Language and Literacy Levels across the Australian Curriculum: EALD Students

Introduction

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Acknowledgments

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Introduction

The *Language and Literacy Levels across the Australian Curriculum: EALD Students* describes the development of Standard Australian English required to meet the increasing demands of the Australian Curriculum across the years of schooling from Foundation (Reception) to Year 10. This development of Standard Australian English is twofold. It involves developing:
- knowledge about the English language and how it works to make meaning i.e. language
- knowledge about how to use language appropriately and effectively in varied contexts i.e. literacy.

Within this document, the *Language and Literacy Levels across the Australian Curriculum: EALD Students* are referred to as the *Language and Literacy Levels.* It is primarily an assessment, monitoring and reporting document for all teachers, which can also be used to inform programming and planning.

The *Language and Literacy Levels* have been developed with reference to:
- the *Australian Curriculum Literacy General Capability: Literacy Continuum across stages of schooling*
- the *Australian Curriculum* phase one subjects: English, Maths, Science and History, with particular links made to the English Language strand
- the *English as an Additional Language or Dialect (EAL/D) Teacher Resource*
- the South Australian *SACSA ESL Scope and Scales* curriculum document with John Polias as lead writer.

Rationale and aims

The *Language and Literacy Levels* were developed by the South Australian Department for Education and Child Development to replace the *SACSA ESL Scales*, in line with the move from a state-based curriculum to a national one. (See Appendix F – Similarities to and differences from the *SACSA ESL Scales.*) The *Language and Literacy Levels* are intended to be used to:
- assess, monitor and report the language and literacy development (predominantly focusing on the development of formal written-like language) of any student, in particular high needs students such as EALD students
- determine the level of student language learning need
- identify the appropriate support category to inform and direct allocations of EALD funding
- inform programming & planning through the identification of key teaching points, learning goals and language level targets.

Literacy across the curriculum

Consistent with the beliefs and understandings outlined within the *Literacy Capability*, this document is based on the beliefs that:
- language is at the centre of teaching and learning across all learning areas
- students' abilities to use language to comprehend and compose the range of texts from all curriculum areas will determine their success in accessing, developing and demonstrating their curriculum knowledge
- all teachers are responsible for teaching the subject-specific literacy of their learning area
- all teachers need a clear understanding of the literacy demands and opportunities of their learning areas
- literacy learning appropriate to each learning area can (and should) be embedded in the teaching of the content and processes of that learning area
- for students who speak a language or dialect other than Standard Australian English at home, access to language and literacy development at school is vital.

Further elaboration of these points and the relationship of literacy to each learning area can be found in the Introduction to the Literacy Capability

Scope of the Language and Literacy Levels

The *Language and Literacy Levels* describe the development of language and literacy needed across the year levels to access and demonstrate curriculum knowledge, skills and understandings for all learning areas (with particular reference to the phase 1 learning areas: English, History, Mathematics and Science).

Since the primary use of the *Language and Literacy Levels* is as an assessment and reporting tool, the Levels focus on the productive aspects of literacy and language (composing spoken, written and multi-modal texts). They do not focus on the development of receptive skills (such as comprehending through listening, reading and viewing). However, some indicators of a growing ability to comprehend spoken English are included in the early Levels.

Levels 1-3 describe the beginning stages of development of Standard Australian English: learning to hear, understand and produce English sounds and words. For English-speaking background students, this is generally achieved before commencing school, but for many EALD students these Levels describe their early development of English at school. Level 4 describes the level of language and literacy expected towards the end of Foundation. Levels 5-14 each describe one year's expected progression and are aligned to the subsequent years of schooling from Year 1 to Year 10. They describe a high level of language skill needed for high level achievement of Australian Curriculum Achievement Standards for the aligned year level.

Because of their alignment with year level standards, the *Language and Literacy Levels* do not illustrate the complexities of second language learning. The complexities of EALD learning are described in the *English as an Additional Language or Dialect Teacher Resource*. See Appendix A for more information about the intersection between the *Language and Literacy Levels* and the *EAL/D Teacher Resource.*

The alignment of Levels with the language and literacy required to achieve at Year Level Standards means that any gap between these can readily be identified for a student. The wider the gap, the greater the difficulty is for the student to access and achieve within the curriculum. There will then be a greater need for explicit teaching, scaffolding and differentiation. The *Language and Literacy Levels* may also be a helpful guide regarding differentiation for high achievers, as it indicates how to extend their language and literacy capabilities.

Background

This document is underpinned by the social view of language that considers how language works to construct meaning in different social and cultural contexts as outlined in Background to the Literacy Capability, which states:

> 'The social view of language enables insights into differences between 'spoken-like' and 'written-like' language, and the increasing complexity of language as students progress through school. …

> … As subject-based learning proceeds, particularly in the middle and later school years, the texts that students need to understand and produce take on increasingly formal and academic features employing technical, abstract and specialised 'written-like' language forms, in order to communicate complexities of meaning.'

The movement from 'spoken-like' (everyday, informal) to 'written-like' (technical, formal) language can be seen as moving along a *Register Continuum*. The language choices that students make when expressing and developing ideas, interacting with others and structuring and organising texts can be represented along this continuum as shown in Figure 1 below. Students are typically required to make choices that increasingly shift toward the right of the register continuum as they progress through schooling to meet the ever-increasing demands of specialised learning area curricula.
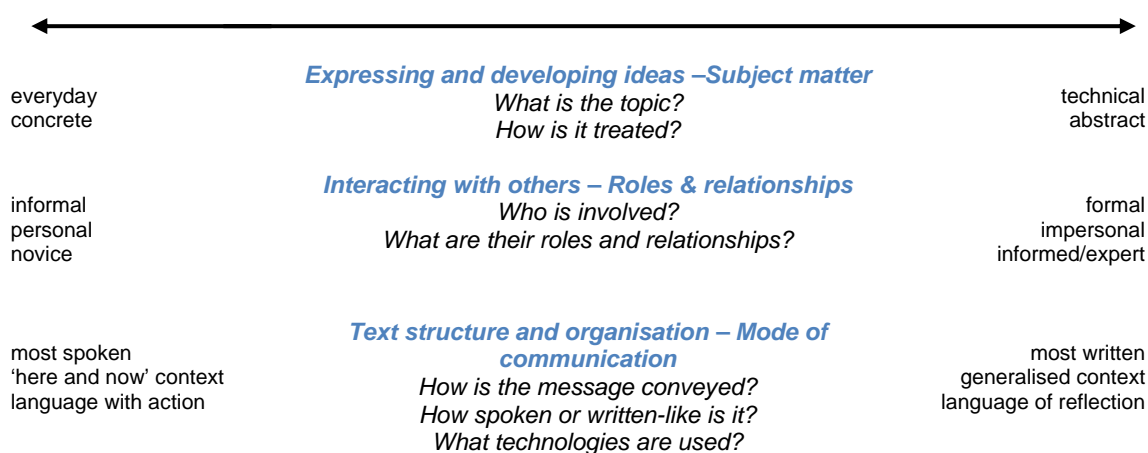
Register continuum

everyday concrete	***Expressing and developing ideas –Subject matter*** *What is the topic?* *How is it treated?*	technical abstract
informal personal novice	***Interacting with others – Roles & relationships*** *Who is involved?* *What are their roles and relationships?*	formal impersonal informed/expert
most spoken 'here and now' context language with action	***Text structure and organisation – Mode of communication*** *How is the message conveyed?* *How spoken or written-like is it?* *What technologies are used?*	most written generalised context language of reflection

Figure 1 The Register Continuum

Relationship between the *Language and Literacy Levels*, Year level and Register Continuum

The *Language and Literacy Levels* are structured according to three year level groupings that correspond to those of the Australian Curriculum: Levels 1-6 correspond to Foundation to Year 2, Levels 7-10 correspond to Years 3-6 and Levels 11-14 correspond to Years 7-10. These broad groupings of Language and Literacy Levels also reflect students' repertoires of language and literacy i.e. the range of contexts, texts and language (register range) for which the student is able to comprehend and produce appropriately, and/or the register range over which they are developing control. These relationships are depicted in Table 1.

Through descriptions and examples of language and vocabulary, the *Language and Literacy Levels* show the gradual and continual shift in language across the register continuum expected at each year level. The shift from 'spoken-like' to 'written-like' language is pivotal to success at school. Therefore the *Language and Literacy Levels* have a strong focus on the development of 'spoken-language' in the early Levels, ending at Level 6 where the focus shifts to the development of more 'written-like' language. However, it must be noted that the 'written-like' language resources described within the Levels could be employed in composing formal and technical oral, written or multimodal texts. Visual language and visual texts are not given prominence within the document.

Note: Neither the Levels, nor the year level groupings correspond directly to the four phases of English as an Additional Language or Dialect as outlined in the *EAL/D Teacher Resource*. Since an EALD student can commence school as a new arrival at any year level, EALD students can be at any phase of learning English at any year level.

Table 1 Relationship between the Language and Literacy Levels, Year levels and the Register Continuum

Register Continuum

everyday, informal, spoken   more specialised and less formal   technical, abstract, formal, written

