



Hangzhou International School
杭州国际学校

Language and Literature Standards

K-5

Mode	Reading and Viewing	Writing	Speaking and Listening
Strand	Language	Language	Language
Sub-strand	Text structure and organisation <i>Purpose, audience and structure of different types of texts</i> Understand that the purposes texts serve shape their structure in predictable ways	Text structure and organisation <i>Text cohesion</i> Understand patterns of repetition and contrast in simple texts	Language variation and change <i>Language variation and change</i> Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others
Sub-strand	<i>Concepts of print and screen</i> Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links	<i>Punctuation</i> Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands	Language for interaction <i>Language for social interactions</i> Understand that language is used in combination with other means of communication
Sub-strand	Expressing and developing ideas <i>Sentence and clause level grammar</i> Identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is involved?' and the surrounding circumstances <i>Word level grammar</i> Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) <i>Visual language</i> Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning		<i>Language for social interactions</i> Understand that there are different ways of asking for information, making offers and giving commands <i>Evaluative language</i> Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions Expressing and developing ideas <i>Vocabulary</i> Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts
Sub-strand	Phonics and word knowledge <i>Spelling</i> Understand how to spell one and two syllable words with common letter patterns <i>Phonic knowledge</i> Recognise short vowels, common long vowels and consonant digraphs and consonant blends <i>Phonic knowledge</i> Understand that a letter can represent more than one sound, and that a syllable must contain a vowel sound	Phonics and word knowledge <i>Spelling</i> Recognise and know how to use simple grammatical morphemes in word families <i>Spelling</i> Understand how to use visual memory to write high-frequency words, and that some high-frequency words have regular and irregular spelling components	Phonics and word knowledge <i>Phonological and phonemic awareness</i> Identify the separate phonemes in consonant blends or clusters at the beginnings and ends of syllables <i>Phonological and phonemic awareness</i> Manipulate phonemes by addition, deletion and substitution of initial, medial and final phonemes to generate new words
Strand	Literature	Literature	Literature
Sub-strand		Creating literature <i>Creating literary texts</i> Recreate texts imaginatively using drawing, writing, performance and digital forms of communication <i>Experimentation and adaptation</i> Build on familiar texts by using similar characters, repetitive patterns or vocabulary	Responding to literature <i>Expressing preferences and evaluating texts</i> Express preferences for specific texts and authors and listen to the opinions of others <i>Personal responses to the ideas characters and viewpoints in texts</i> Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with own experiences
Sub-strand			Literature and context <i>Literature and context</i> Discuss how authors create characters using language and images
Sub-strand			Examining literature <i>Features of literary texts</i> Discuss features of plot, character and setting in different types of literature and compare some features of characters in different texts <i>Language devices in literary texts</i> Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme
Strand	Literacy	Literacy	Literacy
Sub-strand	Texts in context <i>Texts and the contexts in which they are used</i> Respond to texts drawn from a range of cultures and experiences	Creating texts <i>Creating texts</i> Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements	Interacting with others <i>Listening and speaking interactions</i> Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others

Sub-strand	Interpreting, analysing, evaluating	<i>Editing</i>	<i>Oral presentations</i>
	<i>Comprehension strategies</i> Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features	Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation	Make short presentations, speaking clearly and using appropriate voice and pace, and using some introduced text structures and language
	<i>Reading processes</i> Read texts with familiar features and structures using developing phrasing, fluency, phonic, semantic, contextual, and grammatical knowledge and emerging text processing strategies, including prediction, monitoring meaning and rereading	<i>Handwriting</i> Understand how to use learned letter formation patterns to represent sounds and write words using combinations of unjoined upper- and lower-case letters	
	<i>Analysing and evaluating texts</i> Describe some differences between imaginative, informative and persuasive texts, and identify the audience of imaginative, informative and persuasive texts	<i>Use of software</i> Construct texts that incorporate supporting images using software including word processing programs	
Achievement Standard			
Reading and Viewing By the end of Level 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify that texts serve different purposes and that this affects how they are organised. They are able to read aloud, with developing fluency, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationships between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts.	Writing When writing, students provide details about ideas or events, and details about the participants in those events. They accurately spell words with regular spelling patterns and use their knowledge of blending and segmenting, and many simple and high-frequency words to write predictable words. They use capital letters and full stops appropriately.	Speaking and Listening Students listen to others when taking part in conversations using appropriate interaction skills. They listen for and reproduce letter patterns and letter clusters. Students understand how characters in texts are developed and give reasons for personal preferences. They can describe characters, settings and events in different types of literature. They create texts that show understanding of the connection between writing, speech and images. They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations on familiar topics.	

