English Progression Points: Year 3 – 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 3 Achievement Standard**  **Receptive modes (listening, reading and viewing)**  By the end of Year 3, students [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand) how content can be organised using different text structures depending on the purpose of the text. (ER3.1) They [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand) how language features, images and vocabulary choices are used for different effects. (ER3.2) They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information. (ER3.3) They use phonics and word knowledge to fluently read more complex words. (ER3.4) They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) literal and implied meaning connecting ideas in different parts of a text. (ER3.5) They [select](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Select) information, ideas and events in texts that [relate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Relate) to their own lives and to other texts. (ER3.6) They listen to others’ views and [respond](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Respond) appropriately using interaction skills. (ER3.7)  **Productive modes (speaking, writing and creating)** Students [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand) how language features are used to link and [sequence](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Sequence) ideas. (EP3.1) They [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand) how language can be used to express feelings and opinions on topics. (EP3.2) Their texts include writing and images to express and [develop](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Develop), in some detail, experiences, events, information, ideas and characters. (EP3.3) Students create a range of texts for familiar and unfamiliar audiences. (EP3.4) They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. (EP3.5) They [demonstrate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Demonstrate) understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. (EP3.6) They use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately. (EP3.7) They re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning. (EP3.8) They write using joined letters that are accurately formed and consistent in size. (EP3.9) | | | | | |
| **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 understand how content can be organised using different text structures depending on the purpose of the text. (ER3.1)** | | | | |
| **Language:**   * Text Structure and organisation   [*ACELA1478*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1478)  (text types and choices)  [*ACELA1790*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1790)  (features of online texts)  **Literature**:   * Literature in context   [*ACELT1596*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1596)  (connect personal experiences and texts)  [*ACELT1594*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1594)  (character setting and author’s reason)  ***Speaking - Discuss*** | They are beginning to identify and discuss some elements of imaginative texts with knowledge: plot and its development, characters, settings (time and place), and atmosphere.  They are beginning to identify and discuss knowledge of some structures of informative texts, including introduction, paragraph development, and conclusion; plus uses of headings in longer texts.  They are beginning to identify and discuss some knowledge of structures of persuasive texts, including thesis or orienting paragraph, development of argument in paragraphs, conclusion, summary and synthesis. | They are developing knowledge to identify and discuss most elements of narrative texts with knowledge: plot and its development, characters, settings (time and place), and atmosphere.  They are developing ability to identify and discuss knowledge of most structures of informative texts, including introduction, paragraph development, and conclusion; plus uses of headings in longer texts.  They are developing knowledge for identifying and discussing knowledge of most structures of persuasive texts, including thesis or orienting paragraph, development of argument in paragraphs, conclusion, summary and synthesis. | They identify and discuss all elements of imaginative texts with knowledge: plot and its development, characters, settings (time and place), and atmosphere.  They identify and discuss knowledge of all structures of informative texts, including introduction, paragraph development, and conclusion; plus uses of headings and diagrams/ images in longer texts.  They identify and discuss knowledge of all structures of persuasive texts, including thesis or orienting paragraph, development of argument in paragraphs, conclusion, summary and synthesis. | They discuss all elements of imaginative texts with detailed knowledge: plot and its development, characters, settings (time and place), and atmosphere.  They identify and discuss detailed knowledge of all structures of informative texts, including introduction, paragraph development, and conclusion; plus uses of headings and diagrams /images in longer texts.  They identify and discuss detailed knowledge of structures of persuasive texts, including thesis or orienting paragraph, development of argument in paragraphs, conclusion, summary and synthesis. | They discuss all elements of complex imaginative texts with detailed knowledge: multiple plots and developments, characters, settings (time and place), and atmosphere.  They identify and discuss detailed knowledge of structures of informative texts, including introduction, advanced paragraph development, and conclusion; plus uses of headings and diagrams/ images in longer texts.  They identify and discuss detailed knowledge of structures of persuasive texts, including thesis or orienting paragraph, advanced and justified (with examples) development of argument in paragraphs, conclusion, summary and synthesis. |
| **Literacy**:   * Interpreting, analysing, evaluating   [*ACELY1678*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1678)  (identify audience & purpose)  ***Reading and Viewing***  ***Speaking and Listening*** | They are beginning to identify some knowledge and understanding of the elements of everyday texts such as personal letters, postcards, invitations, and SMS and text messages  They are beginning to demonstrate, with a little discussion, some of the characteristics of poetry being studied and read; e.g.   * Acrostic poems * Limericks * Cinquains * (others)   They are beginning to identifying, using and discussing features of online texts that enhance navigation; e.g. navigation bars and buttons, hyperlinks and sitemaps. | They are developing the skills to identify most of the elements of everyday texts such as personal letters, postcards, invitations and SMS and text messages  They are developing skills for discussing many characteristics of poetry being studied and read e.g.   * Acrostic poems * Limericks * Cinquains * (others)   They are developing skills for identifying, using and discussing features of online texts that enhance navigation; e.g. navigation bars and buttons, hyperlinks and sitemaps. | They identify and discuss mostelements of everyday texts such as personal letters, postcards, invitations and SMS and text messages  They identify and discuss different text structures of poems being studied and read; e.g.   * Acrostic poems * Limericks * Cinquains * (others)   They identify, use and discuss features of online texts that enhance navigation; e.g. navigation bars and buttons, hyperlinks and sitemaps. | They discuss and compare different elements of everyday texts such as personal letters, postcards, invitations and SMS and text messages  They discuss and compare characteristics of a range of poems being studied and read; e.g.   * Acrostic poems * Limericks * Cinquains * (others)   They identify, use and discuss and explain features of online texts that enhance navigation; e.g. navigation bars and buttons, hyperlinks and sitemaps. | They discuss and compare, with detail, all elements of everyday texts such as personal letters, postcards, invitations and SMS and text messages  They discuss and compare a variety of in-depth characteristics of a range of poetry being studied and read; e.g.   * Acrostic poems * Limericks * Cinquains * (others)   They identify, use and discuss features of online texts that enhance navigation; e.g.  navigation bars and buttons, hyperlinks and sitemaps  They explain many features, with connections outside the teaching context, and apply their skills in new contexts. |

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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 understand how language features, images and vocabulary choices are used for different effects. (ER3.2)** | | | | |