Register range of Levels 1-3/ Pre-Foundation	**Register range of Levels 4-6/ Foundation - Year 2**	**Register range of Levels 7-10/ Years 3 - 6**	**Register range of Levels 11-14/ Years 7 - 10**	**Beyond Year 10**
At these levels, students: • begin to communicate in familiar, highly supported contexts often relying on the use of visuals and gesture • are more likely to and best able to communicate in one-on-one interactions with a known and trusted person, or through their first language or dialect • initiate and respond to simple statements in familiar contexts, such as greetings, expressing needs and simple instructions • begin to copy English words and very short texts, usually accompanying visuals • compose visual texts to share experiences and express ideas and begin to use these to construct short spoken texts, typically still relying on supportive prompts and questions • understand and use a restricted vocabulary, limited to high frequency, concrete vocabulary related to home and school.	At these levels, students: • communicate in a small range of contexts • compose short spoken, written and multimodal texts about familiar things based on personal (shared) experiences, relying on modelled and predictable structures • study topics across learning areas that centre on students' immediate physical and social worlds: family, school & community • interact and learn through activities which are concrete and everyday, learning new vocabulary to expand, explore, and begin to describe and categorise their world in new ways, specific to learning areas • interact in informal contexts with known and less familiar others (eg students & teachers from other classes) in informal school situations • interact with the community through activities such as excursions, assemblies and other school-wide events, developing an awareness of socio-culturally appropriate ways of communicating in their new schooling context • begin to interact in a small range of more formal but familiar school situations such as making an introduction at an assembly or presenting a brief talk to the class, delivering a message to the principal • begin to develop skills for collaborative group work, recording and reporting back • learn to communicate through spoken, written and visual texts at the same time, and to compose texts using a range of communication technologies • develop sound and letter knowledge and control of print conventions in English.	At these levels, students: • communicate appropriately and effectively in a wider range of contexts • compose longer texts for a wider range of purposes, incorporating visuals and material from their own investigations and reference materials • study more specialised fields across the learning areas that focus on investigating the wider social and natural worlds • interact and learn both collaboratively and independently through problem-solving • speak, write and present multimodal texts to groups in increasingly formal contexts • take on a variety of more formal roles and relationships as they interact with larger audiences and unfamiliar people • become more considered and critical in their responses and in the construction of their texts • begin to provide reasons and evidence from a variety of sources for their statements and opinions • develop further ways to express cause and effect • begin to move from the specific to the generalised and from the concrete to the abstract.	At these levels, students: • communicate appropriately and effectively in a wide range of contexts many of which are becoming increasingly specialised, technical and abstract • study more specialised, abstract and technical fields across the learning areas that focus on investigating complex issues, both practical and ethical, from state, national and international perspectives • interact and learn both collaboratively and independently through problem-solving and resource-based learning often involving designing and conducting research investigations and critically evaluating ways of learning and investigating • speak, write and present multimodal texts as informed speakers/writers in formal contexts and express ideas from different perspectives. Initially, complex issues are simplified to deal with two opposing sides but by the end of this stage students are expected to deal with multiple perspectives • compose longer texts for a wide range of purposes, many of which are now macro-genres, digitally produced and increasingly have an analytical and/or critical focus. Within these texts they incorporate visuals and material from their own investigations and reference materials using referencing conventions • interact with others and gather information through interviews, surveys and questioning • critically examine and evaluate texts, performances, products and processes • put forward reasoned arguments about issues using valid evidence, including drawing on others' expertise • consider and represent cause and effect in more complex ways, such as multiple factors and consequences • understand theories and explanations of phenomena, apply abstract theories to specific situations and see specific examples as evidence or as supporting or disproving hypotheses and consequently make generalisations.	

Organisation

Organising elements

The *Language and Literacy Levels across the Australian Curriculum: EALD students* draw from the organising elements of the *Australian Curriculum Literacy Continuum*: Figure 2.
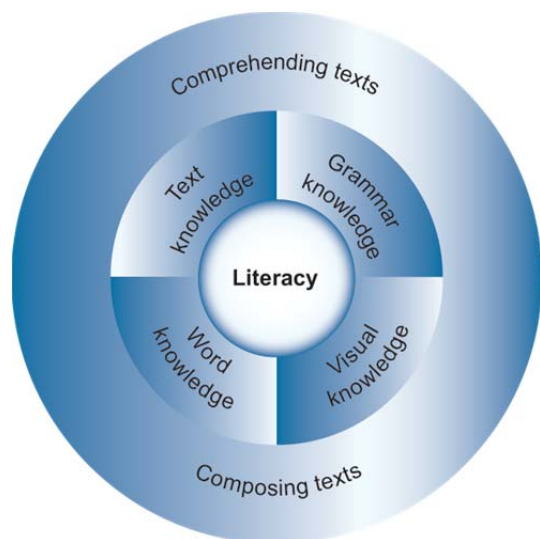

Figure 2: Literacy Continuum Organising Elements

The primary purpose of the *Language and Literacy Levels* is to support the assessment, recording, tracking and reporting of language and literacy development, which is typically based on a set of student work samples (the production of spoken, written or multimodal texts). Therefore, it takes up only one of the overarching processes: Composing texts through speaking, writing and creating. All four areas of knowledge are included:

- Text knowledge
- Grammar knowledge
- Word knowledge
- Visual knowledge (Note: this is only described as a sub-section of *Composing learning area texts* as indicated in the table below.)

Language and Literacy Levels

Composing learning area texts
- oral interactions and presentations (Levels 1-6 only)
- composing learning area texts using visuals in multimodal texts
- written texts

Text knowledge
- organisational structures of learning area texts (See also Appendix E for range of text types)
- text cohesion

Grammar knowledge
- sentence structures
- punctuation
- words and word groups
- expressing opinion and point of view

Word knowledge
- understanding/using learning area vocabulary
- spelling

Literacy Continuum

Comprehending texts through listening, viewing and reading
- reading and viewing learning area texts
- listening

Composing texts through speaking, writing and creating
- exploratory language
- composing spoken, written, visual and multimodal learning area texts
- oral interactions
- presentations

Text knowledge
- organisational structures of learning area texts
- text cohesion
- navigating learning area texts

Grammar knowledge
- sentence structures
- words and word groups
- expressing opinion and point of view

Word knowledge
- understanding learning area vocabulary
- spelling

Visual knowledge
- understanding how visual elements create meaning
- composing and comprehending learning area texts using visuals

Key aspects of language

Within the *Language and Literacy Levels,* the content of the organising elements of *Text knowledge, Grammar knowledge* and *Word knowledge* are further broken down into key aspects of language. These are then used as

threads across the Levels, where the expected uptake and development of each aspect is described through indicators of language and literacy progression. The key language aspects are shown below.

Text knowledge
Text cohesion
- Foregrounding:
  o text and paragraph openers: headings and sub-headings, introductions, topic sentences and text connectives
  o sentence openers, including using passive voice to change what is foregrounded
- Reference: pronouns, determiners and substitution

Grammar knowledge
Sentence structures
- Simple sentences
- Compound sentences (using coordinating/linking conjunctions)
- Complex sentences (using subordinating/binding conjunctions, relative and non-finite clauses)

Punctuation
- Sentence level punctuation (capital letter to begin and full stop, question mark or exclamation mark to end)
- Basic punctuation: capital letters for proper nouns, commas in lists, between describers and after text connectives, apostrophes of contraction and possession
- Beyond basic: direct speech, other uses of quotation marks, commas to indicate pausing and separate clauses, semi-colons, colons, brackets and dashes

Words and word groups
- Verbs and verb groups:
  o representing different processes: doing, saying, sensing (thinking/feeling) and relating (being, having and causing)
  o tense (simple, elaborated and multiword verb groups)
  o subject-verb agreement
- Adverbs, adverb groups/phrases and prepositional phrases) to express details of circumstances: place, time, accompaniment, manner, matter, cause, role, angle and contingency
- Noun groups/phrases, including plurals, articles and nominalisation

Expressing opinion and point of view
- Evaluative language (expressing feelings and emotions, judgements of people, evaluations of things with varying intensity)
- Modality
- Expressing opinion directly

Word knowledge
Understanding/using learning area vocabulary

Spelling

Alignment to the Australian Curriculum

The development of language structures and vocabulary described within the *Language and Literacy Levels* has been cross-referenced with:
- the *Literacy Capability*: *Literacy Continuum* to ensure consistency of the levels of expected language development
- the *Australian Curriculum: English - Language strand,* particularly in relation to the content of the punctuation and spelling threads to ensure consistency of terminology
- *Phase 1 subjects: English, History, Maths and Science*, to draw relevant year level examples representative of a range of learning areas.

The *Language and Literacy Levels* provide greater detail and exemplification of the broad descriptors contained in the *Literacy Capability: Literacy Continuum.*

Implications for teaching, assessment and reporting

Pedagogical underpinnings

In line with the *Literacy Capability*, developing students' language resources and literacy repertoires is an integral component of teaching and learning within the Australian Curriculum. It is best developed when embedded within the teaching of the curriculum, where it is not only contextualised, meaningful and relevant, but also supports subject-based learning.

Fundamental to developing the language and literacy of high needs students such as EALD students is to work within a framework of high expectations and high support (Mariani 1997). This approach of high support maximises learning as students are challenged to extend their current repertoires and to close the gap between their language resources and those required for their year level.

Such an approach is underpinned by a systematic and explicit pedagogy, informed by Vygotsky (1976) and Bruner (1978 & 1985) and based on:
- teaching in advance of language development
- stretching students' knowledge and imagination beyond what they can readily do independently
- encouraging the use of strategies such as self-correction and trial and error
- customising support for individual learners, including modifying the level of support and the timing of its withdrawal as students move to independence.

A key principle of a systematic and explicit pedagogy is that it is informed by a deep knowledge of the curriculum, including its language and literacy requirements and assessment of learner need: assessment *for* learning.

A systematic and explicit approach to literacy teaching

Systematic
Systematic teaching is based on a planned and logical sequence of learning towards a desired goal. In response to the needs of learners, teachers plan teaching and learning activities as well as how they will monitor and assess learning. Working within the gradual release of responsibility model (Pearson & Gallagher 1983), the learner is brought into the zone of proximal development (ZPD) and supported and scaffolded to develop the required language knowledge and literacy repertoires to achieve curriculum success. The teacher adapts and modifies the level of scaffolding required as students gain control over new learning and move towards independence.

Explicit
Explicit teaching makes the language and literacy demands of the curriculum understandable to students. The teacher carefully unpacks how the language system works, why language choices are made, what the effects of certain choices are and how to use language in powerful ways. These include ways to express and develop ideas, to interact with, persuade and influence others, and to structure and organise ideas and interactions for different purposes across a range of contexts. By highlighting the language features needed to successfully communicate with different audiences in varying situations for specific purposes (e.g. explaining, entertaining, informing and persuading), the teacher unlocks the language of power needed to successfully complete learning area curricula and schooling pathways.

A teaching and learning cycle
An effective way to provide a systematic and explicit approach to literacy teaching is to employ a Teaching and Learning Cycle that comprises the four key stages of:
- setting the context
- modelling and text deconstruction
- joint construction
- and independent construction.

This cycle can be employed in any learning area and provides a framework within which teachers can explicitly teach the text structure and key language aspects of texts that form part of the learning. As students learn to comprehend and compose these texts, they are simultaneously building the knowledge, skills and understandings of the learning area. As teachers and students work through text deconstruction and joint construction, they also build a metalanguage, a language to talk about language, which they can then apply in subsequent learning.

Moving through these four stages in a unit of work, enables teachers to scaffold students' literacy development and to extend their language choices and develop curriculum literacies to access and demonstrate learning area

knowledge and understanding. By varying the scaffolding and the degree of student independence, the teacher differentiates their teaching depending on students' levels of language and literacy skill. The teacher provides additional support to those who need it, whilst ensuring that all students can be successfully engaged in relevant, rigorous and meaningful learning.

Students learn at different rates and in any class there will be students at different stages of development. The development of literacy is no different. There are also many cultural and linguistic factors which can influence the rate of development when learning English as an additional language or dialect. These are elaborated in the EAL/D Resource.

Assessment
The *Language and Literacy Levels* can support teachers to use assessment, *for*, *as* and *of* learning.

