure and topic as well as the degree of formality.  They identify and explain clearly how the organisation of different texts into:   * chapters * headings * subheadings * home pages and sub- pages for online texts * chronology or topic can be used to predict content and assist navigation. | They identify, apply and explain, with precise use of language, the following characteristics of texts:   * structure * topics/themes * characteristic text structures * language features * author’s voice.   They identify, apply and explain, with precise use of language, the characteristic text structures and language features used in written, digital and multimodal forms to meet the purposes of imaginative texts such as narratives.  They identify, apply and explain, with precise use of language, the characteristic text structures and language features used in written, digital and multimodal forms to meet the purposes of informative texts such as explanation, discussion, procedure, etc.  They identify, apply and explain, with precise use of language, the characteristic text structures and language features used in written, digital and multimodal forms to meet the purposes of persuasive texts such as argument, exposition, debate, publicity and advertising.  They identify, apply and explain, with precise use of language, the characteristic text structures and language features used in written, digital and multimodal forms to meet the purposes of everyday texts such as personal letters, emails, sms, invitations, acceptances, etc.  They identify, apply and explain, with precise use of language, the characteristic text structures and language features used in written, digital and multimodal forms to meet the purposes of poetic texts such as ballads, lyrical poetry, odes, form poetry, etc.  They analyse, and explain precisely with relevant detail, how texts vary in purpose, structure and topic as well as the degree of formality.  They identify, define and explain, clearlyhow the organisation of different texts into:   * chapters * headings * subheadings * home pages and sub- pages for online texts * chronology or topic can be used to predict content and assist navigation. | |
| **Strand / mode** | **Emerging** | | | | **Developing** | **Demonstrating** | **Advancing** | **Extending** | |
| **Receptive Modes:**  Listening, Reading and Viewing | **Beginning to work towards the achievement standard** | | | | **Working towards the achievement standard** | **Demonstrating the achievement standard** | **Working beyond the achievement standard** | **Extending with depth beyond the achievement standard** | |
| **Relevant part of the Achievement Standard** | | **They understand how language features, images and vocabulary influence interpretations of characters, settings and events. (ER5.2)** | | | | | | | |
| **Language:**   * **Expressing and developing ideas**   [**ACELA1511**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1511)  (images)  **Literacy**   * **Texts in context**   [**ACELY1698**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1698)  (ideas & points of view in texts  **Literature:**   * **Responding to literature**   [**ACELT1795**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1795)  (metalanguage to describe)   * **Examining literature**   [**ACELT1611**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1611)  (figurative language etc)  ***Reading and Viewing***  ***Speaking and Listening*** | Using familiar literary texts, they are beginning to use some metalanguage to describe author ideas and the effects of author’s uses of   * text and sentence structures * figurative language * and visual language on particular audiences.   They are beginning to understand and experiment with figurative language in a range of text types and poetry, including:   * alliteration * simile & metaphor * personification * onomatopoeia   They are beginning to use metalanguage to describe the effects of ideas, text structures and language features on particular audiences.  They are beginning to show their understanding of some of the ways that ideas and points of view are conveyed through:   * vocabulary * idiom * objective & subjective language and that these change according to context..   They are beginning to identify sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised. They are beginning to explain their effect on viewers’ interpretations. | | | | Using familiar literary texts, they are developing ability to use some metalanguage terms to describe author ideas and the effects of author’s uses of   * text and sentence structures * figurative language * and visual language on particular audiences.   They are developing their understanding of, and are experimenting with, figurative language in a range of text types and poetry, including:   * alliteration * simile & metaphor * personification * onomatopoeia   and attempt to locate examples in familiar texts.  They are developing use of metalanguage to describe the effects of ideas, text structures and language features on particular audiences.  They are developing their knowledge to show their understanding of some of the ways that ideas and points of view are conveyed through:   * vocabulary * idiom * objective & subjective language and that these change according to context..   They are developing skills to identify sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised. They are developing confidence to explain their effect on viewers’ interpretations. | Using familiar literary texts, they use metalanguage to describe author ideas and the effects of author’s uses of   * text and sentence structures * figurative language * and visual language on particular audiences.   They understand, interpret and experiment with figurative language in a range of text types and poetry, including:   * sound devices & imagery * alliteration * simile & metaphor * personification * onomatopoeia   and locate examples in familiar texts.  They use metalanguage to describe the effects of ideas, text structures and language features on particular audiences.  They demonstrate, using familiar texts, their understanding of the ways that ideas and points of view are conveyed through:   * vocabulary * idiom * objective & subjective language and that these change according to context..   They identify sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised. They examine and explain their effect on viewers’ interpretations. | Using familiar and some unfamiliar literary texts, they use metalanguage to describe author ideas and the effects of author’s uses of   * text and sentence structures * figurative language * and visual language on particular audiences.   They understand, interpret and experiment with figurative language in a range of text types and poetry, including:   * alliteration * simile & metaphor * personification * onomatopoeia   and locate examples in familiar and some unfamiliar texts.  They use metalanguagecorrectly to describe the effects of ideas, text structures and language features on particular audiences.  They demonstrate, using familiar and some unfamiliar texts, their understanding of the ways that ideas and points of view are conveyed through:   * vocabulary * idiom * objective & subjective language and that these change according to context.   They identify sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised. They examine, analyse and explain clearly their effect on viewers’ interpretations. | | Using unfamiliar literary texts, they use metalanguage to describe author ideas and the effects of author’s uses of   * text and sentence structures * figurative language * and visual language on particular audiences.   They understand, interpret and experiment with figurative language in a range of text types and poetry, including:   * alliteration * simile & metaphor * personification * onomatopoeia   and locate examples in unfamiliar texts.  They use metalanguage correctly and precisely to describe the effects of ideas, text structures and language features on particular audiences.  They clearly demonstrate, using unfamiliar texts, their understanding of the ways that ideas and points of view are conveyed through:   * vocabulary * idiom * objective & subjective language and that these change according to context..   They identify sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised. They examine, analyse, classify and explain, clearly and precisely, their effect on viewers’ interpretations. |