Mode	Reading and Viewing	Writing	Speaking and Listening
Strand	Language	Language	Language
Sub-strand	Text structure and organisation	Text structure and organisation	Language variation and change
	<i>Purpose, audience and structure of different types of texts</i> Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose	<i>Text cohesion</i> Understand how texts are made cohesive by the use of resources, including word associations, synonyms, and antonyms	<i>Language variation and change</i> Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background
	<i>Concepts of print and screen</i> Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams	<i>Punctuation</i> Recognise that capital letters signal proper nouns and commas are used to separate items in lists	Language for interaction
			<i>Language for social interactions</i> Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context
			<i>Evaluative language</i> Identify language that can be used for appreciating texts and the qualities of people and things
Sub-strand	Expressing and developing ideas		Expressing and developing ideas
	<i>Sentence and clause level grammar</i> Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction		<i>Vocabulary</i> Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose
	<i>Visual language</i> Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words		
	<i>Word level grammar</i> Understand that nouns represent people, places, things and ideas and include common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives		
Sub-strand	Phonics and word knowledge	Phonics and word knowledge	Phonics and word knowledge
	<i>Spelling</i> Learn some generalisations for adding suffixes to words	<i>Spelling</i> Understand how to use digraphs, long vowels, blends, silent letters and syllabification to spell simple words including compound words	<i>Phonological and phonemic awareness</i> Manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution
	<i>Phonic knowledge</i> Recognise most letter–sound matches including silent letters, trigraphs, vowel digraphs and common long vowels, and understand that a sound can be represented by various letter combinations	<i>Spelling</i> Use visual memory to write high-frequency words and words whose spelling is not predictable from the sounds	<i>Phonological and phonemic awareness</i> Identify all Standard Australian English phonemes, including short and long vowels, separate sounds in clusters
Strand	Literature	Literature	Literature
Sub-strand		Creating literature	Literature and context
		<i>Creating literary texts</i> Create events and characters using different media that develop key events and characters from literary texts	<i>Literature and context</i> Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created
Sub-strand		<i>Experimentation and adaptation</i> Build on familiar texts by experimenting with character, setting or plot	Responding to literature
			<i>Expressing preferences and evaluating texts</i> Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences
			<i>Personal responses to the ideas, characters and viewpoints in texts</i> Compare opinions about characters, events and settings in and between texts
Sub-strand	Examining literature		Examining literature
	<i>Features of literary texts</i> Discuss the characters and settings of different texts and explore how language is used to present these features in different ways		<i>Language devices in literary texts</i> Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs
Strand	Literacy	Literacy	Literacy
Sub-strand	Texts in context	Creating texts	Interacting with others
	<i>Texts and the contexts in which they are used</i> Discuss different texts on a similar topic, identifying similarities and differences between the texts	<i>Creating texts</i> Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose	<i>Listening and speaking interactions</i> Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner
Sub-strand	Interpreting, analysing, evaluating	<i>Editing</i> Reread and edit text for spelling, sentence-boundary punctuation and text structure	
	<i>Reading processes</i> Read familiar and some unfamiliar texts with phrasing and fluency by combining phonic, semantic, contextual and grammatical knowledge using text processing strategies, including monitoring meaning, predicting, rereading and self-correcting		
	<i>Comprehension strategies</i> Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures	<i>Handwriting</i> Write words and sentences legibly using upper- and lower-case letters that are applied with growing fluency using an appropriate pen/pencil grip and body position	<i>Oral presentations</i> Rehearse and deliver short presentations on familiar and new topics, speaking clearly and varying tone, volume and pace appropriately, and using supportive props