For learning
Assessment using the *Language and Literacy Levels* enables teachers to determine a student's current literacy level and the gap between where the student is and where they need to be – the desired goal. The teacher is then able to identify specific language elements, pertinent to a given learning area topic, particularly assessment tasks within it. The detail of the Levels supports the teacher to be able to clearly articulate the required learning and to be more intentional and explicit in their planning, teaching, feedback and assessment. This helps teachers to close the gap for students who are behind the expected year level.

As learning
Teachers can use the *Language and Literacy Levels* to develop assessment criteria and marking rubrics to share with students, along with examples of evidence of progression. Students can also use the *Levels* or assessment/marking rubrics to set their own learning goals and monitor their progress through the levels.

Of learning
One of the primary purposes of the *Language and Literacy Levels* is for teachers to use sets of student evidence to make judgements on student language and literacy development against the Levels and in so doing measure a student's achievement against year level standards.

The *Language and Literacy Levels* enable teachers to measure and report on the development of oral and/or written Standard Australian English. Therefore, evidence for assigning a level can be taken from spoken and/or written texts produced by a student. However, it is likely that students in the beginning phase of learning English will predominantly be producing oral texts and as such, Levels 1-5 make more specific reference to oral texts. Level 6 and beyond tend to focus more on written and formal spoken texts, such as oral presentations and role plays in formal situations (current affairs news reports, tutorials etc). Note also that both 'oral' and 'written' texts can be expanded and interpreted to mean 'digitally produced' and/or 'multimodal' texts.

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Pearson, P. D.& Gallagher, C. 1983 'The instruction of reading comprehension' In Contemporary Educational Psychology, 8 (3).

Mariani, L. 1997, 'Teacher Support and Teacher Challenge in Promoting Learner Autonomy' In Perspectives 23 (2), Italy

Vygotsky, L. 1976, Thought and Language, MIT Press, Cambridge, MA.

Guidelines for assigning a Level

When assigning a Level, teachers should:
- collect a set of evidence consisting of two texts for each student as per the *EALD Funding Notes* (eg preferably one factual and one creative or persuasive text: for R-1 the two texts should include at least one oral, for Year 2 and above both texts should be written continuous prose)
- take the text type into account when looking for language choices
- use the Levels document (eg Levels 1-6) to determine which Level best matches each item
- use a recording and tracking proforma (see EALD website) to record evidence for assigning a Level
- focus on the more frequent and typical language choices made by the student in their set of evidence
- determine from which Level most of the language choices have been made across the set of evidence
- participate in school-based moderation of Levels to ensure consistency and accuracy
- record Levels for students in a manner convenient for EDSAS entry.

For a detailed model process of assigning a Level see Appendix B. For a checklist for a whole school process to collect sets of evidence, assign Levels, enter them into EDSAS and use the Levels to track student progress see Appendix C.

The Levels as a continuum

The 14 Language and Literacy Levels are to be seen as a continuum that describes the ways in which students' language resources and literacy repertoires are continually expanded. This is a process of expanding and adding to a language tool kit, not one of replacing poor language for better ones. As such, levels do not necessarily repeat items from one level to the other. Rather, the levels are to be seen as cumulative, where a student at any given level is presumed to have access to and control over the range of language resources described in all the previous levels. For example, in terms of the use of conjunctions to form compound and complex sentences, it is presumed that a student who is demonstrating use of conjunctions such as *since, as, unless, once, although* would also be appropriately using conjunctions such as *and, but, because,* which are mentioned in earlier Levels, but it is not necessary for us to look for or note evidence of these.

Explanation of quantifying terms used within the Levels

The description of the progression of language and literacy across the Levels is complex and multi-faceted as it attempts to take into account aspects such as:

- quantity/range: how many instances of use of a feature are evident and how many different choices/examples are evident?
- accuracy/control: is the student able to use the feature with grammatical accuracy and regularity?
- appropriateness/choice: is the language feature used appropriate for the given text/context and to what degree is this based on modelling or an independent, 'deliberate' choice
- quality/effectiveness: how specialised and technical or precise, refined and sophisticated are the language features and to what degree are they effective for the given text and context?

In an attempt to describe the increasing range of resources, the following terms have been used as a continuum: strictly limited, very limited, limited, narrow, small, wide, wider, full, extensive. These terms should be interpreted in terms of the full range of resources available in English. The examples included will, in many cases, assist in distinguishing between adjacent Levels. It should be noted, however, that rather than seeing specific examples as evidence of a particular level, the examples are merely indicative of the type and level of precision typically found at that level. The examples also need to be read in the context of the descriptors that precede them. The descriptors often provide further guidance regarding expected number and frequency of instances of use, range of types, levels of precision and appropriateness and accuracy of use.

As a guide, the following terms used within the Levels can be interpreted as:

- begins to use: 1 or 2 instances (may be the same resource) and may not be used accurately/appropriately
- uses: 3 or 4 instances (at least 2 different examples) used accurately, appropriately
- some: 2 or more
- a few: 2 or 3 examples
- sometimes: at least 50%
- most: 80%

At all times professional judgement needs to be used when assigning a Level.

Appendix A: Intersection with the *English as an Additional Language or Dialect Teacher Resource*

The *Language and Literacy Levels* and the *EAL/D Teacher Resource* have been designed for different purposes, and hence, support teachers in different ways. These differences are outlined in the table below.

Language and Literacy Levels	*EAL/D Teacher Resource*
Purpose: - assist teachers, schools and systems to monitor and report the language and literacy progress of all students, particularly high needs students such as EALD students - highlight the size of any gap between a student's English language level and that expected for them to access the curriculum at their year level, thus enabling teachers, schools and systems to determine the level of student need - inform and direct allocations of EALD funding - inform programming & planning through the identification of key teaching points, learning goals and language level targets	**Purpose:** - advise teachers about areas of the Australian Curriculum that EALD students may find challenging and why - assist classroom teachers to identify where their EALD students are broadly positioned on a progression of English language learning across the macro-skills (listening, speaking, reading/viewing and writing) - help teachers understand students' cultural and linguistic diversity, and the ways this understanding can be used in the classroom - provide examples of teaching strategies supportive of EALD students - direct teachers to additional relevant and useful support for teaching EALD students

Target audience:
- EALD and Literacy specialists
- mainstream teachers who teach EALD students and
  o are supported by a specialist or
  o have a sound knowledge of English language use
	Target audience:
	- the mainstream teacher who is not an EALD specialist

Components: - an introduction - fourteen detailed levels describing language and literacy development up to and including Year 10 (predominantly writing-focused with some reference to composing oral and multimodal texts) - a glossary	**Components:** - an overview of EAL/D learning - four broad categories of EAL/D progression described at three stages of schooling F-10, covering listening, speaking, reading/viewing and writing - advice and teaching strategies for teachers of EAL/D students - a glossary, references and acknowledgments
Limitations Because of their purpose and design they do not: - indicate a student's level for receptive skills of listening, reading and viewing - illustrate second language learning features, nor the complexities of learning Standard Australian English as an additional language/dialect	**Limitations** Because of their purpose and design they do not: - allow for fine grain assessment, monitoring and tracking of EALD students to show progression (it may take several years to move from one broad category to another) - indicate the specific language resources required to move from one category to another and as such does not assist teachers to identify key teaching points and specific learning goals

The fourteen levels of progression in the *Language and Literacy Levels* can be broadly correlated with the four broad phases of EALD development described in the *EAL/D Teacher Resource* as shown in the following table.

EALD Phase / Stage of schooling	Foundation – Yr 2	Years 3 – 6	Years 7 – 10
Beginning	Level 1	Levels 1-2	Levels 1-4
Emerging	Levels 2-3	Levels 3-5	Levels 5-7
Developing	Levels 3-5	Levels 5-7	Levels 7-10
Consolidating	Levels 5-6	Levels 7-9	Levels 10-12

Appendix B: Process for assigning an EALD Language and Literacy Level for support funding

The following model is provided to assist schools to assign accurate and consistent EALD Levels. If a school wants to develop their own model it should contain the following stages:
- collecting sets of evidence
- establishing the context
- making a general judgement
- making a finer judgement
- making a decision
- moderating for accuracy and consistency.

1. Collect two written texts, one from the factual and the other from the creative or persuasive text types. Refer to the *EALD Funding Notes* for details.

2. Understand the context of the text. Another teacher will need to provide this if the teacher assigning the Level is not the one who set the task. Reflect upon the purpose and audience of the text type and anticipate the structure and the language required to achieve the purpose.

3. Scan the sets of evidence, select three representative sets (high, average, low) and begin assigning Levels by highlighting language choices. These choices should be recorded on the approved recording and tracking proforma.

4. Compare these choices to the language indicators in the Language and Literacy Levels by starting at two Levels below that expected for the year level. Assign a Level to each representative set. Record it on the recording and tracking proforma. Refer to Moderated Evidence if necessary.

5. Repeat the process for the other sets of evidence until all have been given a Level. This should be quicker having already assigned Levels to high, average and low sets.

6. Moderate.
- If more than one teacher in the school is assigning Levels, then moderation of student sets of evidence should occur between teachers before the Levels are entered into EDSAS.
- If Levels are being assigned by a single teacher, then they can contact their EALD Consultant to arrange for moderation.

Appendix C: EALD Funding Checklist

- Appropriate processes should be used to identify potential EALD learners including Indigenous EALD learners
  - relevant linguistic and cultural background data is collected on enrolment and recorded in EDSAS including information for Indigenous learners
  - identification of Aboriginal English (with limited code switching) is used to determine eligibility of Indigenous EALD learners who do not have an Indigenous language

- Levels data is based on sufficient and appropriate evidence*
  - Years R-1: primarily oral language
  - Years 2-12: minimum of two written texts of different genres
  - *see *ESL Funding Notes* for more details

- An appropriate number of personnel is involved in the assessment of Levels:
  - for schools with small numbers of EALD students, a few teachers may be involved
  - for schools with larger numbers of EALD students, a committee could be involved, not just the EALD teacher/s

- Processes are in place to ensure a valid Level is assigned to each student, such as:
  - teachers have undergone training with EALD Program or within the school
  - support materials are available to teachers during the process for assigning Levels eg Moderated Evidence
  - recording and tracking proforma are used to identify language features in determining the Level
  - Levels data is checked against other reliable data eg NAPLAN data

- Levels are entered into EDSAS and Checking Reports are run and corrected prior to the DECD Term 3 (August) enrolment census and copies are retained for audit purposes

- Levels data is monitored and used to improve student outcomes by, for example:
  - using historical Levels data to monitor student progress over time
  - keeping EALD student portfolio with Levels data and evidence which is used to inform programs and intervention strategies (Note: - samples of evidence used to assign Levels to EALD students for EALD funding should be retained in each student's Student Record Folder (ED043)
  - setting targets for Levels growth (a minimum is one Level per year)
  - collecting baseline data, data over time and analysing trends

- EALD allocation is specifically targetted to support EALD learners

- BSSO allocations (Annual and Occasional) are used to provide bilingual support according to need

- Documentation of school processes:
  - as a baseline for improving school based processes
  - to demonstrate transparency of processes, for school based and auditing purposes

For more detailed whole school models for assigning Levels visit
http://www.decd.sa.gov.au/literacy/pages/esl/about/ **>** EALD Funding

Appendix D: Range of texts across the Australian curriculum

The following pages contain overviews of the text types likely to be covered across the learning area curricula for each of the first three stages of schooling: Foundation – Year 2; Years 3 – 6 and Years 7 – 10.

