# Australian Curriculum English: Foundation to Year 10 Sequence of Achievement (aligned by assessable elements)

| Mode | Assessable Elements | Foundation | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Receptive Mode (listening, reading, viewing)** | **English Understandings** | Use predicting and questioning strategies to make meaning from texts | Understand the different purposes of texts | Understand how similar texts share characteristics by identifying text structures and language features used to describe characters and events, or to communicate factual information | Understand how content can be organised using different text structures depending on the purpose of the text | Understand that texts have different text structures depending on purpose and context | Explain how text structures assist in understanding the text | Understand how the use of text structures can achieve particular effects | Understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context | Understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences | Analyse the ways that text structures can be manipulated for effect | Evaluate how text structures can be used in innovative ways by different authors |
| | | Understand that there are different types of texts and that these can have similar characteristics | Identify that texts serve different purposes and that this affects how they are organised | | | | | | | | | |
| | | Identify connections between texts and their personal experience | Make connections to personal experience when explaining characters and main events in short texts | | Understand how language features, images and vocabulary choices are used for different effects | Explain how language features, images and vocabulary are used to engage the interest of audiences | Understand how language features, images and vocabulary influence interpretations of characters, settings and events | Analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events | Demonstrate understanding of how the choice of language features, images and vocabulary affects meaning | Explain how language features, images and vocabulary are used to represent different ideas and issues in texts | Analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors | Explain how the choice of language features, images and vocabulary contributes to the development of individual style |
| | | Recall one or two events from texts with familiar topics | Describe characters, settings and events in different types of literature | | | | | | | | | |
| | **Comprehending Text** | Read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters and decoding and self-monitoring strategies | Read aloud, with developing fluency | Read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information | Read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information | Fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words | When reading, encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge | *See other aspects of comprehending texts* | | | | |
| | | | Read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images | | | | | | | | | |
| | | Recognise the letters of the English alphabet, in upper and lower case and know and use the most common sounds represented by most letters | When reading, use knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning | Monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context | | Use phonics and word knowledge to fluently read more complex words | *See other aspects of comprehending texts* | | | | | |
| | | Read high-frequency words and blend sounds orally to read consonant-vowel-consonant words | | Use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency | | | | | | | | |
| | | *See other aspects of comprehending texts* | Recall key ideas and recognise literal and implied meaning in texts | Identify literal and implied meaning, main ideas and supporting detail | Identify literal and implied meaning connecting ideas in different parts of a text | Describe literal and implied meaning connecting ideas in different texts | Analyse and explain literal and implied information from a variety of texts | Compare and analyse information in different and complex texts, explaining literal and implied meaning | Explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning | Interpret texts, questioning the reliability of sources of ideas and information | Evaluate and integrate ideas and information from texts to form their own interpretations | Develop and justify their own interpretations of texts |
| | | *See other aspects of comprehending texts* | | Make connections between texts by comparing content | Select information, ideas and events in texts that relate to their own lives and to other texts | Express preferences for particular types of texts, and respond to others' viewpoints | Describe how events, characters and settings in texts are depicted and explain their own responses to them | Select and use evidence from a text to explain their response to it | Select specific details from texts to develop their own response, recognising that texts reflect different viewpoints | Select evidence from the text to show how events, situations and people can be represented from different viewpoints | Select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience | Evaluate other interpretations, analysing the evidence used to support them |
| | | Use appropriate interaction skills to listen and respond to others in a familiar environment | Listen to others when taking part in conversations, using appropriate language features and interaction skills | Listen for particular purposes | Listen to others' views and respond appropriately using interaction skills | Listen for and share key points in discussions | Listen and ask questions to clarify content | Listen to discussions, clarifying content and challenging others' ideas | Listen for and explain different perspectives in texts | Listen for and identify different emphases in texts, using that understanding to elaborate on discussions | Listen for ways texts position an audience | Listen for ways features within texts can be manipulated to achieve particular effects |
| | | Listen for rhyme, letter patterns and sounds in words | | | | | | | | | | |