| **Strand / mode** | **Emerging** | | | | **Developing** | **Demonstrating** | **Advancing** | | **Extending** |
| **Receptive Modes:**  Listening, Reading and Viewing | **Beginning to work towards the achievement standard** | | | | **Working towards the achievement standard** | **Demonstrating the achievement standard** | **Working beyond the achievement standard** | | **Extending with depth beyond the achievement standard** |
| **Relevant part of the Achievement Standard** | | | **When reading, they encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. (ER5.3)** | | | | | | |
| **Language:**  ***Phonics and word knowledge***  [**ACELA1829**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1829)  (phonic knowledge)  [**ACELA1514**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1514)  (plurals + suffix)  **Literature:**  ***Literature and context***  [**ACELT1608**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1608)  (ideas in literary texts)  ***Speaking and***  ***Listening***  ***Reading and Viewing*** | They are beginning to use skills to read and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. | | | They are developing skills to read and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. | | They regularly read and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. | They effectively read and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. | They effectively and consistently read and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. | |

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| **Strand / mode** | **Emerging** | | | | **Developing** | **Demonstrating** | **Advancing** | **Extending** |
| **Receptive Modes:**  Listening, Reading and Viewing | **Beginning to work towards the achievement standard** | | | | **Working towards the achievement standard** | **Demonstrating the achievement standard** | **Working beyond the achievement standard** | **Extending with depth beyond the achievement standard** |
| **Relevant part of the Achievement Standard** | | | | **They analyse and explain literal and implied information from a variety of texts. (ER5.4)** | | | | |
| **Literature:**  ***Examining literature***  [**ACELT1610**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1610)  (ideas in literary texts)  **Literacy:**  ***Texts in context***  [**ACELY1698**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1698)  (points of view)  ***Interpreting, analysing, evaluating***  [**ACELY1702**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1702)  (reading for a purpose)  [**ACELY1703**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1703)  (comprehension  strategies)  **Language:**  ***Expressing & developing ideas***  [**ACELA1513**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1513)  (spelling)  [**ACELA1514**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1514)  (uncommon plurals)  ***Speaking and***  ***Listening***  ***Reading and Viewing*** | They are beginning to recognise that ideas can:   * be conveyed from different viewpoints * and lead to different interpretations and responses;   and they are beginning to discuss effects of voice and available information on their response to a familiar text.  They are beginning to navigate and read texts for specific purposes, applying appropriate text strategies to locate literal and inferred meaning carried in:   * subject & technical vocabulary * concept knowledge * language patterns * visual information   and helped by processes of:   * word identification * self-monitoring * skimming/scanning * anticipation guides.   They are beginning to use comprehension and research skills to analyse available and inferred information, integrating and linking ideas from a variety of print and digital sources.  They are beginning to use banks of known words, as well as word origins, prefixes and suffixes to learn and spell new words.  They are beginning to know and recognise some uncommon plurals. | | | | They are developing ability to recognise that ideas can:   * be conveyed from different viewpoints * and lead to different interpretations and responses;   and they are developing the ability to discusseffects of voice and available information on their response to a familiar text.  They are developing skills to navigate and read texts for specific purposes, applying appropriate text strategies to locate literal and inferred meaning carried in:   * subject & technical vocabulary * concept knowledge * language patterns * visual information   and helped by processes of:   * word identification * self-monitoring * skimming/scanning * anticipation guides.   They are developing skills to use comprehension and research skills to analyse available and inferred information, integrating and linking ideas from a variety of print and digital sources.  They are developing skills to use banks of known words, as well as word origins, prefixes and suffixes to learn and spell new words  They are developing the ability to know and recognise some uncommon plurals. | They recognise that ideas can:   * be conveyed from different viewpoints * and lead to different interpretations and responses;   and they discuss effects of voice and available information on their response to a familiar text.  They navigate and read texts for specific purposes, applying appropriate text strategies to locate literal and inferred meaning carried in:   * subject & technical vocabulary * concept knowledge * language patterns * visual information   and helped by processes of:   * word identification * self-monitoring * skimming/scanning * anticipation guides   They use comprehension and research skills to analyse available and inferred information, integrating and linking ideas from a variety of print and digital sources.  They use banks of known words, as well as word origins, prefixes and suffixes to learn and spell new words.  They know and recognise most required uncommon plurals. | They recognise that ideas can:   * be conveyed from different viewpoints * and lead to different interpretations and responses;   and they examine and discuss theeffects of voice and available information on their response to familiar and unfamiliar texts.  They navigate and read texts for specific purposes, applying appropriate text strategies effectively to locate literal and inferred meaning carried in:   * subject & technical vocabulary * concept knowledge * language patterns * visual information   and helped by processes of:   * word identification * self-monitoring * skimming/scanning * anticipation guides   They use comprehension and research skills to analyse, examine and evaluate available and inferred information, integrating and linking ideas from a variety of print and digital sources.  