These overviews were developed with reference to:
- the *Australian Curriculum Learning Continuum* for the *Literacy Capability*
  - examples provided under *Text Knowledge:* Organisational structures of learning area texts
- the *Australian Curriculum Phase 1 learning areas*: *English, History, Maths and Science*
  - content descriptions
  - achievement standards
  - annotated work samples.

Across the *Australian Curriculum* there are various references to required text types, sometimes explicit and at other times implied.

Range of text types across the Australian Curriculum: Foundation to Year 2

	Text type	*Purpose*	*Examples*
Oral	Reciting rhymes and poems	To remember, explore and enjoy sounds, rhythms and rhyming patterns.	Choral reciting of nursery rhymes, simple poems, songs, raps and/ or repetitive structures eg choruses in literature texts.
	Transactions	To exchange goods or services: request things or help, make offers, give commands.	Buying something from the school canteen, borrowing equipment, asking a favour.
	Greetings and introductions	To welcome others, initiate social interactions.	Greeting a visitor to the school, introducing a guest or an item at assembly.
	Role play	To take on a particular role and associated language: imaginative use of spoken language.	Play-based activities: taking on roles eg shop-keeper and customer, a character in a well-known story.
	Conversation	To interact with others to form and maintain relationships.	Asking questions and making statements to request and give personal information.
	Pair/Group work	To collaboratively carry out an activity/solve a problem.	Simple mathematical and scientific or language investigations.
	Class and group discussions	To share experiences, connecting new and existing knowledge about a topic, explore ideas and concepts, share responses and opinions. To respond to what others say, agreeing and disagreeing with others' views.	Brainstorming and sharing responses related to a shared experience eg a class visit to a farm, a school sports day, a performance. Formulating statements and questions to engage with a speaker using sentence starters eg, *'I like the way you', 'I agree that', 'I'd like to say something different', 'Why did …?'*
	Reporting back	To summarise a group's experiences, findings and/or views, to build a shared experience and understanding.	'Think, Pair Share' activities, paraphrasing a partner/group member's contribution, sharing results of group work/discussions.
	Instruct Procedure	To instruct someone how to make or do things.	Simple procedure of an everyday process eg instructions for making a honey sandwich, directions for getting somewhere.
	Recount Personal recount	To record chronologically a series of past personal events in order to inform, entertain and/or form and build relationships.	Recounts a personal experience that is interesting, amusing or personally significant eg recounts a favourite holiday experience, something funny they did as a baby/toddler, a school excursion.
	Observational recount	To record/describe chronologically observations of a series of events/changes related to an experiment or investigation.	Records observations eg keeps a journal of changes observed in weather patterns or in the growth of a germinating seed.
	Procedural recount	To record chronologically the steps taken in an experiment or investigation and the results.	Records the steps used in a simple teacher directed/modelled Maths process or Science investigation.
	Historical recount	To record a series of historical events chronologically.	Simple retelling of an event of local historical significance, which may be a few points on a simple timeline with a sentence for each.
	Describe Description	To describe some of the features of a particular person, place or thing.	Describe a familiar person eg family member, classmate or historical person being studied; place eg home, school, favourite place to play/visit, community building, landmark, sacred site or object eg favourite toy, pet, animal, object relevant to a learning area topic.
	Descriptive report	To provide accurate and relevant information about our living and non-living world.	Simple descriptive report on a common animal eg koalas, frogs, ants; food eg bread, beans or object eg triangles, bicycles.
	Narrate Narrative	To entertain as well as to instruct the reader or listener about cultural values.	Re-telling of well-known stories and very simple narratives with predictable stages which may include a coda.
	Explain Sequential explanation	To explain how a process occurs in the physical world by sequencing the events in the process chronologically.	Explanation of a concrete, observable process eg simple life-cycle of a frog, how milk gets from the cow to our table.
	Respond Personal response	To provide a personal comment on things or events.	Writes a few simple sentences to provide a response with a simple elaboration/reason to a shared experience, such as a story or performance: *'I liked/didn't like it because …', 'It was funny/sad when …'*
	Persuade Argument	To present arguments on one side of an issue, to persuade a reader/listener.	Simple argument on an issue of immediate interest eg *What kind of animal makes the best pet? Should Year 2s have swimming lessons?*
	Multi-purposed Poetry	Can be used for a range of social purposes such as: describe, praise, criticise or argue.	Short poems to describe a person or object, based on a simple modeled structure.

Range of text types across the Australian Curriculum: Year 3 – Year 6

Text type	Purpose	Examples
Instruct Procedure	To instruct someone how to make or do things.	Simple procedure of an everyday or more specialised process eg instructions for how to tie your shoe-laces, how to carry out a simple science experiment.
Protocol	To provide guidelines or rules to follow in particular circumstances.	Simple protocols for familiar activities eg how to borrow a book from the library, a set of rules for a game.
Recount Personal recount	To record chronologically a series of past personal events in order to inform, entertain and/or form and build relationships.	Recounts an experience more elaborately and with more reflection throughout that is interesting, amusing or personally significant eg recounts a newsworthy item for a school newsletter or magazine.
Observational recount	To record/describe chronologically observations of a series of events/changes related to an experiment or investigation.	Records observations/keeps a journal of changes observed in eg a journal of observation of a yabby as it grows and adapts to its environment or seed germination.
Biographical recount	To record a series of significant events and achievements in the major phases of a person's life.	Recounts the key events in the life of person of significance locally or in terms of a learning area study eg life of a first fleet convict or migrant, a key historical figure, a famous scientist.
Historical recount	To record a series of historical events chronologically.	Simple retelling of an event of state or national historical significance eg Eureka stockade, developments in local area.
Describe Description	To describe some of the features of a particular person, place or thing.	Detailed description demonstrating use of evidence from multiple sources of a familiar person eg historical person being studied, character in a text being studied or place eg community building, landmark, sacred site.
Descriptive report	To provide accurate and relevant information about generalised things in our living and non-living world.	Detailed descriptive report based on research and using ICTs about an object, living thing or phenomenon relevant to a learning area topic eg planet, food, invention, organ of the body, disease, natural disaster, country, industry.
Comparative report	To provide accurate and relevant information about two or more generalised things in our living and non-living world by comparing and contrasting different aspects.	Detailed report describing the differences between two or more living things eg frogs and toads, evergreen and deciduous trees, beak shapes; text types eg recounts and narratives; objects eg different types of angles, shapes, graphs; phenomena eg climates or cultural contexts eg life in colonial Australia and today, outback and city, Australia and India, customs or celebrations in different places.
Compositional report	To provide accurate and relevant information about generalised things in our living and non-living world, describing the sub-components.	A description of an object, living thing or phenomenon according to its components, relevant to a learning area topic, based on research and usually accompanied by a labeled diagram eg a plant; machine, computer; system, rainforest.
Taxonomic/ classifying report	To provide accurate and relevant information about classes and sub-classes of things in our living and non-living world.	Classification and description, based on research, of the sub-types of a group of objects, living things or phenomena relevant to a learning area topic eg types of rocks, whales, energy, seed dispersal.
Narrate Narrative, including fables, myths and historical narrative	To entertain as well as to instruct the reader or listener about cultural values.	Encompassing a larger variety including fables and science fiction, and beginning to include reflection/evaluation as thoughts from a character or comments from the narrator. May be set in an historical context to tell a story of a significant event from a particular personal or cultural perspective eg Chinese in the Goldrush.
Explain Sequential explanation	To explain how a process occurs in the physical world by sequencing the events in the process chronologically.	Explanation of a concrete phenomenon or process eg seed germination and plant growth, how we get paper from woodchips, recycling.
Causal explanation	To explain how a process occurs in the physical world where the reasons for processes are integral to the text.	Explaining concrete phenomena eg the water cycle, how shadows are formed, how a torch works.
Historical accounts	To explain why events occurred as they did by recounting a series of events in history that led to a significant result and linking these events causally.	Explaining the events which led to a significant event in local or Australian history eg the Eureka Stockade, the reasons for the establishment of British colonies in Australia after 1800, or Federation.

Range of text types students are expected to compose in Year 3 – Year 6 (continued)

	Text type	Purpose	Examples
Increasing complexity — oral and written texts	**Respond** Personal response	To provide a personal comment on things or events.	Personal responses are more developed as students begin to justify opinions with reference to book/film/work/activity as supporting evidence. Responses are often guided by questions or headings eg prediction, setting, characters, events, author's intention, intended audience, underlying message, favourite part and personal connection made to the text
	Reviews	To review and make recommendations about films, books, artworks, dramatic works and other cultural activities.	Review a picture book or novel read and/or studied as a class and begin to make judgments of the characters and creators of texts/works and appreciate aspects of the work, rather than focusing solely on their own or characters' feelings, emotions and reactions.
	Persuade Argument	To present arguments on one side of an issue, to persuade a reader/listener.	Present a more developed argument providing greater elaboration and more supporting evidence of their own views in simple arguments on broader issues of community concern eg arguing for the protection of endangered species, arguing for better school or community facilities, arguing against advertisements for junk food; election speech,, persuade others to vote for them
	Discussion	To present two or more points of view on an issue, usually coming to a position in the conclusion of the text.	Presenting two or more perspectives in relation to an issue of broader community concern eg zoning an area as a marine national park, building of a new shopping complex, mining; an historical event, the forcible removal of children from their families leading to the Stolen Generations or an historical figure
	Multi-purposed Poetry	Can be used for a range of social purposes such as: to describe, praise, criticise, argue or make social commentary.	Poem to describe self: attributes, experiences, understandings and thoughts; to describe a favourite or personally significant thing, event or experience or depict a locally significant place or event from a particular point of view, praising or criticizing it
	Macro-genres Investigation	Macro-genres are longer, more complex texts that combine two or more simpler text types. To record the processes undertaken in mathematical or scientific investigation, analyse the results and evaluate the outcome.	Record an aim or prediction; the processes used and the results; offer a brief explanation or interpretation of the results in a simple mathematical, scientific or design investigation eg investigating chance and data through frequency of number or colour spun, investigating the effects of variables eg light or temperature on plant growth, how weight and size impact on the height a ball will bounce, or designing a tsunami safety system
	Research project	To carry out and record findings of detailed research on a topic.	A longer text, which may have an over-arching purpose, such as to persuade, that comprises two or more text types eg a project on the River Murray, which describes the features of the river and its uses, explains threats to the river such as increasing salinity, and then discusses ways to save the river and recommends action to be taken.