| **Language**   * Text structure and organisation   [*ACELA1478*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1478)  (different texts and language features)   * Expressing and developing ideas   *[ACELA1483](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1483)*  (effects on audience)  **Literature**   * Responding to Literature   [*ACELT 1596*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1596)  (Connect personal experiences and texts)   * Literature and Context   [*ACELT 1594*](http://www.australiancurriculum.edu.au/Elements/ACELT1594)  **(discuss texts)**   * Examining literature   *[ACELT1599](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1599)*  (language in narratives)  [*ACELT1600*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1600)  (language devices)  **Literacy**   * Texts in context   [*ACELY1675*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1675)  (Identify point of view)   * Interpreting, analysing and evaluating   [*ACELY1678*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1678)  (Identify the audience)  [*ACELY1679*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1679)  (Read different text types)  [*ACELY1680*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1680)  (Comprehension strategies)  ***Reading and Viewing, Listening and Speaking*** | They are beginning to  identify and describe how different types of texts vary in use of language choices; e.g. narratives, procedures, reports, reviews and expositions.  They are beginning to identify and discuss some of the different uses of paragraphs according to text type and purpose.  They are beginning to identify and discuss the use of different sentence structures and tenses used in different text types, such as:   * simple, compound and complex sentences * statements, questions and commands * present, past and future simple tense   They are beginning to identify and discuss illustrations and images  used in familiar print and multimodal texts and how they are used for different effects.  They are beginning to identify and discuss author’s choices and use of vocabulary in different types of texts for different effects; e.g.   * use of descriptive adjectives to establish setting and atmosphere * some use of language to describe the traits of characters * some of the language devices, such as figurative, evaluative and emotive language, used to enhance meaning and shape reader’s reaction. | They are developing confidence and some independence in identifying and describing how different types of texts vary in use of language choices; e.g. narratives, procedures, reports, reviews and expositions.  They are developing independence in identifying and discussing many of the different uses of paragraphs according to text type and purpose.  They are developing confidence in identifying and discussing the use of different sentence structures and tenses used in different text types, such as:   * simple, compound and complex sentences * statements, questions and commands * present, past and future simple tenses   They are developing independence in identifying and discussing illustrations  and images used in familiar print and multimodal texts  and how they are used for different effects.  They are developing independence in identifying and discussing author’s choices and use of vocabulary in different types of texts for different effects; e.g.   * use of descriptive adjectives to establish setting and atmosphere * some use of language to describe the traits of characters * some of the language devices, such as figurative, evaluative and emotive language, used to enhance meaning and shape reader’s reaction. | They are able to identify and describe independently how different types of texts vary in use of language choices; e.g. narratives, procedures, reports, review and expositions.  They identify and discuss most of the different uses of paragraphs according to text type and purpose.  They identify and discuss, using mainly everyday language, the use of different sentence structures and tenses used in different text types, such as:   * simple, compound and complex sentences * statements, questions and commands * present, past and future simple tense   They identify and discuss illustrations and images used in familiar and some  unfamiliar print and multimodal texts and how they are used for different effects.  They identify and discuss, using mainly everyday language, author’s choices and use of vocabulary in different types of texts for different effects; e.g.   * use of descriptive adjectives to establish setting and atmosphere * use of language to describe the traits of characters * many of the language devices, such as figurative, evaluative and emotive language, used to enhance meaning and shape reader’s reaction. | They identify and explain, independently, how different types of texts vary in use of language choices; e.g. narratives, procedures, reports, reviews and expositions.  They identify and discuss all of the different uses of paragraphs according to text type and purpose.  They use most of the metalanguage as they identify and discuss the use of different sentence structures and tenses used in different text types, such as:   * simple sentences * compound sentences * complex sentences * present, past and future simple and continuous tenses   They identify and discuss illustrations and images used in unfamiliar print and  multimodal texts and how they are used for different effects.  They use metalanguage as they identify and discuss author’s choices and use of vocabulary in different types of texts for different effects; e.g.   * use of descriptive adjectives to establish setting and atmosphere * expressive use of language to describe the traits of characters * most of the language devices, such as figurative, evaluative and emotive language, used to enhance meaning and shape reader’s reaction. | They identify and explain, independently, how different types of texts vary in use of language choices, and do so across a wide variety of unfamiliar texts e.g. narratives, procedures, reports, review and expositions.  They identify and contribute further ideas for the different uses of paragraphs according to text type and purpose.  They use metalanguage as they identify and discuss the use of different sentence structures and tenses used in different text types, such as:   * all three sentence types * all three sentence structures * present, past and future simple and continuous tenses   They identify and discuss illustrations and images used in unfamiliar print and  multimodal texts and how they are used for different effects; they also locate and discuss other print and multimodal texts.  They use metalanguage as they identify and compare author’s choices and use of vocabulary in different types of texts for different effects; e.g.   * use of descriptive adjectives to establish setting and atmosphere * expressive and confident use of language to describe the traits of characters * all language devices, such as figurative, evaluative and emotive language, used to enhance meaning and shape reader’s reaction. |
| **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 read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information. (ER3.3)** | | | | |
| **Language:**   * Text Structure & organisation   *[ACELA1478](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1478)*  text types & choices   * Phonics and word knowledge   *[ACELA1486](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1486)*  Sight words  [*ACELA1484*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1484)  ***Vocabulary – speaking and listening***  **Literature:**   * Examining Literature   [*ACELT1599*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1599)  Language for settings etc  *[ACELT1600](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1600)*  Figurative & emotive language   * Phonics and word knowledge   *[ACELA1485](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1485)*   * Responding to Literature   [*ACELT1598*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1598)  (criteria)  ***Writing - Spelling***  **Literacy:**   * Interpreting, analysing, Evaluating   *[ACELY1678](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1678)*  Identify audience & purpose  [*ACELY1679*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1679)  Reading skills  [*ACELY1680*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1680)  Comprehension strategies  ***Reading and Viewing***  **Literacy**   * Texts in context   [*ACELY1675*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1675)  (Identify point of view)   * Interpreting, analysing and evaluating   [*ACELY1678*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1678)  (Identify the audience)  [*ACELY1679*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1679)  (Read different text types)  [*ACELY1680*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1680)  (Comprehension strategies)  ***Reading and Viewing, Listening and Speaking*** | They select and discuss their preference for texts of personal interest and begin to explain their reasons for their selections.  They are beginning to apply a range of decoding skills for reading and comprehending; e.g. chunking, sounding out, using visual cues, re-reading the sentence and self-correcting.  They are beginning to monitor their own oral reading for meaning, and reread, read on and self- correct using the cueing systems – syntactic, semantic, graphophonic.  They begin to explain why they self-correct and how they correct their errors.  They begin to recognise some required high frequency words in texts.  