They use banks of known words, as well as word origins, prefixes and suffixes to learn and spell new words and to apply when attempting the spelling of unknown words.  They know and recognise many uncommon and all required plurals. | They recognise that ideas can:   * be conveyed from different viewpoints * and lead to different interpretations and responses;   and they examine, analyse and discuss the effects of voice and available information on their response to unfamiliar texts.  They navigate, read and examine texts for specific purposes, applying appropriate text strategies effectively to locate literal and inferred meaning carried in:   * subject & technical vocabulary * concept knowledge * language patterns * visual information   and helped by processes of:   * word identification * self-monitoring * skimming/scanning * anticipation guides   They use comprehension and research skills to analyse, evaluate and synthesise available and inferred information, integrating and linking ideas from a variety of print and digital sources.  They use banks of known words, as well as word origins, prefixes and suffixes to learn and spell new words and to apply to work out and solve the spelling of unknown words.  They know and recognise most uncommon plurals. |
| **Strand / mode** | **Emerging** | | | | **Developing** | **Demonstrating** | **Advancing** | **Extending** |
| **Receptive Modes:**  Listening, Reading and Viewing | **Beginning to work towards the achievement standard** | | | | **Working towards the achievement standard** | **Demonstrating the achievement standard** | **Working beyond the achievement standard** | **Extending with depth beyond the achievement standard** |
| **Relevant part of the Achievement Standard** | | | **They describe how events, characters and settings in texts are depicted and explain their own responses to them. (ER5.5)** | | | | | |
| **Literature:**  ***Examining literature***  [**ACELT1610**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1610)  (recognise ideas etc)  ***Literature & context***  [**ACELT1608**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1608)  (aspects of literary texts)  **Literacy:**  ***Interacting with others***  [**ACELY1698**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1698)  (ideas & points of view)  [**ACELY1699**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1699)  (clarify understanding of content)  ***Listening and Speaking***  ***Reading and Viewing*** | They are beginning to recognise and describe ideas in familiar literary texts that can be conveyed from different viewpoints:   * events, characters, settings * narrative voice and point of view that can lead to different interpretations and responses.   They are beginning todescribe and discuss the ways in which ideas and points of view are represented in texts through:   * vocabulary * language choice * subjectivity * narrator’s voice * idiom * figures of speech   and explain how changing context can influence meaning.  They are beginning to clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to their own experiences and presenting a point of view.  They are beginning to identify aspects of literary texts and their particular social, cultural and historical details; and explore the information these texts convey in terms of:   * visuals * symbolic elements * dialogue and * character descriptions. | | | | They are developing skills to recognise and describe ideas in familiar literary texts that can be conveyed from different viewpoints:   * events, characters, settings * narrative voice and point of view that can lead to different kinds of interpretations and responses.   They are developing skills to describe and discuss the ways in which ideas and points of view are represented in texts through:   * vocabulary * language choice subjectivity * narrator’s voice * idiom * figures of speech   and explain how changing context can influence meaning.  They are developing skills for clarifying their understanding of content as it unfolds in formal and  informal situations, connecting ideas to their own experiences and presenting and justifying a point of view.  They are developing skills for identifying aspects of literary texts and their particular social, cultural and historical details; and for exploring the information these texts convey in terms of:   * visuals * symbolic elements * dialogue and * character descriptions. | They recognise and describe ideas in familiar literary texts that can be conveyed from different viewpoints:   * events, characters, settings * narrative voice and point of view that can lead to different kinds of interpretations and responses.   They describe and discuss the ways in which ideas and points of view are represented in texts through:   * vocabulary * language choice * subjectivity * narrator’s voice * idiom * figures of speech   and explain how changing context can influence meaning.  They clarify understanding of content as it unfolds in formal and  informal situations, connecting ideas to their own experiences and presenting and justifying a point of view.  They identify aspects of literary texts and their particular social, cultural and historical details; and explore the information these texts convey in terms of:   * visuals * symbolic elements * dialogue and * character descriptions. | They recognise, analyse and describe ideas in familiar and some unfamiliar **l**iterary texts that can be conveyed from different viewpoints:   * events, characters, settings * narrative voice and point of view that can lead to different kinds of interpretations and responses.   They describe, discuss and analysethe ways in which ideas and points of view are represented in texts through:   * vocabulary * language choice * subjectivity * narrator’s voice * idiom * figures of speech   and explain how changing context can influence meaning.  They clarify and evaluate their understanding of content as it unfolds in formal and informal situations, connecting ideas to their own experiences and presenting and justifying a point of view.  They identify and analyse aspects of literary texts and their particular social, cultural and historical details; explore the information these texts convey in terms of:   * visuals * symbolic elements * dialogue and * character descriptions. | They recognise, analyse, describe and evaluate ideas in unfamiliar literary texts that can be conveyed from different viewpoints:   * events, characters, settings * narrative voice and point of view that can lead to different kinds of interpretations and responses.   They describe, discuss, analyse and evaluate the ways in which ideas and points of view are represented in texts through:   * vocabulary * language choice * subjectivity * narrator’s voice * idiom * figures of speech   and explain preciselyhow changing context can influence meaning.  They clarify and evaluate their understanding of content**,** relevantly and precisely, as it unfolds in formal and informal situations, connecting ideas to their own experiences and presenting and justifying a point of view.  They identify, analyse and evaluate elements of literary texts and their particular social, cultural and historical details; and explore the information these texts convey in terms of:   * visuals * symbolic elements * dialogue and * character descriptions. |