Range of text types across the Australian Curriculum: Year 7 – Year 10

Text type	Purpose	Examples
Instruct Procedure	To instruct someone how to make or do things.	Procedure for complex or more specialised/technical and abstract processes such as instructions on how to conduct a scientific or mathematical process, typically only as part of a macro-genre; or using the text type creatively eg a recipe format to describe what makes a real friendship.
Protocol	To provide guidelines or rules to follow in particular circumstances.	Simple protocols for activities related to learning area topics eg what to do in event of an earthquake, how to reduce water usage.
Recount	To record chronologically a series of past personal events in order to inform, entertain and/or form and build relationships.	Recount, elaborate and reflect upon significant experiences in a person's life and how they have shaped them. Recount events from a particular perspective eg convict on first fleet or character in a novel/film or keeps a reflective learning journal.
Observational recount	To record/describe chronologically observations of a series of events/changes related to an experiment or investigation.	Typically only as part of a macro-genre, record observations/ keep a journal of changes observed eg growth of seedlings in various growing mediums.
Biographical recount	To record a series of significant events and achievements in the major phases of person's life.	Detailed, reflective recount of key events in the life of person of national or international significance eg a key historical figure, a famous scientist, mathematician or artist, commenting on the impact of events in their life and their contribution to their field.
News story	To chronicle a newsworthy event	Chronicle a newsworthy school or local event for a print, radio or television news report or reinterpret as a news story an historical event or a key event in their life or an episode in a novel/film..
Historical recount	To record a series of historical events chronologically.	Detailed timelines and retellings of complex events of national or international historical significance that occurred over large time spans eg colonisation, war campaigns or the industrial revolution.
Describe Description	To describe some of the features of a particular person, place or thing.	Detailed description with reference to sources, typically only as part of a macro-genre, of a person eg historical person being studied, character in a text being studied, place eg place of national or international historical, geographical, or social significance.
Descriptive report	To provide accurate and relevant information about generalised things in our living and non-living world.	Detailed descriptive report on an object, living thing or phenomenon relevant to a learning area topic, typically only as part of a macro-genre, effectively incorporating source materials and visuals eg Viking dragon ships, the Medieval period, a chemical element, a genome.
Comparative report	To provide accurate and relevant information about two or more generalised things in our living and non-living world by comparing and contrasting different aspects.	Detailed report describing the differences between two or more complex and/or abstract things eg living things (mammals vs amphibians, behaviour and character traits of two characters in a novel/film), objects (different types of triangles, graphs); phenomena (two forms of erosion) or cultural contexts (experiences of an Australian POW of Germany vs Japan, life before and after the Industrial Revolution).
Compositional report	To provide accurate and relevant information about generalised things in our living and non-living world, describing the sub-components.	Typically only as part of a macro-genre, a description of the parts of a more complex object, living thing or phenomenon relevant to a learning area topic, based on research and usually accompanied by a labeled diagram.
Taxonomic/ classifying report	To provide accurate and relevant information about classes and sub-classes of things in our living and non-living world.	Classification and description of sub-types of a group of objects, living things or phenomena relevant to a learning area topic eg types of energy, chemical elements, weathering and erosion.
Narrate Narrative, including fables, myths and historical narrative	To entertain as well as to instruct the reader or listener about cultural values.	Encompassing a larger variety including cartoons, short stories, horror, suspense and science fiction, with a developing sense of atmosphere and characterisation. Begins to experiment with structure: beginning with complication or resolution, using flashbacks etc. May be set in an historical context to tell a story of a significant event from a particular personal or cultural perspective eg arrival of the First Fleet from perspective of an Aboriginal/ convict/officer.

Range of text types are expected to compose in Year 7 – Year 10 (continued)

	Text type	Purpose	Examples
Increasing complexity / **oral and written texts**	**Explain** Sequential explanation	To explain how a process occurs in the physical world by sequencing the events in the process chronologically.	Explanation of a more abstract process that is not readily observable eg water purification, digestion, how a bionic eye or Wi-Fi works. Increasingly only as part of a macro-genre.
	Causal explanation	To explain how a process occurs in the physical world where the reasons for processes are integral to the text.	Detailed explanations, incorporating visuals, to explain complex, more abstract phenomena that are not readily observable eg the water cycle, what causes earthquakes or volcanoes, the nitrogen and phosphorous cycles.
	Factorial explanation	To explain a phenomenon or event for which there are a number of simultaneously occurring causes.	Explaining how multiple factors contribute to commonly occurring and/or relatively concrete phenomena eg formation of geological features through physical and chemical weathering/erosion, why Australia incurred more casualties against Japan than Germany in World War II.
	Consequential explanation	To explain simultaneously occurring effects or consequences of a phenomenon or event.	Explaining how commonly occurring phenomena bring about multiple consequences eg effects of the Industrial Revolution on family life.
	Historical accounts	To explain why events occurred as they did by recounting a series of events in history that led to a significant result and linking these events causally.	More complex explanations that offer multiple explanations to the causes of events and/or from a particular personal or cultural perspective eg establishment of trade routes, The Silk Road; exploration and colonisation, Conquistadores or Polynesian expansion; war campaigns, Gallipoli; defining moments, qualification of Socceroos into the FIFA World Cup..
	Theoretical explanation	To introduce and define or illustrate a theoretical principle.	Begins to compose theoretical explanations using models and diagrams eg illustrate principles of the theory of evolution through examples and diagrams.
	Respond Personal response	To provide a personal comment on things or events.	Typically only as a formative piece or part of a macro-genre. Clearly structured responses that use evidence from the text to support point of view eg why a particular text was chosen.
	Creative/ interpretive response	To reinterpret the events, characters or themes of a cultural work: film, book, dramatic work.	Creatively responds to texts, reinterpreting them by taking on the role of a character and constructing a new text from his/her perspective eg creating social media page showing communication with other characters or re-writing a scene from another character's point of view,.Retelling an event in another form eg a newspaper lead story or a radio broadcast..
	Reviews	To review and make recommendations about films, books, artworks, dramatic works and other cultural activities.	Clearly structures engaging reviews, commenting on techniques used, making links to and drawing comparisons with other relevant works eg book or film review, film trailer.
	Interpretations	To interpret the message of a culturally valued work.	Begins to compose interpretations such as comparing themes in two texts eg Shakespearean play or a Dickens' novel and poem, identifying bias and offering alternative readings to a text or discussing themes such as maturity and courage in novel.
	Source analysis (History)	To classify a source as primary or secondary and analyse and evaluate the information/ evidence it provides.	Structures source analyses to classify, compare and evaluate the information, identifying point of view and bias eg an artifact, comparing sources relating to Federation, assessing the historical accuracy of film.
	Persuade Argument	To present arguments on one side of an issue, to persuade a reader/listener.	Sustained arguments on broader issues with a longer introduction that 'hooks' the reader/listener, clear topic sentences and a conclusion that reinforces the writer's/speaker's position eg letter to a committee, council or the editor, a speech, argument agreeing or disagreeing with a statement, Mining should be banned, Too much money is spent on toys and games..
	Discussion	To present two or more points of view on an issue, usually coming to a position in the conclusion of the text.	Discussions with a longer introduction that clearly previews the issues, clear topic sentences and a conclusion that weighs up the evidence eg discusses mining from varied perspectives such as workers, environmentalists, Aboriginals; presents arguments on a social issue from different perspectives on an e-discussion board..

Range of texts across the Australian Curriculum: Year 7 – Year 10 (continued)

Multi-purposed Poetry	Can be used for a range of social purposes such as: to describe, praise, criticise, argue or make social commentary.	Poems with greater use of literary devices such as imagery, alliteration, onomatopoeia and metaphor to describe a person's attributes, experiences, understandings and thoughts. To describe a nationally or internationally significant thing, event or experience or depict a nationally or internationally significant place or event from a particular point of view, praising or criticising it.
Macro-genres Investigation	To record the processes undertaken in mathematical or scientific investigation, analyse the results and evaluate the process and outcome.	Provide in a complex mathematical, scientific or design investigation an introduction with an aim and/or hypothesis; an outline of the processes or method used and the results in tables/graphs; an analysis of the results; a conclusion and an evaluation of investigation process and outcome eg effects of temperature on dissolving aspirin, effects of different growing mediums on seed germination, auditory and sight reflex reaction times, chemistry of cleaning products, analysing data using summary statistics.
Research project	To carry out and record findings of detailed research on a topic.	A longer text, which may have an over-arching purpose, such as to persuade, that comprises two or more text types eg a project on a recent invention or medical development which provides reasons/background to its development, describes what the invention/development is, explains how it works, and then discusses how it is likely to impact on our lives.

Note: Many student texts at this level are *macro-genres*, which could be comprised of a combination of one or more of the text types described. As students progress from Year 7 to Year 10, increasingly less emphasis is placed on text types listed in the first half of this table as stand-alone texts and more given to those in the latter half.