Mode	Reading and Viewing	Writing	Speaking and Listening
	<p><i>Analysing and evaluating</i> Analyse how different texts use nouns to represent people, places, things and ideas in particular ways</p>	<p><i>Use of software</i> Construct texts featuring print, visual and audio elements using software, including word processing programs</p>	
Achievement Standard			
	<p>Reading and Viewing By the end of Level 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events or communicate factual information. They recognise all Standard Australian English phonemes, and most letter–sound matches. They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content.</p>	<p>Writing Students create texts that show how images support the meaning of the text. They accurately spell words with regular spelling patterns and can write words with less common long vowels, trigraphs and silent letters. They use some punctuation accurately, and can write words and sentences legibly using unjoined upper- and lower-case letters.</p>	<p>Speaking and Listening Students listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns. When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text. Students create texts, drawing on their own experiences, their imagination and information they have learned. Students use a variety of strategies to engage in group and class discussions and make presentations.</p>

Mode	Reading and Viewing	Writing	Speaking and Listening
Strand	Language	Language	Language
Sub-strand	Text structure and organisation	Text structure and organisation	Language variation and change
	<i>Purpose, audience and structure of different types of texts</i> Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context including tense and types of sentences	<i>Text cohesion</i> Understand that paragraphs are a key organisational feature of written texts	<i>Language variation and change</i> Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning
	<i>Concepts of print and screen</i> Identify the features of online texts that enhance navigation	<i>Punctuation</i> Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters	
Sub-strand	Expressing and developing ideas	Expressing and developing ideas	Expressing and developing ideas
	<i>Visual language</i> Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments	<i>Sentence and clause level grammar</i> Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement	<i>Vocabulary</i> Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs
Sub-strand		<i>Word level grammar</i> Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense	Language for interaction <i>Language for social interactions</i> Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations
Sub-strand	Phonics and word knowledge	Phonics and word knowledge	<i>Evaluative language</i> Examine how evaluative language can be varied to be more or less forceful
	<i>Phonic knowledge</i> Understand how to apply knowledge of letter–sound relationships, and blending and segmenting to read and use more complex words with less common consonant and vowel clusters	<i>Spelling</i> Understand how to use letter–sound relationships and less common letter combinations to spell words	
	<i>Spelling</i> Recognise most high-frequency words, know how to use common prefixes and suffixes, and know some homophones and generalisations for adding a suffix to a base word		
Strand	Literature	Literature	Literature
Sub-strand	Examining literature	Creating literature	Literature and context
	<i>Features of literary texts</i> Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative	<i>Creating literary texts</i> Create imaginative texts based on characters, settings and events from students' own and other cultures including through the use of visual features	<i>Literature and context</i> Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons
	<i>Language devices in literary texts</i> Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose	<i>Experimentation and adaptation</i> Create texts that adapt language features and patterns encountered in literary texts	
Sub-strand	Responding to literature		
	<i>Personal responses to the ideas, characters and viewpoints in texts</i> Draw connections between personal experiences and the worlds of texts, and share responses with others		
	<i>Expressing preferences and evaluating texts</i> Develop criteria for establishing personal preferences for literature		
Strand	Literacy	Literacy	Literacy
Sub-strand	Texts in context	Creating texts	Interacting with others
	<i>Texts and the contexts in which they are used</i> Identify the point of view in a text and suggest alternative points of view	<i>Creating texts</i> Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose	<i>Listening and speaking interactions</i> Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications
Sub-strand	Interpreting, analysing, evaluating	<i>Editing</i> Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation	<i>Oral presentations</i> Plan and deliver short presentations, providing some key details in logical sequence, using appropriate tone, pace, pitch and volume
	<i>Reading processes</i> Read an increasing range of imaginative, informative and persuasive texts by combining phonic, semantic, contextual and grammatical knowledge, using text processing strategies, including confirming, rereading and cross-checking		
	<i>Comprehension strategies</i> Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features	<i>Handwriting</i> Understand the conventions for writing words and sentences using joined letters that are clearly formed and consistent in size	
	<i>Analysing and evaluating</i> Analyse how different texts use verb groups to represent different processes (action, thinking, feeling, saying, relating)	<i>Use of software</i> Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements	