| **Strand / mode** | **Emerging** | | | | **Developing** | **Demonstrating** | **Advancing** | **Extending** |
| **Receptive Modes:**  Listening, Reading and Viewing | **Beginning to work towards the achievement standard** | | | | **Working towards the achievement standard** | **Demonstrating the achievement standard** | **Working beyond the achievement standard** | **Extending with depth beyond the achievement standard** |
| **Relevant part of the Achievement Standard** | | **They listen and ask questions to clarify content. (ER5.6)** | | | | | | |
| **Language:**  ***Language for interaction***  [**ACELA1501**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1501)  (patterns of interactions)  [**ACELA1502**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1502)  (differing perspectives)  **Literacy:**  ***Interacting with others***  [**ACELY1699**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1699)  (clarify understandings)  [**ACELY1796**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1796)  (use interaction skills)  ***Speaking and***  ***Listening*** | When participating in discussions, they are beginning to:   * recognise bare assertions * know how to account for differing perspectives * specify source of opinion * initiate discussion about viewpoints.   They are beginning to ask specific questions in order to:   * clarify understanding of content * connect ideas to own and others’ experience * present and justify a point of view.   In pairs, small groups, classroom and other contexts, they are beginning to use interaction skills for:   * asking pertinent questions * interpreting non-verbal cues * noting formality of context * paraphrasing info. * choosing vocab. * experimenting with vocal effects   and to use language appropriate to context, purpose and audience.  They are beginning to understand that patterns of language interaction vary across social contexts and types of texts. They are beginning to learn how to use them to help signal social roles and relationships. | | | | When participating in discussions, they are developing their skills to:   * recognise bare assertions * know how to account for differing perspectives * specify source of opinion * initiate discussion about differing viewpoints.   They are developing skills to ask specific questions in order to:   * clarify understanding of content * connect ideas to own and others’ experience * present and justify a point of view.   In pairs, small groups, classroom and other contexts, they are developing their skills to use interaction skills for:   * asking pertinent questions * interpreting non-verbal cues * noting formality of context * paraphrasing information * choosing vocabulary * experimenting with vocal effects   and to use language appropriate to context, purpose and audience.  They are developing ability to understand that patterns of language interaction vary across social contexts and types of texts. They are developing skills to use them to help signal social roles and relationships. | When participating in discussions, they:   * recognise bare assertions * know how to account for differing perspectives * specify source of opinion * initiate discussion about differing viewpoints.   They ask specific questions in order to:   * clarify understanding of content * connect ideas to own and others’ experience a * present and justify a point of view.   In pairs, small groups, classroom and other contexts, theyuse interaction skills for:   * asking pertinent questions * interpreting non-verbal cues * noting formality of context * paraphrasing information * choosing vocabulary * experimenting with vocal effects   and for using language appropriate to context, purpose and audience.  They understand that patterns of language interaction vary across social contexts and types of texts They use them to help signal social roles and relationships. | When participating in discussions, they **contribute more analytically** and effectively as they:   * recognise bare assertions * know how to account for differing perspectives * specify source of opinion * initiate discussion about differing viewpoints.   They ask specific and analytical questions and contribute more often in order to:   * clarify understanding of content * connect ideas to own and others’ experience * present and justify a point of view.   In pairs, small groups, classroom and other contexts, they consistently and effectively use interaction skills for:   * asking pertinent questions * interpreting non-verbal cues * noting formality of context * paraphrasing information * choosing vocabulary * experimenting with vocal effects   and for using language appropriate to context, purpose and audience.  They understand that patterns of language interaction vary across social contexts and types of texts. They use them effectively to help to signal social roles and relationships. | When participating in discussions, they **often contribute analytically, evaluatively and productively** as they:   * recognise bare assertions * know how to account for differing perspectives * specify source of opinion * initiate discussion about differing viewpoints.   They ask specific, analytical and precise questions in their contribution to discussion to:   * clarify understanding of content, * connect ideas to own and others’ experience * present and justify a point of view.   In pairs, small groups, classroom and other contexts, they often initiate interactions appropriately, and they consistently and effectively use interaction skills for:   * asking pertinent questions * interpreting non-verbal cues * noting formality of context * paraphrasing info. * choosing vocabulary * experimenting with vocal effects   and for using language appropriate to context, purpose and audience.  They know and understand that patterns of language interaction vary across social contexts and types of texts. They use them effectively and consistently to help signal social roles and relationships. |

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| **Strand / mode** | | **Emerging** | | | **Developing** | **Demonstrating** | | **Advancing** | | | **Extending** | |
| **Beginning to work towards the achievement standard** | | | **Working towards the achievement standard** | **Demonstrating the achievement standard** | | **Working beyond the achievement standard** | | | **Extending with depth beyond the achievement standard** | |
| **Productive Modes: *Speaking, Writing and Creating*** | | | | | | | | | | | | |
| **Relevant part of the Achievement Standard** | | | | **Students use language features to show how ideas can be extended. (EP5.1)** | | | | | | | | |