Language and Literacy Levels across the Australian Curriculum: EALD Students

Levels 4 – 9

Composing learning area texts	Level 4 (End of Reception)	Level 5 (End Year 1)	Level 6 (End Year 2)	Level 7 (Year 3)	Level 8 (Year 4)	Level 9 (Year 5)
Using visuals in multimodal texts By the end of Reception students: • compose short learning area texts, with support, to record and report ideas and events, incorporating drawing and other visual knowledge By the end of Year 2 students: • compose and edit a small range of learning area texts, incorporating illustrations and simple graphics From: The Australian Curriculum: *Literacy continuum across stages of schooling*	Constructs simple drawings, diagrams and graphs which carry much of the meaning, supported by brief accompanying written text (eg basic life cycle of a frog, graph of number of family members; labelled drawing of local playground; simple timeline of events in familiar story; **Venn diagrams** to show similarities and differences	Uses photos and drawings to express ideas, often relying on them to carry a large part of the meaning, with their brief written text supporting or extending the meanings made in the visuals Represents a 3D model with a drawing and uses arrows to indicate direction and path of movement. Uses it to support oral directions Draws number lines and draws objects to visually represents a mathematical problem	Includes own drawings, and simple labelled diagrams as illustrations to express ideas and extend written information in texts eg to support explanations Selects and pastes in images of relevant objects to support meaning in texts created on computer Uses tables and simple graphs to record findings Draws a simple 'bird's-eye view' map using a grid reference and uses it to create written instructions of how to get from one point to another eg on school grounds	Includes simple visuals such as photographs and own drawings, illustrations or a simple map using grid reference to accompany written texts Begins to consider visual features appropriate to topic and for effect on audience eg colour, placement, perspective, distance and angle With support and modelling uses visual organisers to record information such as using a Venn diagram or recording data in provided tables Creates simple pie charts, column graphs and bar graphs to display and compare data with a short relevant comment	Includes visuals such as a pie graph, a labelled drawing or diagram to support the meanings they make in their written texts Considers and makes more appropriate choices regarding font size and style for headings and the selection, framing, placement and size of images included in written and multimodal texts eg in a PowerPoint presentation or poster May include hyperlinks in a digital text	Incorporates visuals such as tables, diagrams, maps and graphs into their texts and refers to them to complement written description/ explanation Selects more appropriately a range of visuals and visual effects, such as: • constructs a timeline to sequence key events • selects appropriate pictures to accompany written texts eg photographs, illustrations • prepares simple digital presentations and notes to accompany oral presentations, choosing appropriate colour, font and animations
Written texts By the end of Reception students: • compose short learning area texts, with support, to record and report ideas and events, incorporating early writing knowledge By the end of Year 2 students: • compose and edit a small range of learning area texts, incorporating known topic information and familiar language structures	With a high degree of reliance on visual support and modelled texts, constructs very short (3-5 short sentences) elementary examples of a very limited range of basic genres, in which they present ideas in simple logical order Mostly uses accurate letter formation Consistently uses spaces between words and return sweep when writing	With support, constructs familiar learning area genres with some confidence. Their texts increase in length (4-6 longer sentences: half to full page, depending on size of script) as they begin to include a little more detail and elaboration Uses accurate letter formation and mostly uniform size	Constructs with some confidence examples of a limited range of genres as appropriate to Year 2 Learning Area tasks (see Text knowledge: Organisational structures). In these texts they use: • known topic information • familiar, mostly spoken-like language structures • accurate letter formation and uniform size	Independently composes elementary genres having a number of stages or a series of events as appropriate to Year 3 Learning Area tasks. (see Text knowledge: Organisational structures). In these texts they: • begin to organise text into paragraphs, that are mainly focused on one idea or a set of similar/related ideas. Paragraphs often reflect the stages of the text type eg a narrative may be broken into three paragraphs: one for each of the setting/ orientation; the events/ complication; and the resolution	Independently compose elementary genres having a number of stages or a series of events in simple logical order as appropriate to Year 4 Learning Area tasks (see Text knowledge: Organisational structures). In these texts they: • use paragraphs with some control on basis of change of topic • use known and some researched information and supporting details Composes more developed genres with the aid of questions or headings to frame the text	Independently compose a variety of longer (4-7 paragraphs, 200 – 300 words) logically ordered texts for different purposes and audiences as appropriate to Year 5 Learning Area tasks (see Text knowledge: Organisational structures). In these texts they: • demonstrate an increasing control of paragraphs • incorporate as supporting details information (including researched information), ideas and images from at least 2 sources

Text knowledge	Level 4 (End of Reception)	Level 5 (End Year 1)	Level 6 (End Year 2)	Level 7 (Year 3)	Level 8 (Year 4)	Level 9 (Year 5)
Organisational structures of learning area texts By the end of Reception students: • use knowledge of some basic differences between imaginative and informative texts to select and use texts and compose simple learning area texts with teacher support By the end of Year 2 students use: • knowledge of the structure and features of learning area texts to comprehend and compose a growing range of texts with teacher support From: The Australian Curriculum: *Literacy continuum across stages of schooling*	**Procedure:** relying on modelled texts and writing framework, constructs simple procedure of familiar activity; organises method in sequence **Recount/Narrative Retell:** with support of photos, pictures and/or own drawings: recounts personal events; writes simple statements of observation in Science; or retells well known stories. Includes a simple orientation and organises events according to time. **Description/Report:** sorts information under headings; draws pictures and writes several pieces of information about an object or a living thing; writes simple statements of comparison in Maths **Explanation:** sequences visuals of a familiar event in the natural world eg flower growing; draws pictures and gives a simple oral explanation	**Procedure:** using a template records goal, ingredients and/or utensils and steps using subheadings **Recount/Narrative Retell:** begins to add detail to orientation and occasionally adds a brief reorientation or evaluation/ resolution **Description/Report**: writes several sentences of logically ordered information; matches information to subheadings, a series of photos or questions provided as writing frameworks **Explanation/Science Investigations:** orally names key events in sequence; completes investigation template with single words, ticks or circling; records results in a sentence.	**Procedure:** independently composes simple texts with goal, ingredients/utensils and steps, using sub-headings **Recount:** adds a brief evaluation in personal recounts; writes simple procedural recounts of steps in a process in sequence and simple observational recounts over a series of days/weeks; begins to construct elementary historical recounts, drawing pictures, and annotating simple timelines or web diagrams **Narrative:** begins to write own brief texts with simple setting, storyline and attempted ending and simple brief narratives built around historical events **Description:** writes simple descriptions of historical people and places; tentatively uses a simple introductory sentence: **Report:** begins to use subheadings to construct short text covering a few aspects or characteristics **Explanation:** constructs brief sequential explanations with logically ordered events, to support visual representation of each stage (eg flowchart)	**Procedure:** Writes/delivers simple sets of instructions eg How to get from A to B, using steps and sub-headings **Procedural Recount/Simple Investigation:** Answers questions, completes sentences and supplies/records data in tables provided **Recount:** independently composes personal recounts with an orientation, some details of events in logical order and some comment or elaborated evaluation of events; able to sequence historical events in a simple timeline **Narrative:** independently composes short narratives with a clear, though simple, orientation and complication (problem to be solved), leading to a series of events to come to an ending, not necessarily a resolution **Description/Report:** with guidance, uses an introductory sentence and groups like information into sub-topics to construct reports with some detailed description. Uses paragraph and sub-headings in written text **Explanation:** begins to speak/write sentences to sequence events based on strongly modelled text supported by visual text	**Procedural Recount/Simple Investigation:** draws heavily on modelled texts, scaffolding questions or writing frameworks to compose simple investigations, with an aim, prediction, equipment, method and results **Recount:** independently composes personal recounts with more detailed elaboration of events and, with support of scaffolding questions, composes simple biographical recounts with detailed description of events **Narrative:** independently composes short narratives with a distinguishable story line and some events closely related to the resolution of a problem, beginning to include evaluation of events, including historical narratives told from a particular perspective **Description:** includes a separated introduction and uses sub-topics/paragraphs effectively for change of aspect or feature **Report:** with some accuracy, draws on more than one source of information to construct reports with increasingly detailed description and information **Explanation**: with more independence composes simple sequential explanations, eg a life cycle based on diagram; begins to	**Procedural Recount/Simple Investigation:** based on model texts and/or using guiding questions, recounts and reflects on processes used in mathematical or scientific investigations: begins with predictions or aims; recounts processes used; records findings and offers a simple explanation/ interpretation of the results **Biographical and Historical Recount:** incorporates source material, sequencing events in chronological order with detailed description and using photographs, chart, graph and/or timeline **Narrative**: begins to include more than one complication and some evaluation/reflection on events; begins to develop a sense of setting and characterisation **Description and Descriptive/Comparative report:** draws on more than one source of information for appropriately detailed information, organising it into paragraphs with appropriate nominalised sub-headings eg Habitat **Explanation and Historical Account (Historical Narrative)**: constructs sequential explanations and simple causal explanations with diagrams and/or flow charts; has more complex introduction

Exposition (Argument): relying heavily on modelled texts, writes a statement of position, one or two reasons in support and restates position **Response:** demonstrates understanding of short, illustrated text or performance, orally and/or with drawing and accompanying sentence/s: identifies favourite character and/or part of the story and states why.	**Exposition (Argument):** based on modelled texts constructs a simple statement of position, with one or two brief reasons and restates position **Response:** responds personally to a performance or an illustrated story that has been read aloud: draws a picture and writes a sentence or two about how they felt about a character or key event in the story/performance	**Exposition (Argument):** constructs brief introduction and series of points/reasons (3-5) with little or no elaboration to support them **Response:** answers scaffolding questions to state main idea or message of book/performance, or recall a range of literal facts; comments on a small range of inferences eg what the character thinks/feels at key points of the story/performance	**Exposition (Argument):** begins with simple statement of position in brief introduction and provides a series of logically ordered reasons. Begins to use paragraphs (may be one for introduction, one for arguments and one for conclusion. Or arguments may be separated into 1 or 2 sentence paragraphs) **Response and Review:** draws heavily on modelled texts and scaffolding questions or writing frameworks to provide simple personal responses to book read as a class; independently writes/dramatises simple creative responses eg a letter from a character	use opening statement; draws heavily on modelled texts and scaffolding to compose simple causal explanations **Exposition (Argument):** organises texts in simple logically order; begins to provide a simple introduction and to give simple introductions/topic sentence for each argument. Paragraphs on basis of change of argument or focus **Response and Review:** draws heavily on modelled texts and scaffolding questions or writing frameworks to compose more extended and more technical responses and simple reviews of books read as class text	**Exposition (Argument):** constructs appropriately an introduction, simply elaborated arguments with topic sentences and basic conclusion. Paragraphed well in written texts **Response and Review:** writes/presents more extended responses to texts using appropriate literary metalanguage (character, narrator, viewpoint, simile, metaphor) and begins to write/present simple reviews of books read as class text