They are beginning to  decode unfamiliar words by using phonological knowledge   * Diphthongs * Three letter clusters * Onset and Rime * Visual knowledge; e.g. * *ate/eight* * Morphemic knowledge * prefixes & suffixes, * common plurals * verb tense endings   They are beginning to use contextual information and vocabulary to help them construct meaning.  They are beginning to interpret different types of illustrations and graphics to construct meaning.  They are beginning to confirm their predictions in their reading.  They are beginning to use punctuation when they are reading aloud. | They select and discuss their preference for texts of personal interest and are developing skills to explain their reasons for their selections.  They are developing a wide range of decoding skills for reading and comprehending; e.g. chunking, sounding out, using visual cues, re-reading the sentence and self-correcting.  They are developing skills for monitoring their own oral reading for meaning, and reread, read on and self- correct using the cueing systems – syntactic, semantic, graphophonic.  They are developing knowledge to explain why they self-correct and how they correct their errors.  They can recognise many required high frequency words in texts.  They are developing their skills for decoding unfamiliar words by using phonological knowledge   * Diphthongs * Three letter clusters * Onset and Rime * Visual knowledge; e.g. * *ate/eight* * Morphemic knowledge * prefixes & suffixes, * common plurals * verb tense endings   They are developing skills for using contextual information and vocabulary to help them construct meaning.  They are developing skills for interpreting different types of illustrations and graphics to construct meaning.  They are developing confidence in confirming their predictions in their reading.  They are developing some skills for using punctuation when they are reading aloud. | They select and discuss their preference for texts of personal interest and independently explain their reasons for their selections.  They independently apply a wide range of decoding skills for reading and comprehending; e.g. chunking, sounding out, using visual cues, re-reading the sentence and self-correcting.  They monitor meaning; reread, read on and self- correct using the cueing systems – syntactic, semantic, graphophonic.  They automatically self- correct.  They recognise most required high frequency words in texts.  They decode unfamiliar words  by using phonological  knowledge   * Diphthongs * Three letter clusters * Onset and Rime * Visual knowledge; e.g.   *ate/eight*   * Morphemic knowledge * prefixes & suffixes, * common plurals * verb tense endings   They independently use contextual information and vocabulary to help them construct meaning.  They interpret different types of illustrations and graphics to construct meaning.  They independently make predictions and confirm their predictions in their reading.  They use punctuation when they are reading aloud. | They select and explain their preference for text types, authors, illustrators and topics of personal interest.  They independently identify and apply a wide range of decoding skills for reading and comprehending familiar and unfamiliar texts that are read with fluency.  They read familiar texts fluently and expressively, monitoring meaning by varying rate and intonation.  They automatically self- correct and are able to explain the strategy used.  They recognise all required high frequency words in texts.  They decode unfamiliar and difficult words by using phonological knowledge   * Diphthongs * Three letter clusters * Onset and Rime * Visual knowledge; e.g.   *ate/eight*   * Morphemic knowledge * prefixes & suffixes, * common plurals * verb tense endings   They use contextual information and vocabulary, across the text, to help them construct meaning, with some explanation.  They independently interpret different types of illustrations and graphics to construct meaning.  They make predictions and confirm or refute their predictions in their reading  Analytically.  They use punctuation to enhance the quality of fluency and expression in their reading of easy but unfamiliar texts when they are reading aloud. | They select, explain and compare their preference for text types, authors, illustrators and topics of personal interest.  They independently identify and apply a wide range of decoding skills for reading and comprehending unfamiliar texts fluently, asking questions about difficult concepts.  They read unfamiliar texts fluently and with expression, monitoring meaning by varying rate and intonation.  They automatically self-correct, are able to explain the strategy used and justify why it is the most suitable strategy to use with the specific text.  They recognise many unfamiliar high frequency words in texts.  They decode unfamiliar and challenging words by using  phonological knowledge   * Diphthongs * Three letter clusters * Onset and Rime * Visual knowledge; e.g.   *ate/eight*   * Morphemic knowledge * prefixes & suffixes, * common plurals * verb tense endings   They use contextual information and vocabulary, across the text, to help them construct meaning, and explain their choices analytically.  They independently interpret and discriminate between different types of illustrations and graphics to construct meaning.  They make predictions and confirm or refute their predictions analytically and evaluative their predictions.  They use punctuation to enhance the quality of fluency and expression in their reading of difficult and unfamiliar texts when they are reading aloud. |
| **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 use phonics and word knowledge to fluently read more complex words. (ER3.4)** | | | | |
| **Language**   * Phonics and word knowledge   [*ACELA1826*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1826)  *(letter-sound relationships)*  [*ACELA1827*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1827)  *(pre-fixes and suffixes)* | **They are beginning to use** knowledge of letter-sound relationships to fluently read **simple/ familiar words** | **They are developing skills** independently use knowledge of letter-sound relationships to fluently read **simple/ familiar** words | **They independently use** knowledge of letter-sound relationships to fluently read **simple/ familiar and more complex** words | **They use** knowledge of letter-sound relationships to fluently **read more complex** words | **They use** knowledge of letter-sound relationships to fluently read more complex words **and can explain** decoding strategies used. |

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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** [**identify**](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) **literal and implied meaning connecting ideas in different parts of a text. (ER3.5)** | | | | |
| **Language**   * Expressing and developing ideas   [*ACELA1483*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1483)  *(effects of audience)*  **Literature:**   * Responding to Literature   [*ACELT1596*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1596)  *(Connect personal experience and texts)*   * Examining Literature   [*ACELT1599*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1599)  *(how language is used)*   * Literature and Context   [*ACELT1594*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1594)  (Discuss texts)  ***Speaking and Listening***  **Literacy:**   * Texts in Context   [*ACELY1675*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1675)  *(Identify point of view)*   * Interpreting, analysing, Evaluating   [*ACELY1678*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1678)  (Identify audience & purpose)  [*ACELY1680*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1680)  (*comprehension strategies*  ***Reading and viewing, speaking and listening*** | They are beginning to make connections across and predictions about a text, drawing on:   * knowledge of the topic, * subject-specific vocabulary, and * experience of texts on the same topic.   They are beginning to ask and answer questions about the text, drawing on the above forms of knowledge.  They are beginning to locate and determine important ideas, events or details in a text, and to comment on things learned or questions raised by reading the text.  They are beginning to identify some key words and concepts, carried by nouns and noun groups, to assist literal meaning  They are beginning to make some inferences, taking into account topic knowledge or a character’s likely actions or feelings.  They are beginning to use required search tools to locate information in digital texts | They are developing skills to make connections across and predictions about a text, drawing on:   * knowledge of the topic, * subject-specific vocabulary, and * experience of texts on the same topic.   They are developing ability to ask and answer questions about the text, drawing on the above forms of knowledge.  They are developing abilities to locate and determine important ideas, events or details in a text, and to comment on things learned or questions raised by reading the text.  They are developing abilities to identify and locate key words and concepts, carried by nouns and noun groups, to assist literal meaning.  They are developing skills for making inferences, taking into account topic knowledge or a character’s likely actions or feelings.  