| **Language:**  ***Expressing & developing ideas***  [**ACELA1507**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1507)  (clauses & complex sentences)  [**ACELA1508**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1508)  (noun groups & adjectives)  [**ACELA1512**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1512)  (vocabulary)  **Literature**  ***Responding to literature***  [**ACELT1795**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1795)  (use metalanguage to describe)  ***Creating literature***  [**ACELT1798**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1798)  **(create literary texts)**  ***Writing and Creating***  ***Speaking and Listening*** | They are beginning to use a mixture of simple and complex clause structures in connected spoken text.  They are beginning to write simple and complex sentences, and noun groups and adjectives, in their paragraphs and longer texts.  They are beginning to produce texts that demonstrate selection of one or more of the following:   * vocabulary & idiom * evaluative language * subjective and objective language * understanding of the effect of context   when presenting their points of view in spoken, written and multimodal forms.  They are beginning to use metalanguage to describe the effects of language features on particular audiences.  They are beginning to create literary texts that experiment with structures, ideas and stylistic features of selected authors. | | | | They are developing their ability to use a mixture of simple and complex clause structures in connected spoken text.  They are developing their skills for writing simple and complex sentences, and noun groups and adjectives, in their paragraphs and longer texts.  They are developing skills to produce texts that demonstrate selection of one or more **o**f the following:   * vocabulary & idiom * evaluative language * subjective and objective language * understanding of the effect of context   when presenting their points of view in spoken, written and multimodal forms.  They are developing their use of metalanguage to describe the effects of language features on particular audiences.  They are developing skill for creating literary texts that experiment with structures, ideas and stylistic features of selected authors. | They use a mixture of simple and complex clause structures in connected spoken text.  They write simple and complex sentences, and noun groups and adjectives, in their paragraphs and longer texts.  They produce texts that demonstrate selection of:   * vocabulary & idiom * evaluative language * subjective and objective language * understanding of the effect of context   when presenting their points of view in spoken, written and multimodal forms.  They regularlyuse metalanguage to describe the effects of language features on particular audiences.  They create literary texts that experiment with structures, ideas and stylistic features of selected authors. | | They use a mixture of simple and complex clause structures in connected spoken text with growing effectiveness.  They write simple and complex sentences, and noun groups and adjectives, in their paragraphs and longer texts, consistently and correctly.  They produce texts that demonstrate an extended selection of the following:   * extending vocabulary * evaluative language * subjective and objective language * understanding of the effect of context   when presenting their points of view in spoken, written and multimodal forms.  They frequently use metalanguage to describe effects of language features on particular audiences.  They create literary texts that experiment with, and that demonstrate understanding of structures, ideas and stylistic features of selected authors. | | | They use a mixture of simple and complex clause structures in connected spoken text consistently and effectively.  They use simple and complex sentences, and noun groups and adjectives, in writing their paragraphs and longer texts, and vary sentence structure and organisation for effect.  They produce texts that demonstrate application of the following:   * extending vocabulary * evaluative language * subjective and objective language * understanding of the effect of context   when presenting their points of view in spoken, written and multimodal forms.  They use metalanguage frequently and correctly to describe the effects of language features on particular audiences.  They create literary texts that experiment with, and that demonstrate knowledge and selective use of structures, ideas and stylistic features of selected authors. | |
| **Strand / mode** | **Emerging** | | | | **Developing** | **Demonstrating** | | **Advancing** | | | **Extending** | |
| **Beginning to work towards the achievement standard** | | | | **Working towards the achievement standard** | **Demonstrating the achievement standard** | | **Working beyond the achievement standard** | | | **Extending with depth beyond the achievement standard** | |
| **Relevant part of the Achievement Standard** | | | | **They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources. (EP5.2)** | | | | | | | |
| **Literature:**  ***Responding to literature***  [**ACELT1609**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1609)  (present a point of view)  **Literacy:**  ***Creating texts***  [**ACELY1704**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1704)  (plan, draft & publish)  **Language:**  ***Language variation and change***  [**ACELA1500**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1500)  (languages change)  **Speaking and Listening** | They are beginning to demonstrate the ability to support a point of view about literary texts using appropriate metalanguage. They are beginning to reflect on the viewpoints of others.    They are beginning to present a point of view about literary texts, the characters, settings and themes, with some reflection on their analysis and that of others.  They are beginning to plan, draft and publish print and multimodal texts to present and explain a point of view.  They are beginning to understand that the pronunciation, spelling and meaning of words have histories and change over time. They are beginning to categorise spelling list words according to etymology. | | | | They are developing skills to demonstrate the ability to support a point of view about literary texts using appropriate metalanguage. They are developing the ability to reflect on the viewpoints of others.  They are developing abilities to present a point of view about literary texts, the characters, settings and themes, with some reflection on their analysis and that of others.  They are developing their skills for planning, drafting and publishing print and multimodal texts to present and explain a point of view.  They are developing their understanding that the pronunciation, spelling and meaning of words have histories and change over time. They are learning to categorise spelling list words according to etymology. | They demonstrate ability to support a point of view about literary texts using appropriate metalanguage. They reflect on the viewpoints of others.  They present a point of view about literary texts, the characters, settings and themes, with some reflection on their analysis and that of others.  They plan, draft and publish print and multimodal texts to present and explain a point of view.  They understand that the pronunciation, spelling and meaning of words have histories and change over time. They are able to categorise familiar words and spelling list words according to etymology. | | They regularly demonstrate the ability to support a point of view about literary texts using appropriate metalanguage. They reflect on the viewpoints of others.  They present and comparepoints of view about literary texts, the characters, settings and themes, with reflections on their analysis and that of others.  They plan, draft and publish print and multimodal texts, of a high level of quality, to present and explain a point of view from another perspective.  They understand and explain how the pronunciation, spelling and meaning of words have histories and change over time. They are able to categorise familiar and spelling list words consistently according to etymology. | | They frequently demonstrate the ability to support a point of view about literary texts using appropriate metalanguage. They reflect on the viewpoints of others.    They present, compare and extend points of view about literary texts, the characters, settings and themes, with reflections on their analysis and that of others.  They plan, draft and publish print and multimodal texts, at a very high level of quality, to present and explain a point of view from multiple perspectives.  They understand and explainhow information about the pronunciation, spelling and meaning of words have histories and change over time. They are able to categorise unfamiliar words consistently according to etymology. | |