Text knowledge	Level 4 (End of Reception)	Level 5 (End Year 1)	Level 6 (End Year 2)	Level 7 (Year 3)	Level 8 (Year 4)	Level 9 (Year 5)
Text cohesion • **Foregrounding** o text and paragraph openers, including headings, sub-headings o text connectives o sentence openers By the end of Reception students: • use beginning knowledge of how language is used to comprehend and compose written texts with support By the end of Year 2 students: • use knowledge of how texts are made cohesive through word repetitions and associations, synonyms and antonyms to comprehend and compose texts From: The Australian Curriculum: *Literacy continuum across stages of schooling* Note: While it is important to teach about synonyms, antonyms, word repetitions and associations as language choices that help make a text cohesive, they are not included in these levels as they are reflected in, and therefore taken into account, in a student's range and control of words, word groups and vocabulary.	Based on modelled texts uses formulaic resources to begin a text: • begins a recount with circumstance of time: *On the weekend; On Saturday*	Relies on formulaic openers to begin a text: • in a small range of spoken exchanges, relies on memorising some of the initiating phrases: *Hello; Can I please have…* • begins retell of narrative with a circumstance of time: *One day; Once upon a time*	Uses a limited number of features to structure and organise a text: • uses a small range of formulaic initiating and closing phrases in short spoken texts *Good morning; Today, I'm going to talk about …; Any questions or comments?* • with support uses simple sub-headings in information report: *Size; Food; Habitat;* and in procedure: *You need; What to do* • uses a narrow range of text connectives to signal stages in text or to show logical connections between paragraphs and sentences: *Then; Now; Also; So*	Begins to use a limited range of features that structure and organise a text: • with modelling, or relying on a writing framework, uses sub-headings in a report • begins to organise text into paragraphs relying on models and writing scaffolds/frameworks • begins to use/choose circumstances of time at the beginning of recounts, narratives and observations/ responses: *Once upon a time; Long, long ago; Many years ago; This Term; In 1888* • begins to uses a small range of text connectives: o formulaically to organise arguments: *Firstly; Secondly; Thirdly* o to organise texts and show logical connections between paragraphs and sentences: *Then; So; But; And*	Uses a limited range of features that structure and organise a text: • with modelling, or using a writing framework, uses sub-headings in a report • with support, organises text in simple, logically ordered paragraphs that are mainly focused on one idea, sub-topic or event and begins to write topic sentences • numbers steps in a procedure • begins to use a new line to mark change of speaker in a dialogue • uses circumstances of time and/or place to begin paragraphs in recounts and explanations: *On the way there; The next few days; The day after that; In the end; After a few weeks* • uses simple text connectives to: o organise and sequence sections of text in time: *At first; After that; Today* o show logical connections between paragraphs and sentences: *But; Next time; In the end; Also*	Uses a small range of features that structure and organise texts: • uses sub-headings in a report • writes in longer (more elaborated), logically ordered paragraphs that are mainly focused on one idea, sub-topic or event and have a simple topic sentence • uses circumstances of time and/or place to begin paragraphs in historical recounts and narratives: *In 1851; During December 1854; A few minutes later; At home* • uses text connectives to: o organise text: *Firstly; In addition; Finally; In conclusion* o show some logical connections between paragraphs and sentences: *Also; First; At first; Now; Instead*

Uses repetitive beginnings of sentences in own writing, frequently personal pronouns	Uses a narrow range of formulaic/patterned sentence openers. Foregrounds:
	
	• action (doing) verbs in procedures and protocols: **Do not walk in the bushes; Do not block** the stream with rubbish
	• 1 or 2 basic very short phrases of time and place in recounts: *On Chinese New Year; After lunch*
	• name of person/thing that is the topic of a description/report
		Uses a narrow range of sentence openers. Foregrounds
		
		• action (doing) verbs in procedures
		• 2-3 circumstances of time at key stages of recounts, narratives and explanations: *Today; This morning; Two weeks ago; One very stormy night, After two months, After a while*
		• name or pronoun to refer to person/thing that is the topic of a description/report
			Uses simple, formulaic/patterned sentence openers:
			• tends to foreground personal pronouns in procedural recounts/investigations: **We** *put the leaf in the sun,* rather than, 'The leaf was put in the sun'
			• begins to foreground subordinate clauses (1 or 2 examples of either 'when' or 'if'):
			  o 'When' in narratives and explanations: **When I woke up,** *I was not in my bed anymore;* **When a volcano erupts,** *it starts to spurt out with bits of lava*
			  o 'If' in explanations and arguments: **If a volcano erupts** *it drips down the rock;* **If you spend your money sometimes,** *that's OK*
			
			May occasionally use passive voice as modelled in a learning area topic: *The mail was delivered in different ways; Government House was built*
				Uses simple, repetitive patterned sentence openers most of the time with limited use of alternative elements: Foregrounds
				• action processes in procedures: **Start** *at group 1;* **Turn** *left 5 times.*
				• circumstances of time and/or place occasionally within paragraphs in recounts, descriptions & explanations: *On Sunday; The second day; The next day; On the beach; Back home*
				• a small range of subordinate clauses (3 or more instances and 2 types: 'when' and 'if'):
				  o 'When' in narratives and explanations: **When we got there,** *we …;* **When he arrived in NSW,** *there …*
				  o 'If' in explanations and arguments: **If the surface is smooth,** *the car …;* **If you buy expensive things** *you …*
				
				Begins to use passive in highly scaffolded contexts to maintain topic focus, omitting the 'doer' since it is unknown or unnecessary: *James Richardson was punished in 1790. He was given 50 lashes*
					Uses less simple and more varied sentence openers:
					• circumstances in a range of genres:
					  o time and place to begin some sentences within paragraphs in historical recounts, biographies and reports: *On December 3rd 1854; By 1868; In his lifetime; On Mars*
					  o manner in procedures: *With your left hand;*
					Begins to choose starting points of the sentence to give prominence to the message of the text, using:
					• foregrounded subordinate (dependent) clause with a small range of conjunctions
					  o in recounts and narratives to denote time*:* **After we collected the data,** *we learnt new things about chance;* **Before the first wharf was built,** *ships were tied to the Leichhardt Tree*
					  o in arguments and explanations with *if, when* and *to (meaning in order to)*: **If you were your child,** *wouldn't you want … ;* **To get the light,** *we tried at least five different ways*
					• passive voice to maintain topic focus: *30 miners* **were killed;** *John Greenwood Barnes* **was speared** *by an Aborigine*

Text knowledge	Level 4 (End of Reception)	Level 5 (End Year 1)	Level 6 (End Year 2)	Level 7 (Year 3)	Level 8 (Year 4)	Level 9 (Year 5)
Text cohesion (cont) • **Reference** (pronouns and substitution) By the end of Reception students: • use beginning knowledge of how language is used to comprehend and compose written texts with support By the end of Year 2 students: • use knowledge of how texts are made cohesive through word repetitions and associations, synonyms and antonyms to comprehend and compose texts From: The Australian Curriculum: *Literacy continuum across stages of schooling*	Uses a small range of reference items accurately some of the time • possessive pronouns: *my; their; your; his; her; our* • third person pronouns: *it; they; he; she; him; her* • demonstrative pronouns: *this* (pointing to object)	Uses a limited range of language resources to help make a text cohesive: • uses a greater range of pronouns: *I; me; my; we; they; them; you; he; his; him; it* accurately most of the time to refer to people and objects: *People give us red envelopes. **They** have coins in **them***	Uses a narrow range of language resources that help make a text cohesive: • mostly accurate use of pronouns to refer to people and objects • begins to use substitution: *It did go slow. Well my **one** did.*	Uses simple language resources to make a text cohesive: • mostly accurate use of small range of reference items with immediate reference to the previous sentence: *The first car arrives in Townsville. **It** is owned by Mr Page; With eruptions all over the world people would die. **They** would die by being burnt* • uses substitution occasionally: *I tried opening the door and I **did**. She told me to keep her. So I **did**.*	Uses a range of simple language resources to make a text cohesive: • mostly accurate use of range of reference items to refer to people and places: *I went to Kalbari with two families, including **my** own. **We** went **there** by car* • mostly accurate use to refer back to things in more written texts. *His ration was 3kg beef, 3kg flour, 1.3 kg maize meal and 0.9 kg of sugar per week. **This** was …* • uses a wider range of substitution: *Weigh all three rocks. Put **one** in vinegar, **another** in cola and the last **one** in the freezer*	Uses a wider range of language resources to make a text cohesive: • uses reference items appropriately in longer, increasingly complex factual genres such as explanations: *The woodchips are mixed with water to make a pulp. **This** pulp is … ; In the middle of 1852 gold mining licences were introduced. **These** licences …* • uses substitution appropriately to avoid repetition: *The smaller **one** is half the size of the big **one***

Grammar Knowledge	Level 4 (End of Reception)	Level 5 (End Year 1)	Level 6 (End Year 2)	Level 7 (Year 3)	Level 8 (Year 4)	Level 9 (Year 5)
Sentence structures • **Simple** • **Compound** coordinating (linking) conjunctions • **Complex** subordinating (binding) conjunctions By the end of Reception students: • use simple sentences to record ideas and events with emerging knowledge of word order By the end of Year 2 students: • use simple and compound sentences to record observations, and make connections between ideas From: The Australian Curriculum: *Literacy continuum across stages of schooling*	Composes mostly complete simple sentences that may include a circumstance: *On Saturday I went shopping. After I played with my brother. We played chasey. On Wednesday we go to library; He got him out of the dam* Begins to compose compound sentences with varying accuracy, linking ideas with the simplest coordinating (linking) conjunctions: **and, and then**: • in longer strings in spoken texts: *I can do a flip into the pool and I play stuff with my sister and my sister has a mermaid and I throw it in the water and then I get it* • joining two clauses in written texts: *After, I brushed my teeth and I went to bed; It got two leaves and then it got a flower* Uses **because** to compose an incomplete sentence (a dependent clause only) in response to a question: *What makes you think that? because most times it happens; Why did it move that way? because its round*	Composes mostly accurate simple sentences, with a short noun group as participant: *It has **a round body**; He has **a red cape**;* and/or a circumstance at the end of the sentence: *I am at the beach; Kids used to sit in rows of tables* Composes compound sentences formed by a small range of coordinating (linking) conjunctions with varying accuracy: **and, and then, but, so**: *I didn't like it **and** it made me sad. They saw Queenie in the lake **and then** they took her home. Kaitlin's mum and dad didn't think it was right **so** they took it to the farm; I thought the sound would be the loudest **but** it was the softest.*	Composes simple sentences with short noun groups and one or two circumstances: *Keep going south, to the trees; On Wednesday 27th of June our class, room 3 went to Kings Park* Composes compound sentences formed by a range of coordinating (linking) conjunctions: **and, and then, but, or, so**: *Go round the seat **and** go south; A square is like a diamond **but** it ...; I wanted to go in **so** I tried to open the door; Some have more air **or** they ...; We put potting mix in **and then**...*	Begins to construct more developed simple sentences by adding circumstances and/or expanding noun groups: ***Many years ago** mail was delivered **in many different ways**; Now you can see **a little yellow bean on the side of the stem*** Constructs compound sentences to express and combine ideas through a range of coordinating (linking) conjunctions: **and; and then; but; or; so**: *One day an excavator came **and** it destroyed their home; We get our mail delivered by motor bike **but** sometimes we have to get messages by phone or email as well; We need food and water to survive **so** you shouldn't spend money on toys all the time*	Constructs more developed simple sentences by adding circumstances and/or expanding noun groups: ***The yabby's small arm** is growing **to its natural size**. **Each day** he got **one hour of rest in the yards*** Constructs compound sentences, often combining several ideas, perhaps using two coordinating (linking) conjunctions in one sentence: **and; and then; but; or; so**: *Just imagine going back **and** doing something you love such as going to a theme park, having a party **or** even just doing something fun at school; Also I liked the pelican, Mr Percival, **but** he died at the end, **and** I cried*	Constructs simple sentences with more elaboration using circumstances and/or expanding noun groups: *Lily **quickly** snuck **out the back door**; Jake was **a medium-sized boy with brown hair and green eyes*** Constructs effective compound sentences to make appropriate connections between ideas through a range of coordinating (linking) conjunctions: **and; and then; but; or; so**: *The sun was setting quickly **and** soon it would be dark; The Chinese claimed the best digging spots **but** the Victorian government wanted to force them out*