They are developing use of required search tools to locate information in digital texts | They independently make connections across and predictions about new and unfamiliar texts, drawing on:   * knowledge of the topic, * subject-specific vocabulary, and * experience of texts on the same topic.   They independently answer questions about the text, drawing on the above forms of knowledge.  They locate and determine important ideas, events or details in a text, commenting on things learned or questions raised by reading and referring to the text.  They summarise by identifying and locating key words and concepts, carried by nouns and noun groups, to assist discussion of literal and some inferred meaning.  They make inferences independently, taking into account topic knowledge or a character’s likely actions or feelings.  They independently use required search tools to locate information in digital texts | They make connections across and predictions about a new and unfamiliar text, using a well-stated synthesis of:   * knowledge of the topic, * subject-specific vocabulary, and * experience of texts on the same topic.   They interrogate an unfamiliar text, drawing on the above three forms of knowledge to make inferences.  They locate and determine important ideas, events or details in a text, commenting on things learned or questions by referring to parts of the text.  They independently summarise by locating key words and concepts, carried by nouns and noun groups, to assist discussion of literal and most inferred meaning.  They make and explain inferences independently, taking into account topic knowledge or a character’s likely actions or feelings.  They independently select and use required search tools to locate information from a range of related digital texts | They make connections across and predictions about highly challenging texts, using a well-expressed analysis and synthesis of:   * knowledge of the topic, * subject-specific vocabulary, and * experience of texts on the same topic.   They interrogate unfamiliar and challenging texts, drawing on the above three forms of knowledge to make inferences.  They locate and determine important ideas, events or details in a text, commenting on things learned or questions raised with reference to the text and connecting relevant ideas and themes.  They independently summarise by locating key words and concepts, linking the information to assist discussion of literal and inferred meaning.  They make and explain inferences from challenging and unfamiliar texts independently, taking into account topic knowledge or a character’s actions or feelings.  They independently select and use required search tools to locate information from a varied range of digital texts |

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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 select information, ideas and events in texts that relate to their own lives and to other texts. (ER3.6)** | | | | |
| **Language:**   * Language for Interaction   [*ACELA1477*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1477)  (evaluative language)   * Text Structure & Organisation   [*ACELA1478*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1478)  (purpose and context of texts)  **Literature**:   * Literature & Context   [*ACELT1594*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1594)  (characters and settings; author reasons) –  ***Discuss (speaking)***   * Responding to Literature   *[ACELT1596](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1596)*  (connect personal and text & share)  **Literacy:**   * Interpreting, analysing, Evaluating   *[ACELY1680](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1680)*  (comprehension strategies)  ***Reading, Viewing, Speaking and listening*** | They make some connections using text-to-self, text-to-text and text-to-world.  They are beginning to use prior knowledge and past experiences more effectively to generate meaningful connections to people, places, events, issues and ideas in print and digital texts.  They are beginning to demonstrate their understanding of audience, purpose and author viewpoint in imaginative, poetic and persuasive texts.  They are beginning to identify use of imagery, simile and alliteration.  They are beginning to identify description of characters, settings, themes and ideas in a range of texts. | They are developing ability to make connections using text-to-self, text-to-text and text-to-world.  They are developing greater facility to use prior knowledge and past experiences to generate meaningful connections to people, places, events, issues and ideas in print and digital texts.  They are developing ability to show their understanding of audience, purpose and author viewpoint in imaginative, poetic and persuasive texts.  They are developing ability to identify use of imagery, simile and alliteration.  They are developing ability to identify and interpret description of characters, settings, themes and ideas in a range of texts. | They make connections using text-to-self, text-to-text and text-to-world independently.  They use prior knowledge and past experiences to generate meaningful connections to people, places, events, issues and ideas in print and digital texts.  They discuss their understanding of audience, purpose and author viewpoint in imaginative, poetic and persuasive texts.  They identify use of imagery, simile and alliteration.  They identify and discuss description of characters, settings, themes and ideas in a range of texts. | They make and explain more complex connections to text, self and world.  They use prior knowledge and past experiences to generate and explain meaningful connections to people, places, events, issues and ideas in print and digital texts.  They discuss audience, purpose and author viewpoint in imaginative, poetic and persuasive texts, with increasing complexity.  They identify and discuss use of imagery, simile and alliteration, and discuss their appreciation of these.  They identify and interpret description of characters, settings, themes and ideas in a range of texts. | They compare and explain complex connections between a variety of texts, ideas and experiences.  They use prior knowledge and past experiences to generate, compare and explain meaningful connections to people, places, events, issues and ideas in print and digital texts.  They discuss and distinguish between audience, purpose and author viewpoint in a range of unfamiliar imaginative, poetic and persuasive texts.  They identify use of imagery, simile and alliteration, and discuss the possible reasons for the author’s choice.  They identify, interpret and generalise from descriptions of characters, settings, themes and ideas in a range of texts. |

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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 listen to others’ views and respond appropriately using interaction skills. (ER3.7)** | | | | |
| **Language:**   * Language for interaction   *[ACELA1476](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1476)*  (social conventions) -  [*ACELA1477*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1477)  *(evaluative language)-*  ***Listening***  **Literacy:**   * Interacting with others   [*ACELY1676*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1676)  *(listen & contribute) –*  [*ACELY1792*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1792)  *(interaction skills****)-***  ***Speaking and Listening***  **Language:**   * Expressing and developing ideas   [*ACELA1484*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1484)  *(Vocabulary)*  ***Speaking and Listening*** | They are beginning to participate in and contribute to collaborative discussions, and beginning to connect ideas and opinions expressed by others.  They are beginning to participate in pair, group and class speaking and listening situations.  They are beginning to listen actively for specific information, and to recognise the value of others’ contributions.  They are beginning to  respond through  comments, recounts and  summaries of information.  They are beginning to use  language appropriately in  different situations  They are beginning to use  language appropriately  in different situations, such as:   * making a request of a teacher, * engaging in a game with a friend | They are developing skills to participate in and contribute to collaborative discussions, building confidence for connecting ideas and opinions expressed by others.  They are developing confidence to participate in pair, group and class speaking and listening situations independently.  They are developing confidence to listen actively for specific information, and recognise the value of others’ contributions.  They are developing confidence to respond through comments, recounts and summaries of information.  They are developing confidence to use language independently and appropriately in different situations such as:   * making a request of a teacher, * asking questions to clarify content * explaining a procedure to a classmate, * engaging in a game with a friend | They participate in and contribute to collaborative discussions, building on and connecting ideas and opinions expressed by others.  They participate in pair, group and class speaking and listening situations.  