| **Strand / mode** | **Emerging** | | | | **Developing** | **Demonstrating** | | **Advancing** | | | **Extending** | |
| **Beginning to work towards the achievement standard** | | | | **Working towards the achievement standard** | **Demonstrating the achievement standard** | | **Working beyond the achievement standard** | | | **Extending with depth beyond the achievement standard** | |
| **Relevant part of the Achievement Standard** | | | **Students create imaginative, informative and persuasive texts for different purposes and audiences. (EP5.3)** | | | | | | | | | |
| **Literature:**  ***Creating literature***  [**ACELT1612**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1612)  (create literary texts)  [**ACELT1798**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1798)  (create & experiment with literary features)  ***Writing and Creating*** | They are beginning to create literary texts (in print, digital and multimedia) using realistic and fantasy settings and characters that draw on the worlds represented in familiar texts they have heard, seen and viewed.  They are beginning to experiment with structures and discuss ideas of selected authors; and they create print and multimodal literary texts that demonstrate their beginning ability to learn from the study of selected texts and their authors, with reference to:   * main idea * characterisation * setting * point of view * figurative language * vocabulary choice * non-verbal conventions * format, etc. | | | | They are developing skills to create literary texts (in print, digital and multimedia) using realistic and fantasy settings and characters that draw on the worlds represented in familiar texts they have heard, seen and viewed.  They are developing skills for experimenting with structures and for discussing ideas of selected authors; and they create print and multimodal literary texts that demonstrate their developing ability to learn from the study of selected texts and their authors, with reference to:   * main idea * characterisation * setting * point of view * figurative language * vocabulary choice * non-verbal conventions * format, etc. | They create structured and sequenced literary texts (in print, digital and multimedia) using realistic and fantasy settings and characters that draw on the worlds represented in texts students have heard, seen and viewed. They are able to develop texts for assigned purposes and audiences.  They experiment with structures, and discuss and apply ideas and stylistic features of selected authors; and they create print and multimodal literary texts that demonstrate their ability to learn from the study of selected texts and their authors, with reference to:   * main idea * characterisation * setting * point of view * figurative language * vocabulary choice * non-verbal conventions * format, etc. | | They create structured and well-sequenced literary texts (in print, digital and multimedia) using realistic and fantasy settings and characters that draw on the worlds represented in texts they have heard, seen and viewed. They develop texts for all assigned purposes and audiences, demonstrating selective use of text structures for effect.  They explore and compare structures, and discuss, analyse and apply ideas and stylistic features of selected authors; and they create print and multimodal literary texts that demonstrate their ability to learn from the study of selected texts and their authors, with reference to:   * main idea * characterisation * setting * point of view * figurative language * vocabulary choice * non-verbal conventions * format, etc. | | | They create well-structured, well-sequenced and highly detailed literary texts (in print, digital and multimedia) using realistic and fantasy settings and characters that draw on the worlds represented in textsthey have heard, seen and viewed. They develop such texts for all purposes and audiences, demonstrating selective use of text structures and stylistic devices.  They explore, compare and extend structures, and discuss, evaluate and apply ideas and stylistic features of self-selected authors; and they create print and multimodal literary texts that demonstrate their ability to learn from the study of selected and self-selected texts and their authors, with reference to:   * main idea * characterisation * setting * point of view * figurative language * vocabulary choice * non-verbal conventions * format, etc. | |
| **Strand / mode** | **Emerging** | | | | **Developing** | **Demonstrating** | | **Advancing** | | | **Extending** | |
| **Beginning to work towards the achievement standard** | | | | **Working towards the achievement standard** | **Demonstrating the achievement standard** | | **Working beyond the achievement standard** | | | **Extending with depth beyond the achievement standard** | |
| **Relevant part of the Achievement Standard** | | | **They make presentations which include multimodal elements for defined purposes. (EP5.4)** | | | | | | | | | |
| **Literacy:**  ***Interacting with others***  [**ACELY1796**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1796)  (interaction skills)  [**ACELY1700**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1700)  (deliver presentation)  ***Creating texts***  [**ACELY1707**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1707)  (multimodal)  ***Speaking and Listening*** | They are beginning to present ideas, through talk, print and multimedia, that are:   * logical and with * specific and relevant detail   using print, graphics, sound and visuals  They are beginning to use a range of required software, including:   * word processing programs to construct, edit and publish written text, * other software programs to select, edit and place visual, print and audio elements in multimodal texts. | | | | They are developing skills to present ideas, through talk, print and multimedia, that are:   * logical and with * specific and relevant detail   using print, graphics, sound and visuals.  They are developing skills to use a range of required software, including:   * word processing programs to construct, edit and publish written text, * other software programs to select, edit and place visual, print and audio elements in multimodal texts. | | They plan and present ideas, through talk, print and multimedia, that are   * logical and with * specific and relevant detail   using print, graphics, sound and visuals.  They use a range of required software with fluency, **i**ncluding:   * word processing programs to construct, edit and publish written text, * other software programs to select, edit and place visual, print and audio elements in multimodal texts. | | They plan and present ideas and developed concepts, through talk, print and multimedia, that are   * logical and with * specific and relevant detail   using print, graphics, sound and visuals.  They use a required range of software with fluency and growing control, including:   * word processing programs to construct, edit and publish written text, * other software programs to select, edit and place visual, print and audio elements in multimodal texts. | | They plan and present ideas, concepts and generalisations through talk, print and multimedia, that are   * logical and with * specific and relevant detail   using print, graphics, sound and visuals.  They manage a required range of software with control, including:   * word processing programs to construct, edit and publish written text, * other software programs to select, edit and place visual, print and audio elements in multimodal texts. | |