Achievement Standard		
<p>Reading and Viewing</p> <p>By the end of Level 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They apply appropriate text processing strategies when decoding and monitoring meaning in texts, and use knowledge of letter-sound relationships, and blending and segmenting to read more complex words. They can identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts.</p>	<p>Writing</p> <p>Students' texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of letter-sound relationships and high-frequency words to spell words accurately, and can write words with complex consonant and vowel clusters. They reread and edit their writing, checking their work for appropriate vocabulary, structure and meaning. They write using joined letters that are accurately formed and consistent in size.</p>	<p>Speaking and Listening</p> <p>Students listen to others' views and respond appropriately using interaction skills. They understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. They create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations.</p>

Mode	Reading and Viewing	Writing	Speaking and Listening
Strand	Language	Language	Language
Sub-strand	Text structure and organisation	Text structure and organisation	Language variation and change
	<p><i>Purpose, audience and structure of different types of texts</i> Identify features used in imaginative, informative and persuasive texts to meet the purpose of the text, and understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience</p> <p><i>Concepts of print and screen</i> Identify features of online texts that enhance readability including text, navigation, links, graphics and layout</p>	<p><i>Text cohesion</i> Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives</p> <p><i>Punctuation</i> Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech</p>	<p><i>Language variation and change</i> Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages</p>
Sub-strand	Expressing and developing ideas	Expressing and developing ideas	Language for interaction
	<p><i>Visual language</i> Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts</p> <p><i>Word level grammar</i> Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity</p>	<p><i>Sentence and clause level grammar</i> Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases</p> <p><i>Vocabulary</i> Incorporate new vocabulary from a range of sources, including vocabulary encountered in research, into own texts</p>	<p><i>Language for social interactions</i> Understand that social interactions influence the way people engage with ideas and respond to others</p> <p><i>Evaluative language</i> Understand differences between the language of opinion and feeling and the language of factual reporting or recording</p>
Sub-strand	Sentence and clause level grammar	Phonics and word knowledge	
	Investigate how quoted (direct) and reported (indirect) speech work in different types of text	<p><i>Phonic knowledge</i> Understand how to use phonic generalisations to identify and write words with more complex letter combinations</p> <p><i>Spelling</i> Understand how to use spelling patterns and generalisations including syllabification, letter combinations including double letters, and morphemic knowledge to build word families</p> <p><i>Spelling</i> Recognise homophones and know how to use context to identify correct spelling</p>	
Strand	Literature	Literature	Literature
Sub-strand	Examining literature	Creating literature	
	<p><i>Features of literary texts</i> Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques</p> <p><i>Language devices in literary texts</i> Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts</p>	<p><i>Experimentation and adaptation</i> Create literary texts by developing storylines, characters and settings</p> <p><i>Creating literary texts</i> Create literary texts that explore students' own experiences and imagining</p>	
Sub-strand	Literature and context		
	<p><i>Literature and context</i> Make connections between the ways different authors may represent similar storylines, ideas and relationships</p>		
Sub-strand	Responding to literature		Responding to literature
	<p><i>Expressing preferences and evaluating texts</i> Describe the effects of ideas, text structures and language features of literary texts</p>		<p><i>Personal responses to the ideas, characters and viewpoints in texts</i> Discuss literary experiences with others, sharing responses and expressing a point of view</p>
Strand	Literacy	Literacy	Literacy
Sub-strand	Texts in context	Creating texts	Interacting with others
	<p><i>Texts and the contexts in which they are used</i> Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts</p>	<p><i>Creating texts</i> Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features</p>	<p><i>Listening and speaking interactions</i> Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills</p>
Sub-strand	Interpreting, analysing, evaluating	Editing	Oral presentations
	<p><i>Reading processes</i> Read different types of texts for specific purposes by combining phonic, semantic, contextual and grammatical knowledge using text processing strategies, including monitoring meaning, skimming, scanning and reviewing</p> <p><i>Comprehension strategies</i> Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts</p> <p><i>Analysing and evaluating</i> Compare and evaluate two texts presenting the same ideas and analyse why one is more comprehensible or engaging than the other</p>	<p><i>Editing</i> Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure</p> <p><i>Handwriting</i> Handwrite using clearly-formed joined letters, and develop increased fluency and automaticity</p> <p><i>Use of software</i> Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements</p>	<p><i>Oral presentations</i> Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular audiences and purposes such as informative, persuasive and imaginative, including multimodal elements</p>