They listen actively for specific information, and recognise the value of others’ contributions, and check own and other students’ understanding against group views.  They respond through  comments, recounts and  summaries of information.  They use language  appropriately in different  situations such as:   * making a request of a teacher, * asking questions to clarify content * explaining a procedure to a classmate, * engaging in a game with a friend | They actively participate in and contribute to collaborative discussions much more often, building on and connecting ideas and opinions expressed by others.  They actively participate in pair, group and class speaking and listening situations much more often.  They listen actively for specific information, and recognise the value of others’ contributions, and check own and other students’ understanding against group views.  They respond clearly and expressively through comments, recounts and summaries of information.  They consistently use language appropriately and expressively to suit a familiar audience. | They provide initiative consistently as they participate in and contribute to collaborative discussions, building on and connecting ideas and opinions expressed by others.  They provide leadership consistently in pair, group and class speaking and listening situations.  They listen actively for specific information, and recognise the value of others’ contributions, and check own and other students’ understanding against group views.  They respond clearly, expressively, and with a high level of control of language through comments, recounts and summaries.  They consistently use language appropriately and expressively to suit both familiar and unfamiliar audiences. |

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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 understand how language features are used to link and sequence ideas. (EP3.1)** | | | | | | | | |
| **Language**   * Text structure and organisation   [*ACELA1479*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1479)  (paragraphs)   * Expressing and developing ideas   [*ACELA1481*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1481)  (clauses)  [*ACELA1482*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1482)  (verbs)  **Literature**   * Creating Literature   [*ACELT1791*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1791)  (create texts)  **Literacy**:   * Interacting with others   [*ACELY1676*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1676)  (Listen and contribute to conversations) –  ***Speaking and Listening, Writing and Creating*** | ***When creating texts -***   * They are beginning to write paragraphs, with models, appropriate to the organisational features of particular text types. * They are beginning to write paragraphs, with models, with a formal structure (e.g. TEEL)\*. * They are beginning to demonstrate use of verbs that represent the different processes (doing, thinking, saying, relating). * They are beginning to identify and demonstrate use of the clause as a unit of grammar that usually contains a subject and a verb, and that these need to be in agreement. * They are beginning to identify and demonstrate use of the language features and patterns transferred from literary texts (characterisation, rhyme, rhythm, mood, music, sound effects, and dialogue).   ***When discussing texts -***   * They are beginning to listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations. | ***When creating texts -***   * They are developing skills to write paragraphs, with models, appropriate to the organisational features of particular text types. * They are developing skills write paragraphs, with models, with a formal structure (e.g. TEEL)\*. * They are developing use of verbs that represent the different processes (doing, thinking, saying, relating). * They are developing knowledge of the clause as a unit of grammar that usually contains a subject and a verb, and that these need to be in agreement. * They are developing knowledge and use of the language features and patterns transferred from literary texts (characterisation, rhyme, rhythm, mood, music, sound effects, and dialogue).   ***When discussing texts –***   * They are developing skills to listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations. | | | ***When creating texts -***   * They write paragraphs, with models, appropriate to the organisational features of particular text types. * They write paragraphs, with models, with a formal structure (e.g. TEEL)\*. * They write paragraphs, with models, with a formal structure (e.g. TEEL)\* * They generally demonstrate correct use of verbs that represent the different processes (doing, thinking, saying, relating). * They use a clause as a unit of grammar that usually contains a subject and a verb that are in agreement. * They independently follow models in order to identify and use the language features and patterns in literary texts (characterisation, rhyme, rhythm, mood, music, sound effects and dialogue).   ***When discussing texts-***   * They listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations. | | ***When creating texts -***   * They generally write paragraphs, with independent reference to models, appropriate to the organisational features of particular text types. * They generally write paragraphs, with independent reference to models, with a formal structure (e.g. TEEL)\*. * They correctly use most tenses and forms of verbs that represent the different processes (doing, thinking, saying, relating). * They generally use clauses where the subject and verb are in agreement. * They generally use the language features and patterns in literary texts (characterisation, rhyme, rhythm, mood, music, sound effects, and dialogue).   ***When discussing texts –***   * They listen to and consistently contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations | | ***When creating texts -***   * They consistently write paragraphs, with independent reference to models, appropriate to the organisational features of particular text types. * They consistently write paragraphs, with independent reference to models, with a formal structure (e.g. TEEL)\*. * They correctly use all tenses and forms of verbs that represent the different processes (doing, thinking, saying, relating). * They consistently use clauses where the subject and verb are in agreement. * They consistently use the language features and patterns in literary texts (characterisation, rhyme, rhythm, mood, music, sound effects, and dialogue).   ***When discussing texts -***   * They listen to, and consistently contribute to conversations and initiates responses in discussions to share information and ideas and negotiate in collaborative situations. |
| **\*\*TEEL = Topic sentence, Elaboration & Explanation, Example & Evidence, Expert opinion, Link to next paragraph - (©Rod Campbell 2012 for this version; free for use.)**   * **(TEEL is - *a framework for developing content of paragraphs in informative and persuasive texts).*** | | | | | | | | | |
| **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 understand how language can be used to express feelings and opinions on topics. (EP3.2)** | | | | | | | | |
| **Language**   * Language variation and change   [**ACELA1475**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1475)  (different communication systems)   * Language for interaction   [**ACELA1477**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1477)  (evaluative language)   * Expressing and developing ideas   [**ACELA1484**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1484)  (Vocabulary)  **Literature**   * Literature and Context   [**ACELT1594**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1594)  (Discuss texts)  **Literacy**   * Interacting with others   [**ACELY1792**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1792)  (Interaction skills)  ***Speaking and Listening*** | They are beginning to understand and explain how languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning.  They are beginning to discuss texts in which characters, events and settings are portrayed in different ways.  They are beginning to demonstrate some knowledge of extended and technical vocabulary, and some use of modal verbs and adverbs.  They are beginning to demonstrate interaction skills and active listening behaviours.  They are beginning to communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume. | | They are developing the knowledge to understand and explain how languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning.  They are developing skills for discussing texts in which characters, events and settings are portrayed in different ways, and to begin to speculate on the author’s reasons.  They demonstrate some knowledge of extended and technical vocabulary, and ways of expressing opinion, including use of modal verbs and adverbs.  They are developing interaction skills and active listening behaviours.  They are developing a clear, coherent manner of communication, using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume. | They understand and explain how languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning.  They discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the author’s reasons.  