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| **Strand / mode** | **Emerging** | | | **Developing** | **Demonstrating** | **Advancing** | | **Extending** |
| **Beginning to work towards the achievement standard** | | | **Working towards the achievement standard** | **Demonstrating the achievement standard** | **Working beyond the achievement standard** | | **Extending with depth beyond the achievement standard** |
| **Relevant part of the Achievement Standard** | | | **They contribute actively to class and group discussions, taking into account other perspectives. (EP5.5)** | | | | | |
| **Language:**  ***Language for interaction***  [**ACELA1502**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1502)  (other perspectives)  **Literature:**  ***Responding to literature***  [**ACELT1609**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1609)  (reflect views of others)  **Literacy:**  ***Interacting with others***  [**ACELY1796**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1796)  (interaction skills)  [**ACELY1700**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1700)  (deliver presentation)  ***Speaking and Listening*** | They are beginning to prepare and make literary and other presentations, as well as respond to other’s presentations, and reflect upon viewpoints.  They are beginning to contribute to classroom discussions, participating in pair, group and classroom discussions, conversations and listening situations.  They are beginning to use interaction skills such as:   * paraphrasing * questioning and * interpreting non-verbal cues   during classroom and group discussions and activities.  . | | | They are developing their skills to prepare and make literary and other presentations, as well as respond to other’s presentations, and reflect upon viewpoints.  They are developing their contributions to classroom discussions, participating in pair, group and classroom discussions, conversations and listening situations.  They are developing interaction skills such as:   * paraphrasing * questioning and * interpreting non-verbal cues   during classroom and group discussions and activities. | They prepare and make literary and other presentations, and contribute in response to other’s presentations, and reflect upon viewpoints.  They contribute to classroom discussions, participating in pair, group and classroom discussions, conversations and listening situations.  They use interaction skills such as:   * paraphrasing * questioning and * interpreting non-verbal cues   during classroom and group discussions and activities. | They prepare and make literary and other presentations, and contribute regularly in response to other’s presentations, and reflect upon viewpoints.  They contribute meaningfullyto classroom discussions, participating in pair, group and classroom discussions, conversations and listening situations.  They regularlyuse interaction skills such as:   * paraphrasing * questioning and * interpreting non-verbal cues   during classroom and group discussions and activities. | They prepare and make literary and other presentations, contribute frequently in response to other’s presentations, and reflect upon different viewpoints.  They contribute meaningfully and often initiate activityin classroom discussions, participating in pair, group and classroom discussions, conversations and listening situations.  They frequently and effectively use interaction skills such as:   * paraphrasing * questioning and * interpreting non-verbal cues   during classroom and group discussions and activities**.** | |
| **Strand / mode** | **Emerging** | | | **Developing** | **Demonstrating** | **Advancing** | **Extending** | |
| **Beginning to work towards the achievement standard** | | | **Working towards the achievement standard** | **Demonstrating the achievement standard** | **Working beyond the achievement standard** | **Extending with depth beyond the achievement standard** | |
| **Relevant part of the Achievement Standard** | | **When writing, they demonstrate understanding of grammar using a variety of sentence types. (EP5.6)**  **They select specific vocabulary and use accurate spelling and punctuation. (EP5.7)** | | | | | | |
| **Language:**  ***Text structure & organisation***  [**ACELA1505**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1505)  (sentence & prominence)  [**ACELA1506**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1506)  (apostrophe of possession)  ***Expressing & developing ideas***  [**ACELA1507**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1507)  (clauses & complex sentences)  [**ACELA1508**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1508)  (noun groups & adjectives)  [**ACELA1512**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1512)  (vocabulary)  [**ACELA1513**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1513)  (spelling)  [**ACELA1514**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1514)  (uncommon plurals)  **Literature:**  ***Creating texts***  [**ACELT1798**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1798)  (literary devices, fig. lang.)  **Literacy:**  ***Creating texts***  [**ACELY1704**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1704)  (plan, draft & publish)  [**ACELY1706**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1706)  (handwriting)  [**ACELY1707**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1707)  (software)  ***Writing and Creating*** | They are beginning to plan, draft and publish imaginative, poetic, informative, persuasive and everyday print and multimodal texts, selecting and using language, visual and sound features for effect, audience and purpose.  They are beginning to produce sentences that demonstrate ability to locate the theme in topic sentences.  They are beginning to use the apostrophe of possession with common and proper nouns.  They are beginning to organise written text into headings and chapters, and digital text by topic or chronology, in order to assist prediction of content and navigation.  They are beginning to demonstrate some skill in writing simple and complex sentences that contain subordinate clauses, and complex noun groups that contain adjectival patterns that contribute to greater precision in description of persons, places, ideas and things, and with growing accuracy in their use of punctuation.  They are beginning to select and use vocabulary with care, and understand connotation.  They are beginning to spell known words correctly, and to attempt the spelling of unknown words by applying apply some knowledge of word origin, affixes and spelling rules to .  They are beginning to spell and use some uncommon plurals correctly.  