Achievement Standard		
<p>Reading and Viewing</p> <p>By the end of Level 4, students understand that texts have different structures depending on the purpose and context. They explain how language features, images and vocabulary are used to engage the interest of audiences and can describe literal and implied meaning connecting ideas in different texts. They express preferences for particular types of texts, and respond to others' viewpoints.</p>	<p>Writing</p> <p>Students use language features to create coherence and add detail to their texts. They make use of their increasing knowledge of phonics, and they understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create well-structured texts to explain ideas for different audiences. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, rereading and editing their work to improve meaning.</p>	<p>Speaking and Listening</p> <p>Students can collaborate, listen for key points in discussions and use information to carry out tasks. They use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context.</p>

Mode	Reading and Viewing	Writing	Speaking and Listening
Strand	Language	Language	Language
Sub-strand	Text structure and organisation	Text structure and organisation	Language variation and change
	<i>Purpose, audience and structure of different types of texts</i> Understand how texts vary in purpose, structure and topic as well as the degree of formality	<i>Text cohesion</i> Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold	<i>Language variation and change</i> Understand that the pronunciation, spelling and meanings of words have histories and change over time
	<i>Concepts of print and screen</i> Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation	<i>Punctuation</i> Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns	
Sub-strand	Expressing and developing ideas	Expressing and developing ideas	Language for interaction
	<i>Visual language</i> Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations	<i>Sentence and clause level grammar</i> Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause	<i>Language for social interactions</i> Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships
		<i>Word level grammar</i> Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea	<i>Evaluative language</i> Understand how to move beyond making bare assertions and take account of differing perspectives and points of view
		<i>Vocabulary</i> Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts	
Sub-strand	Phonics and word knowledge	Phonics and word knowledge	
	<i>Spelling</i> Understand how to use banks of known words, syllabification, spelling patterns, word origins, base words, prefixes and suffixes, to spell new words, including some uncommon plurals	<i>Phonic knowledge</i> Recognise and write less familiar words that share common letter patterns but have different pronunciations	
Strand	Literature	Literature	Literature
Sub-strand	Examining literature	Creating literature	
	<i>Features of literary texts</i> Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses	<i>Experimentation and adaptation</i> Create literary texts that experiment with structures, ideas and stylistic features of selected authors	
	<i>Language devices in literary texts</i> Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes	<i>Creating literary texts</i> Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced	
Sub-strand	Literature and context		
	<i>Literature and context</i> Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts		
Sub-strand	Responding to literature		Responding to literature
	<i>Expressing preferences and evaluating texts</i> Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences		<i>Personal responses to the ideas, characters and viewpoints in texts</i> Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others
Strand	Literacy	Literacy	Literacy
Sub-strand	Texts in context	Creating texts	Interacting with others
	<i>Texts and the contexts in which they are used</i> Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context	<i>Creating texts</i> Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience	<i>Listening and speaking interactions</i> Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences, and present and justify a point of view or recount an experience using interaction skills
Sub-strand	Interpreting, analysing, evaluating	<i>Editing</i> Reread and edit own and others' work using agreed criteria for text structures and language features	<i>Oral presentations</i> Participate in informal debates and plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements
	<i>Reading processes</i> Navigate and read imaginative, informative and persuasive texts by interpreting structural features, including tables of content, glossaries, chapters, headings and subheadings and applying appropriate text processing strategies, including monitoring meaning, skimming and scanning	<i>Handwriting</i> Develop a handwriting style that is becoming legible, fluent and automatic	
	<i>Comprehension strategies</i> Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources	<i>Use of software</i> Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements	
	<i>Analysing and evaluating</i> Analyse the text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text		

Achievement Standard		
<p>Reading and Viewing</p> <p>By the end of Level 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. When reading, they confidently encounter and can decode less familiar words.</p>	<p>Writing</p> <p>Students use language features to show how ideas can be extended. They develop and explain a point of view about a text. They create imaginative, informative and persuasive texts for different purposes and audiences. When writing, they demonstrate understanding of grammar and sentence types, and they select specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning.</p>	<p>Speaking and Listening</p> <p>Students listen and ask questions to clarify content. They use language features to show how ideas can be extended. They develop and explain a point of view about a text selecting information, ideas and images from a range of resources. They create a variety of sequenced texts for different purposes and audiences. They make presentations for defined purposes using multimodal elements, and contribute actively to class and group discussions, taking into account other perspectives.</p>