They demonstrate knowledge of extended and technical vocabulary, and ways of expressing opinion, including use of modal verbs and adverbs.  They demonstrate interaction skills and active listening behaviours most of the time.  They generally communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume. | | They understand and explain in detail, how languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning.  They consistently contribute to discussions about texts in which characters, events and settings are portrayed in different ways, and speculate on the author’s reasons.  They demonstrate a wide knowledge of extended and technical vocabulary, and ways of expressing opinion, including modal verbs and adverbs.  They consistently demonstrate interaction skills and active listening behaviours.  They communicate consistently in a clear, coherent manner, using a wide variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume. | | They understand, explain and can give examples of how languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning.  They often initiate responses in discussions about texts in which characters, events and settings are portrayed in different ways, and speculate analytically on the author’s reasons.  They demonstrate high levels of control and use of extended and technical vocabulary, and ways of expressing opinion, including modal verbs and adverbs.  They demonstrate consistent behaviour and leadership in interaction skills and active listening behaviours.  They communicate consistently in a clear, coherent manner, using a wide variety of everyday and learned vocabulary and control of elements of tone, pace, pitch and volume. | |
| **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 a range of texts for familiar and unfamiliar audiences. (EP3.4)** | | | | | | | | |
| **Language:**   * Text Structure & organisation   [**ACELA1478**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1478)  Text types  **Literature:**   * Creating literature   [**ACELT1601**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1601)  Create imaginative texts  [**ACELT1791**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1791)  Create texts  ***Writing and Creating***  ***Speaking and Listening*** | They are beginning to draw on literary texts read, viewed and listened to for inspiration, ideas to create mood and characterisation.  They begin to use typical structural stages and language features of various types of text (narratives, procedures, reports, reviews, expositions).  They begin to create texts that adapt some language features and patterns uncounted in literary texts such as characterisation, rhyme, rhythm, mood, music, sound effects and dialogue.  With models, they are beginning to innovate on texts read, viewed and listened to by changing the point of view, revising an ending or creating a sequel.  They are beginning to create multimodal texts that combine visual images, sound effects, music and voice overs to convey settings and events in a fantasy world. | | They are developing abilities for drawing on literary texts read, viewed and listened to for inspiration, ideas to create mood and characterisation.  They are developing use of typical structural stages and language features of various types of text (narratives, procedures, reports, reviews, expositions).  They are developing skills for creating texts that adapt some language features and patterns uncounted in literary texts such as characterisation, rhyme, rhythm, mood, music, sound effects and dialogue.  With models, they are developing skills for innovating on texts read, viewed and listened to by changing the point of view, revising an ending or creating a sequel.  They are developing skills and knowledge to create multimodal texts that combine visual images, sound effects, music and voice overs to convey settings and events. | They draw on literary texts read, viewed and listened to for inspiration, ideas to create mood and characterisation.  They generally use typical structural stages and language features of various types of text (narratives, procedures, reports, reviews, expositions).  They generally create texts that adapt many language features and patterns encountered in literary texts such as characterisation, rhyme, rhythm, mood, music, sound effects and dialogue.  With models, they generally innovate on texts read, viewed and listened to by changing the point of view, revising an ending or creating a sequel.  They create multimodal texts that combine visual images, sound effects, music and voice overs to convey settings and events in a fantasy world. | | They draw and reflect on literary texts read, viewed and listened to for inspiration, ideas to create mood and characterisation.  They use typical structural stages and language features of various types of text consistently and effectively (narratives, procedures, reports, reviews, expositions).  They create texts that adapt most language features and patterns encountered in literary texts such as characterisation, rhyme, rhythm, mood, music, sound effects and dialogue.  They innovate, with some degree of creativity and originality, on texts read, viewed and listened to by changing the point of view, revising an ending or creating a sequel.  They create, with some degree of creativity and originality, multimodal texts that combine visual images, sound effects, music and voice overs to convey settings and events. | | They draw and reflect on literary texts read, viewed and listened to for inspiration, ideas to create and transform mood and characterisation.  They use typical structural stages and language features of various types of text consistently, effectively and with a high degree of originality (narratives, procedures, reports, reviews, expositions).  They create highly original texts that adapt most language features and patterns encountered in literary texts such as characterisation, rhyme, rhythm, mood, music, sound effects and dialogue.  They innovate, at a highly original, creative and effective level, on texts read, viewed and listened to by changing the point of view, revising an ending or creating a sequel.  They create, at a highly original, creative and effective level, multimodal texts that combine visual images, sound effects, music and voice overs to convey settings and events. | |

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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** | **Their texts include writing and images to express and develop, in some detail, experiences, events, information, ideas and characters. (EP3.3)** | | | | |
| **Literacy:**   * Creating texts   [**ACELY1682**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1682)  (plan, draft, publish texts)  [**ACELA1685**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1685)  (Use of software)  ***Speaking, Writing and Creating*** | With models, they are beginning to plan, draft and publish imaginative, informative and persuasive texts and demonstrate increasing control over text structures and language features.  They are beginning to develop skills to select print and multimodal elements appropriate to the audience and purpose.  They are beginning to use print and digital resources to gather information about a topic.  They are beginning to sequence content for clarity and audience impact using paragraphs, text connectives and pronoun reference.  They are beginning to use features of relevant technologies to plan, sequence, compose and edit multimodal texts. | With models, they are developing skills for planning, drafting and publishing imaginative, informative and persuasive texts, and demonstrate increasing control over text structures and language.  They are developing skills to select print and multimodal elements appropriate to the audience and purpose.  They are developing skills for using print and digital resources to gather information about a topic.  They are developing skills for sequencing content for clarity and audience impact using paragraphs, text connectives and pronoun reference.  They are developing skills to use features of relevant technologies to plan, sequence, compose and edit multimodal texts. | With models, they plan, draft and publish imaginative, informative and persuasive texts and demonstrate increasing control over many required text structures and language features.  They select print and multimodal elements appropriate to the audience and purpose.  They use print and digital resources to gather information about a topic.  They sequence content for clarity and audience impact, using paragraphs, text connectives and pronoun reference.  They use features of relevant technologies to plan, sequence, compose and edit multimodal texts. | With models, they plan, draft and publish imaginative, informative and persuasive texts and demonstrate increasing control over most required text structures and language features.  They consistently select print and multimodal elements appropriate to the audience and purpose and explain their choices.  They confidently use print and digital resources to gather information about a topic.  They sequence content for clarity and audience impact using paragraphs, text connectives, and pronoun reference and word association.  They use features of relevant technologies to plan, sequence, compose and edit multimodal texts with confidence, explaining clearly reasons for selection. | With models, they plan, draft and publish imaginative, informative and persuasive texts and demonstrate increasing control over almost all required text structures and language features.  They consistently select print and multimodal elements that are appropriate to the audience and purpose and are able to justify their choices.  They confidently use print and digital resources to gather information about a topic, explaining their use clearly and knowledgably.  They sequence content for clarity and audience impact using paragraphs, text connectives, pronoun reference, and word association and substitution.  They use features of relevant technologies to plan, sequence, compose and edit multimodal texts confidently and knowledgably and are able to justify their originality, explaining reasons. |