They are beginning to create literary texts that demonstrate use of figures of speech such as: alliteration, simile, metaphor, personification and onomatopoeia. | | | They are developing skills for planning, drafting and publishing imaginative, poetic, informative, persuasive and everyday print and multimodal texts, selecting and using language, visual and sound features for effect, audience and purpose.  They are developing sentences that demonstrate ability to locate the theme in topic sentences.  They are developing their use of the apostrophe of possession with common and proper nouns.  They are developing ability to organise written text into headings and chapters, and digital text by topic or chronology, in order to assist prediction of content and navigation.  They are developing skills for writing simple and complex sentences that contain subordinate clauses, and complex noun groups that contain adjectival patterns that contribute to greater precision in description of persons, places, ideas and things, developing accuracy in their in their use of punctuation.  They are developing skills to use vocabulary with care and increasing precision, and have some understanding about connotation.  They are developing skills for spelling known words correctly and attempting the spelling of unknown words by applying some knowledge of word origin, affixes and spelling rules.  They are developing skills to spell and usesome requireduncommon plurals correctly.  They are developing skills to create literary texts that demonstrate use offigures of speech such as: alliteration, simile, metaphor, personification and onomatopoeia. | They plan, draft and publish imaginative, poetic, informative, persuasive and everyday print and multimodal texts, selecting and using language, visual and sound features for effect, audience and purpose.  They can produce sentences that demonstrate ability to locate the theme in the prominent or early part of a sentence for effect and clarity, particularly and mainly in topic sentences.  They demonstrate the use the apostrophe of possession with known common and proper nouns.  They organise and format written text into headings and chapters, and digital text by topic or chronology, in order to assist prediction of content and navigation.  They write simple and complex sentences that contain subordinate clauses, and complex noun groups that contain adjectival patterns that contribute to greater precision in description of persons, places, ideas and things and demonstrate correct use of required punctuation.  They select and use vocabulary with care and increasing precision, and understand connotation.  They have a bank of known words that they can spell correctly, and attempt to spell unknown words by applying their knowledge of word origin, affixes and spelling rules.  They spell and use many requireduncommon plurals correctly.  They create literary texts that demonstrate use of figures of speech such as alliteration, simile, metaphor, personification and onomatopoeia. | They consistently plan, draft and publish well-written imaginative, poetic, informative, persuasive and everyday print and multimodal texts, selecting and using language, visual and sound features for effect, audience and purpose.  They consistently write sentences where they locate the theme in the prominent of early part of a sentence for effect and clarity, particularly in topic sentences.  They demonstrate the use the apostrophe of possession with common and proper nouns with growing accuracy  They organise, classify and format written text into headings and chapters, and digital text by topic or chronology, in order to assist prediction of content and navigation.  They write simple and complex sentences that contain subordinate clauses, and complex noun groups that contain adjectival patterns that contribute to greater precision in description of persons, places, ideas and things and demonstrate a growing accuracy in correct usage of all their punctuation.  They select and use vocabulary with care and understand and discuss connotation.  They are acquiring a growing bank of common words that they can spell correctly. They are able to attempt unknown words by applying their growing knowledge of word origin, affixes and spelling rules.  They spell and usemost required uncommon plurals correctly.  They create literary texts that consistently demonstrate original use of figures of speech such as alliteration, simile, metaphor, personification and onomatopoeia. | They consistently and effectively plan, draft and publish well-written imaginative, poetic, informative, persuasive and everyday print and multimodal selecting and using language, visual and sound features for effect, audience and purpose.  They consistently write sentences where they locate the theme in the prominent of early part of a sentence for effect and clarity, particularly in topic sentences, and can explain their choices using the metalanguage of theme.  They use the apostrophe of possession with common and proper nouns with accuracy.    They organise, classify and format written text into headings, sub-headings and chapters, and digital text by topic or chronology, in order to assist precise and effective prediction of content and navigation.  They write simple and **a** wide range of complex sentences that contain subordinate clauses, and complex noun groups that contain adjectival patterns that contribute to greater precision in description of persons, places, ideas and things, and with accuracy in the correct use of all their punctuation.  They select and use vocabulary effectively, and understand and initiate discussion about connotation.  They spell most common words correctly. They are able to spell unknown and unfamiliar words by consistently applying their knowledge of word origin, affixes and spelling rules.  They spell and useall required uncommon plurals correctly.  They create literary texts that demonstrate consistent control and original and selective use of figures of speech such as alliteration, simile, metaphor, personification and onomatopoeia. | |

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| **Strand / mode** | **Emerging** | | **Developing** | **Demonstrating** | **Advancing** | **Extending** |
| **Beginning to work towards the achievement standard** | | **Working towards the achievement standard** | **Demonstrating the achievement standard** | **Working beyond the achievement standard** | **Extending with depth beyond the achievement standard** |
| **Relevant part of the Achievement Standard** | | **They edit their work for cohesive structure and meaning. (EP5.8)** | | | | |
| **Literacy:**  ***Creating texts***  [**ACELY170**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1704)**4**  (plan, draft, publish)  [**ACELY1705**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1705)  (reread and edit)  ***Writing and Creating*** | They are beginning toreread and edit their own and others’ texts using agreed criteria for text structures and language features. | | They are developing skills toreread and edit their own and others’ texts using agreed criteria for text structures and language features. | They reread and edit their own and others’ texts using agreed criteria for text structures and language features. | They reread and edit their own and others’ texts with more consistency, using agreed criteria for text structures and language features with growing accuracy. | They reread and edit their own and others’ texts efficiently, using agreed criteria for text structures and language features with accuracy. |