Mode	Reading and Viewing	Writing	Speaking and Listening
Strand	Language	Language	Language
Sub-strand	Text structure and organisation	Text structure and organisation	Language variation and change
	<i>Purpose, audience and structure of different types of texts</i> Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects	<i>Text cohesion</i> Understand that cohesive links can be made in texts by omitting or replacing words	<i>Language variation and change</i> Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English
		<i>Punctuation</i> Understand the uses of commas to separate clauses	
Sub-strand	Expressing and developing ideas	Expressing and developing ideas	Language for interaction
	<i>Visual language</i> Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts	<i>Sentence and clause level grammar</i> Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas	<i>Language for social interactions</i> Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase
		<i>Word level grammar</i> Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases	<i>Evaluative language</i> Understand the uses of objective and subjective language and bias
Sub-strand		<i>Vocabulary</i> Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion	
		Phonics and word knowledge	
		<i>Phonic knowledge</i> Understand how to use phonic knowledge and accumulated understandings about blending, letter–sound relationships, common and uncommon letter patterns and phonic generalisations to recognise and write increasingly complex words	
		<i>Spelling</i> Understand how to use banks of known words, word origins, base words, prefixes, suffixes, spelling patterns and generalisations to spell new words, including technical words and words adopted from other languages	
Strand	Literature	Literature	Literature
Sub-strand	Examining literature	Creating literature	Literature and context
	<i>Features of literary texts</i> Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author’s individual style	<i>Experimentation and adaptation</i> Experiment with text structures and language features and their effects in creating literary texts	<i>Literature and context</i> Make connections between own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts
	<i>Language devices in literary texts</i> Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse	<i>Creating literary texts</i> Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways	
Sub-strand	Responding to literature		
	<i>Personal responses to the ideas, characters and viewpoints in texts</i> Analyse and evaluate similarities and differences in texts on similar topics, themes or plots		
	<i>Expressing preferences and evaluating texts</i> Identify and explain how choices in language, including modality, emphasis, repetition and metaphor, influence personal response to different texts		
Strand	Literacy	Literacy	Literacy
Sub-strand	Interpreting, analysing, evaluating	Texts in context	Interacting with others
	<i>Analysing and evaluating</i> Analyse strategies authors use to influence readers	<i>Texts and the contexts in which they are used</i> Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches	<i>Listening and speaking interactions</i> Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience
Sub-strand	Reading processes	Creating texts	Oral presentations
	Select, navigate and read increasingly complex texts for a range of purposes, applying appropriate text processing strategies to recall information and consolidate meaning	<i>Creating texts</i> Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience	Participate in formal and informal debates and plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis
	<i>Comprehension strategies</i> Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts		
		<i>Editing</i> Reread and edit own and others’ work using agreed criteria and explaining editing choices	
		<i>Handwriting</i> Develop a handwriting style that is legible, fluent and automatic and that can vary depending on context	
		<i>Use of software</i> Use a range of software, including word processing programs, learning new functions as required to create texts	

Achievement Standard		
<p>Reading and Viewing</p> <p>By the end of Level 6, students understand how to use knowledge of phonics when decoding unfamiliar words and the technical or derived words in increasingly complex texts. They understand how the use of text structures can achieve particular effects and can analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. They compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it.</p>	<p>Writing</p> <p>Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used. They use banks of known words and the less familiar words they encounter to create detailed texts elaborating upon key ideas for a range of purposes and audiences. They demonstrate understanding of grammar and make considered choices from an expanding vocabulary to enhance cohesion and structure in their writing. They also use accurate spelling and punctuation for clarity, provide feedback on the work of their peers and can make and explain editorial choices based on agreed criteria.</p>	<p>Speaking and Listening</p> <p>Students listen to discussions, clarifying content and challenging others' ideas. They understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used. They create detailed texts, elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.</p>