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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, asking questions, providing useful feedback and making presentations. (EP3.5)** | | | | |
| **Language:**   * Language for interaction   [**ACELA1476**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1476)  (Listen and contribute to conversations)  [**ACELA1477**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1477)  (evaluative language)  **Literacy:**   * Interacting with others   [**ACELY1676**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1676)  (listen & contribute)  [**ACELY1792**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1792)  (Use interaction skills)  [**ACELY1677**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1677)  (presentations)  ***Listening and Speaking*** | They are beginning to develop criteria to respond to a variety of spoken texts to express personal opinion.  They are beginning to use language appropriately in different situations in the classroom and in other contexts.  They are beginning to connect ideas expressed by others in discussion (or in other texts), and check own understanding.  They are beginning to participate in collaborative discussions, checking understanding and negotiating understanding.  They are beginning to research topics and prepare oral or multimodal presentations, using digital devices to support presentation.  They are beginning to display ability to use all skills required in undertaking group roles such as group leader, note taker, reporter, and collector of information.  They are beginning to make formal presentations in a clear, coherent manner using a variety of voice effects: tone, pace, pitch, volume and gesture. | They are developing criteria for use in response to a variety of spoken texts to express personal opinion.  They are developing skills for using language appropriately in different situations in the classroom and in other contexts.  They are developing skills for connecting ideas expressed by others in discussion (or in other texts), and check own understanding.  They are developing skills for participating in collaborative discussions, checking understanding and negotiating understanding.  They are developing processes and skills for undertaking research topics and for preparing oral or multimodal presentations, using digital devices to support presentation  They are developing skills required in undertaking group roles such as group leader, note taker, reporter, and collector of information.  They are developing abilities to make formal presentations in a clear, coherent manner using a variety of voice effects: tone, pace, pitch, volume and gesture. | They use criteria to respond to a variety of spoken texts to express personal opinion.  They generally use language appropriately in different situations in the classroom and in other contexts.  They connect ideas expressed by others in discussion (or in other texts), and check own understanding.  They participate in collaborative discussions, checking understanding and negotiating understanding.  They research topics and prepare oral or multimodal presentations, using digital devices to support presentation.  They display ability to use all skills required in undertaking group roles such as group leader, note taker, reporter, and collector of information.  They make formal presentations in a clear, coherent manner experimenting with and using a variety of voice effects: tone, pace, pitch, volume and gesture. | They consistently use criteria to respond to a variety of spoken texts to express personal opinion.  They use language appropriately in different formal and informal situations in the classroom and in other contexts.  They generally connect ideas expressed by others in discussion (or in other texts), and check own understanding.  They participate actively and consistently in collaborative discussions, checking understanding and negotiating understanding.  They research topics and prepare oral or multimodal presentations independently, using digital devices to support presentation.  They consistently display ability to use all skills required in undertaking group roles such as group leader, note taker, reporter, and collector of information.  They make formal presentations in a clear, coherent manner experimenting with and using a variety of voice effects (tone, pace, pitch, volume and gesture) effectively. | They consistently use criteria to lead individual and group responses to a variety of spoken texts to express personal opinion.  They use language appropriately in all situations in the classroom and in other contexts.  They consistently connect ideas expressed by others in discussion (or in other texts), and check own understanding.  They participate actively and consistently in collaborative discussions, checking understanding and negotiating understanding; they often take a leading role that is effective.  They research topics and prepare oral or multimodal presentations independently, using digital devices in complex ways to support presentation.  They consistently display ability to use all skills required in undertaking group roles such as group leader, note taker, reporter, and collector of information and assist others with the development of their skills.  They make formal presentations in a clear, coherent manner using a variety of voice effects (tone, pace, pitch, volume and gesture) creatively and effectively. |
| **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** [**demonstrate**](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Demonstrate) **understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. (EP3.6)** | | | | |
| **Language:**   * Text structure and organisation   [**ACELA1480**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1480)  (contractions)   * Expressing and developing ideas   [**ACELA1484**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1484)  (vocabulary)  [**ACELA1481**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1481)  (clauses)  [**ACELA1482**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1482)  (verbs)  **Literacy:**   * Creating texts   [**ACELY1682**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1682)  (Plan, draft, publish texts)  [**ACELY1683**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1683)  (Reread and edit texts)  ***Speaking, Writing and Creating*** | They are beginning to demonstrate understanding of grammar by:   * Using a variety of verbs and their tenses that represent different processes (doing, saying, relating) * Beginning to write clauses, and ensuring some noun/verb agreement   They are beginning to demonstrate understanding of vocabulary choice by using:   * Some modal verbs and adverbs to express opinion * Some technical and content words to suit an audience * Some adjectives and adverbs for description   They are beginning to demonstrate understanding of punctuation choice by the correct use of:   * Sentence boundary markers * Capital letters for beginning of sentences, names,   proper nouns   * Commas for lists * Apostrophe: of omission of letters; of possession | They are developing their understanding of grammar by:   * Using a wide variety of verbs and their tenses that represent different processes (doing, thinking, saying, relating) * Writing a variety of clauses, and ensuring noun/verb agreement   They are developing their understanding of vocabulary choice by using:   * Some modal verbs and adverbs to express opinion * Some technical and content words to suit an audience * Many adjectives and adverbs for description   They are developing their understanding of punctuation choice by the correct use of:   * Sentence boundary markers * Capital letters for beginning of sentences, names,   proper nouns   * Commas for lists * Apostrophe: of omission of letters; of possession | They generally demonstrate an understanding of grammar by:   * Using a wide variety of verbs and their tenses that represent different processes (doing, thinking, saying, relating) * Writing a variety of clauses, and ensuring noun/verb agreement   They generally demonstrate an understanding of vocabulary choice by using:   * Most modal verbs and adverbs to express opinion * Many technical and content words to suit an audience * Many adjectives and adverbs for description   They generally demonstrate an understanding (some errors) of punctuation