**Productive Mode (speaking, writing, creating)**

## English Understandings

| | Foundation | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Understand that their texts can reflect their own experiences | Understand how characters in texts are developed | When discussing their ideas and experiences, use everyday language features and topic-specific vocabulary | Understand how language features are used to link and sequence ideas | Use language features to create coherence and add detail to their texts | Use language features to show how ideas can be extended | Understand how language features and language patterns can be used for emphasis | Understand how the selection of a variety of language features can influence an audience | Understand how the selection of language features can be used for particular purposes and effects | Understand how to use a variety of language features to create different levels of meaning | Show how the selection of language features can achieve precision and stylistic effect |
| | Identify and describe likes and dislikes about familiar texts, objects, characters and events | Give reasons for personal preferences | Explain their preferences for aspects of texts using other texts as comparisons | Understand how language can be used to express feelings and opinions on topics | Understand how to express an opinion based on information in a text | Develop and explain a point of view about a text, selecting information, ideas and images from a range of resources | Show how specific details can be used to support a point of view | Understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view | Explain the effectiveness of language choices they make to influence the audience | Understand how interpretations can vary by comparing their responses to texts to the responses of others | Explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments |
| | *See other aspects of English understanding* | Create texts that show understanding of the connection between writing, speech and images | Create texts that show how images support the meaning of the text | Create texts that include writing and images to express and develop, in some detail, experiences, events, information, ideas and characters | Create texts that show understanding of how images and detail can be used to extend key ideas | | Explain how their choices of language features and images are used | Create texts showing how language features and images from other texts can be combined for effect | Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways | In creating texts, demonstrate how manipulating language features and images can create innovative texts | Develop their own style by experimenting with language features, stylistic devices, text structures and images |

## Creating Texts

| | Foundation | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Retell events and experiences with peers and known adults | Create short texts for a small range of purposes | Create texts, drawing on their own experiences, their imagination and information they have learnt | Create a range of texts for familiar and unfamiliar audiences | Create structured texts to explain ideas for different audiences | Create imaginative, informative and persuasive texts for different purposes and audiences | Create detailed texts elaborating on key ideas for a range of purposes and audiences | Create structured and coherent texts for a range of purposes and audiences | Create texts for different purposes, selecting language to influence audience response | Create texts that respond to issues, interpreting and integrating ideas from other texts | Create a wide range of texts to articulate complex ideas |
| | Identify and use rhyme, and orally blend and segment sounds in words | | | | | | | | | | |
| | In informal group and whole class settings, students communicate clearly | Interact in pair, group and class discussions, taking turns when responding | Use a variety of strategies to engage in group and class discussions and make presentations | Contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations | Make presentations and contribute actively to class and group discussions, varying language according to context | Make presentations which include multimodal elements for defined purposes | Make presentations and contribute actively to class and group discussions, using a variety of strategies for effect | Make presentations and contribute actively to class and group discussions, using language features to engage the audience | Make presentations and contribute actively to class and group discussions, using language patterns for effect | Make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues | Make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments |
| | Make short presentations on familiar topics | | | | | Contribute actively to class and group discussions, taking into account other perspectives | | | | | |
| | When writing, use familiar words and phrases and images to convey ideas | When writing, students provide details about ideas or events, and details about the participants in those events | Accurately spell words with regular spelling patterns and spell words with less common long vowel patterns | Demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing | Demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, re-reading and editing their work to improve meaning | When writing, demonstrate understanding of grammar using a variety of sentence types | Demonstrate an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing | When creating and editing texts, demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation | When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences | Edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation | Demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts |
| | Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops | Accurately spell high-frequency words and words with regular spelling patterns | Use punctuation accurately | Use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately | | Select specific vocabulary and use accurate spelling and punctuation | Use accurate spelling and punctuation for clarity and make and explain editorial choices based on criteria | | Demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation | | |
| | | | | Re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning | | | Edit their work for cohesive structure and meaning | | | | |
| | Correctly form known upper- and lower-case letters | Use capital letters and full stops and form all upper- and lower-case letters correctly | Write words and sentences legibly using unjoined upper- and lower-case letters | Write using joined letters that are accurately formed and consistent in size | | *See other aspects of creating texts* | | | | | |