choice by the correct use of:   * Sentence boundary markers * Capital letters for beginning of sentences, names, proper nouns * Commas for lists * Apostrophe: of omission of letters; of possession | They consistently demonstrate an understanding of grammar by:   * Using a wide variety of verbs and their tenses that represent different processes (doing, thinking, saying, relating) * Writing a variety of clauses, and ensuring noun/verb agreement   They consistently demonstrate an understanding of vocabulary choice by using:   * Most modal verbs and adverbs for opinion * A large number of difficult and challenging technical and content words * Many adjectives and adverbs for description   They consistently demonstrate an understanding (few errors) of punctuation choice by the correct use of:   * Sentence boundary markers * Capital letters for beginning of * sentences, names, proper nouns * Commas for lists * Apostrophe: of omission of letters; of possession | They consistently and effectively demonstrate an understanding of grammar by:   * Using a very wide variety of verbs and their tenses that represent different processes (esp. relating) * Control of helping verbs and modal verbs * writing a wide variety of clauses, and ensuring noun/verb agreement   They consistently and effectively demonstrate an understanding of vocabulary choice by using:   * almost all modal verbs and adverbs to express opinion * a large number of challenging technical and content words to suit an audience * many adjectives and adverbs for description   They consistently and effectively demonstrate an understanding (no errors) of punctuation choice by the correct use of:   * all sentence boundary markers; + some commas * Capital letters for beginning of sentences, names, proper nouns * Commas for lists * Apostrophe: of omission of letters; of possession |

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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 use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately. (EP3.7)** | | | | |
| **Language:**   * Phonics and word knowledge   [**ACELA1485**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1485)  (spelling)  **Literacy:**   * Creating texts   [**ACELY1682**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1682)  (plan, draft, publish texts)  ***Writing and Creating*** | They are beginning to spell familiar words with:   * regular spelling patterns * some consonant blends (e.g.*br, sl*) * some common consonant digraphs * some vowel digraphs * morphemes ‘*s’, ‘ing’*, ‘ed’ (e.g. *plays, playing, played)* * all short vowels * some long vowels * some silent letters * a little syllabification * some attempt to use prefixes and suffixes to spell words * some attempt to use less common sound-letter matches (e.g. t*ion*)   *They also :*   * accurately spell some familiar high-frequency sight words with irregular spelling patterns * spell a few less familiar, difficult and challenging words.   begin to explain their strategies for working out the spelling of words | They are developing knowledge to spell familiar words with:   * regular spelling patterns * most consonant blends * most common consonant digraphs (e.g. *sh, th, ch*) * many vowel digraphs * morphemes ‘*s’, ‘ing’, ‘ed’* (e.g. *plays, playing, played*) * all short vowels * many long vowels * most silent letters * some syllabification * fair attempt to use prefixes and suffixes to spell words * some attempt to use less common sound-letter matches (e.g. t*ion*)   *They also :*   * accurately spell some familiar high-frequency sight words with irregular spelling patterns * spell some less familiar, difficult and challenging words.   explain some of their strategies for working out the spelling of words | They accurately spell familiar many words with:   * regular spelling patterns * all consonant blends (e.g.*br, sl*) * common consonant digraphs (e.g. *sh, th, ch*) * vowel digraphs (e.g. *ay)* * morphemes *‘s’, ‘ing’, ‘ed’* (e.g. *plays, playing, played*) * all short vowels * most long vowels * all silent letters * use syllabification * attempt to use prefixes and suffixes to spell words * good attempt to use less common sound-letter matches (e.g.t*ion*)   *They also :*   * accurately spell many familiar high-frequency sight words with irregular spelling patterns * spell an increasing number of less familiar and difficult words.   explain most of their strategies for working out the spelling of words | They accurately spell most familiar words with:   * regular spelling patterns * all consonant blends (e.g.*br, sl)* * common consonant digraphs (*sh, th, ch*) * vowel digraphs (e.g. *ay*) * morphemes ‘s’, ‘ing’*, ‘ed’* (e.g. plays, playing, played) * all short vowels * most long vowels * all silent letters * use syllabification * use prefixes and suffixes to spell words * good attempt to use less common sound-letter matches ( t*ion*)   *They also :*   * accurately spell most familiar high-frequency sight words with irregular spelling patterns * spell an increasing number of less familiar, difficult and challenging words   explain clearly their strategies for working out the spelling of words | They accurately spell all familiar words with:   * regular spelling patterns * all consonant blends (e.g.*br, sl*) * common consonant digraphs (e.g. *sh, th, ch)* * vowel digraphs (e.g. ay) * morphemes *‘s’, ‘ing’, ‘ed’* (e.g. plays, playing, played) * all short vowels * all long vowels * all silent letters * use syllabification * easily and confidently use prefixes and suffixes to spell words * often use less common sound-letter matches (e.g. t*ion, ation, ough)*   *They also :*   * accurately spell all familiar high-frequency sight words with irregular spelling patterns * spell an increasing number of less familiar, and a few very difficult and challenging words   explain clearly their strategies for working out the spelling of words |

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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 re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning. (EP3.8)** | | | | |
| **Language**   * Text structure and organisation   [**ACELA1479**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1479)  (paragraphs)  [**ACELA1480**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1480)  (contractions)   * Expressing & developing ideas   [**ACELA1481**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1481)  (clauses)  [**ACELA1482**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1482)  (processes and tenses)  [**ACELA1484**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1484)  (vocabulary)   * Phonics and word knowledge   [**ACELA1485**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1485)  (spelling)  **Literacy:**   * Creating texts   [**ACELY1682**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1682)  (plan, draft, publish texts)  [**ACELY1683**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1683)  (reread and edit texts)  ***Writing*** | They are beginning to reread and edit texts for:   * spelling of regularly spelled words * sentence boundary punctuation   text structure, following basic text structure templates | They are developing skills for rereading and editing texts for:   * spelling * sentence boundary punctuation   text structure, following basic text structure templates | They reread and edit texts independently for:   * text structure * use of clauses * noun groups * use of adjectives * paragraphs * verb tenses and use * choice of vocabulary * Spelling * Spelling of high frequency words * Use of morphemes * sentence boundary punctuation * capitals for proper nouns * apostrophe use | They reread and edit texts independently and consistently for:   * spelling * sentence boundary punctuation * text structure   and they make an attempt to:   * generally identify and correct errors * add or delete information such as prepositional phrases, to improve meaning   explain their changes. | They reread and edit texts independently and consistently for:   * spelling * sentence boundary punctuation * text structure   and they make an attempt to:   * consistently identify and correct errors * refine descriptive language or technical vocabulary to improve meaning * explain their changes |
| **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 write using joined letters that are accurately formed and consistent in size. (EP3.9)** | | | | |
| **Literacy:**   * Creating texts   [**ACELY1684**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1684)  (Write using joined letters)  ***Writing*** | They are beginning to:   * write joined upper- and lower-case letters with mostly accurate formation * use correct posture   use correct pencil grip | They are developing skills for:   * writing joined upper- and lower-case letters with accurate formation * using correct posture   using correct pencil grip | They:   * legibly write joined upper- and lower-case letters * use correct posture   use correct pencil grip | They:   * legibly write joined upper- and lower-case letters of consistent size * generally write sentences fluently * use correct posture   use correct pencil grip | They:   * legibly write joined upper- and lower-case letters of consistent size * consistently write sentences fluently * use correct posture   use correct pencil grip |