• **Complex sentences (contd)**		Begins to compose complex sentences using one of the most common subordinating (binding) conjunctions: *because*: *I chose the very hungry caterpillar* **because** *I like curly caterpillars* May begin to use the simplest non-finite clauses, using 'to + verb' (meaning 'in order to + verb')*: I used a number line* **to help** *me count; I went to the shops* **to buy** *some lollies.*	Composes complex sentences with varying accuracy using: • 2 or 3 different common subordinating (binding) conjunctions: **because, when, after, if, so (meaning so that):** *When we got to school, …; A tissue box is a rectangle* **because** *…; People go to school* **so** *they can learn;* **If** *we do not have fresh water, …* • simple non-finite clauses ('to + verb' meaning 'in order to + verb')*: she followed the thief* **to get** *the bag; the fairy cast a spell* **to make** *him happy*	Constructs basic complex sentences: • using a small range of common subordinating (binding) conjunctions: **because; if; when, after**: *The Governor does all the jobs for the Kings and Queens of England* **because** *they don't live here;* **If** *you touch an object that's hot, heat will go into you;* **When** *a volcano erupts, it starts to spurt out with bits of lava* • using a limited range of basic, 'spoken-like' non-finite clauses with varying accuracy: *It is not good* **to spend your money all the time;** *It has big ears* **to hear;** *The column chart and bar chart are best* **for comparing data;** *They would die* **by being burnt;** *You can trap heat* **by wearing clothes**	Constructs complex sentences: • using a greater range of subordinating (binding) conjunctions: **because; after; if; when; until; as; while**: *Walk ahead 80 steps* **until** *you are beside the tuck-shop;* **While** *we were reading Storm Boy, we also were doing some school work;* **After** *serving his seven years as a convict, he joined the New South Wales Corps in 1792* • using a range of basic, 'spoken-like' non-finite clauses: *I see the yabbies* **playing dead or resting;** *Just imagine* **going back and doing something you love such as having a party;** *I went with two families,* **including my own** • beginning to use relative pronouns but with varying accuracy: *We waved goodbye to our friends* **that we had made**	Constructs complex sentences to develop and expand ideas using: • a wide range of common subordinating (binding) conjunctions to express relationships of time and cause and effect: **because; when; after unless; if; so that; as; until**: *'Got ya,' growled the dog catcher* **as** *he shoved the puppy into the cage;* **When** *Lily walked in the door, her dad was sitting at the table with his head in his hands; The light reflected on each book* **until** *it got to my eye* • begins to use more developed non-finite clauses: *He is famous* **for establishing the Cremorne Gardens;** *Other settlers came* **to start cattle properties and to open shops; To get the light,** *we tried at least five different ways; There are over 1200 varieties of watermelon,* **ranging from less than a pound, to up to 200 pounds and over***!* • a small range of relative pronouns with varying accuracy: *Then multiply five and six,* **which equals thirty;** *A net-type beak has a pit in it,* **which can carry things**

Grammar Knowledge	Level 4 (End of Reception)	Level 5 (End Year 1)	Level 6 (End Year 2)	Level 7 (Year 3)	Level 8 (Year 4)	Level 9 (Year 5)

Punctuation
 	
• **Sentence level:** capitals to begin and full stops, question marks or exclamation marks to end
• **Basic punctuation:**
  o capitals for proper nouns
  o commas in lists
 	
Note: The Australian Curriculum: *Literacy continuum across stages of schooling* does not include reference to punctuation. The information included here corresponds to The Australian Curriculum: *English*
	Uses lower case appropriately most of the time
	
	Begins to use capitals to begin sentences and full stops to end (1 or 2 sentences with punctuation at beginning and end)
		Uses capitals to begin sentences and full stops to end with varying accuracy (50% - 79% correctly punctuated)
		
		Begins to use capitals for proper names with varying accuracy: *Captain hairy Legs (sic = Hairy)*
			Mostly uses full stops accurately and begins to use question and exclamation marks with some accuracy (at least 80% correctly punctuated)
			
			Mostly uses lower and upper case accurately
			• mostly uses capital letters to begin sentences
			• mostly uses capital letters accurately for proper nouns: *Captain Black Patch was in a boat called the Pinky Winky*
			
			Begins to use commas in lists
				Consistently uses sentence level punctuation: capital letters to begin and full stops, question marks or exclamation marks to end: *Our germination investigation is complete; If I find you I will eat you!; Do you have a friend called Sam?*
				
				Uses capital letters for proper nouns with some consistency and accuracy: *Wednesday*; *Anna; Mr Lee; Queen Elizabeth; Fox St; Townsville; Australia; Government House; The Great Northern Railway*
				
				Uses commas to separate nouns in lists with some consistency and accuracy: *ice water, wind and earthquakes*
				
				Begins to use commas after text connectives: *Firstly, different countries can cook; Secondly, lots of people go hunting*
				
				Begins to use apostrophes in contractions: *I've; wouldn't; don't; that's*
					Uses commas accurately most of the time:
					• in lists*: A male convict was supposed to receive 2 jackets, 1 waistcoat, 1 pair of breeches, 2 shirts, 1 hat, a woollen cap, 2 pairs shoes and stockings*
					• between describers (adjectives): *It was thick, mouldy and even had dead flies in it*
					
					Uses commas after text connectives with some consistency and accuracy: *At first, King Ferdinand …*
					
					Uses apostrophes:
					• in contractions with varying accuracy: *don't didn't, won't, wouldn't*
					• and begins to use for possession: *some children's steps;* occasionally over generalizes and misapplies the rule: *one yabby has shed it's (sic) skin; We waved goodbye to our friend's (sic)*
					
					Begins to use quotation marks to indicate:
					• direct speech: *She said, "I'd like to go home"*
					• a quote: *He was punished for not flogging 5 convicts "as he ought to have done"*
					• a title or name*: We named the hill "Grace Mt"*
						Accurately uses commas:
						• in lists*: six Aboriginal language groups - Juipera, Wiri, Biria, Jangga, Barna and Barada*
						• between describers (adjectives): *the rich, poor or noble person*
						
						Uses commas after text connectives accurately most of the time: *First, you multiply …; Firstly, people could need money; Secondly, people might …; Finally, people might need …; In conclusion, I believe*
						
						Begins to use commas appropriately after: foregrounded phrases of time and place: *A few minutes later, … ; At that time, … ; During his lifetime, …*
						
						Consistently uses apostrophes appropriately for:
						• contractions: *wasn't; couldn't; doesn't; we're*
						• possession for common and proper nouns: *Jake was at his friend's house; It also makes Mercury's sunny side very hot.*
						
						Uses quotation marks and commas with (direct) speech and thought with a good degree of accuracy: *"Got ya you little rascal," growled the dog catcher*

Grammar Knowledge	Level 4 (End of Reception)	Level 5 (End Year 1)	Level 6 (End Year 2)	Level 7 (Year 3)	Level 8 (Year 4)	Level 9 (Year 5)
Words and word groups • **Verbs and verb groups/phrases** ○ representing different processes (doing, sensing, saying, relating) ○ tense ○ subject/verb agreement By the end of Reception students: • recognise that texts are made up of words and groups of words that make meaning By the end of Year 2 students: • recognise and use nouns that represent people, places, things and ideas in the learning area and expand nouns to achieve greater precision From: The Australian Curriculum: Literacy continuum across stages of schooling	Uses a narrow range of verbs to express processes of: • doing: *it draws; Santa gives presents; build a snowman; drink hot chocolate; watching TV; they jumped; it rolls* • sensing: *I think kittens are the best pet; I like it* • relating: *I am a baby; they are round; my plant was a seed; it has legs;; it is flat* Demonstrates some control of simple tenses: • present: *has; like; gives* • past: *was; walked; said; played: brushed; had* • future: I*'ll get;* the shoe *is going to be* cold Overgeneralises rule of adding 'ed' for past tense with common irregular verbs: *growed* for grew; *heared* for heard Inconsistent tense in a compound sentence: *I drink hot chocolate in bed and watching TV* Begins to use, with limited control, a small range of complex verb groups using: • negatives: *I don't know;* • modals: *we can swim*	Uses a small range of verbs to express processes of: • doing: *he steals kids; water froze; I ride my bike; the dove flew down; pecked his foot* • sensing: *I think the elephant is cool; I didn't like it* • saying: *I said I was sitting near the teacher* • relating: *I am ; my boxes are different; it was the softest; I have 4 candles; it made me sad* Demonstrates control of simple tenses for most common regular and some irregular verbs: • present: *eat; bring* • past: *landed; pecked; watched; came; used to sit (by themselves)* • future: I*'ll invite;* I*'ll give;* I*'ll make;* it *will die* Inconsistent control of some less common irregular verbs: *throwed* for threw; *He hold (sic = held) it in a special way.* Demonstrates some control of complex verb group using: • multi-word verb groups: *his friends tried to help* • negatives: *I didn't like it; it doesn't have a name; do not walk on the grass; I can't see any* • modals: *it can walk; I can ride; I can't see any*	Uses wider range of verbs to express processes of: • doing: *cast a spell; melt chocolate; chicks crawl; arrived; might escape* • sensing: *the boy thinks …; no-one liked him; he loved it; I chose it* • saying: *he is telling her* • relating: *a wombat looks like a small bear; a boat called the Pinky Winky* Demonstrates control of simple tenses for a small range of verbs: • including past tense form of most common irregular verbs: *did; saw; took; ate* • may still lack control of less common irregulars: *brang* for brought Begins to gain control of complex verb groups using: • elaborated tenses: *they were running; we are using it; he is digging;* with some inconsistency: *have grow; the world is having more people* • multi-word verb groups: *he loved to dance; we need to change; keep going; is trying to tell me; it starts off* • negatives: *if we do not have fresh water, we will not survive* • modals: *the plant can get water; it did float*	Uses an increasing range of verbs to express processes. • doing: *the sun was rising; they built Government House; machines destroyed their homes; look after our environment* • saying: *The message says look after our environment.* • sensing: *I can easily see that the blue was the most popular; I think that …; They thought …; We now know* • relating: *The column chart and bar graph are best for comparing data; It is stripy; They wouldn't have anywhere to live; It has big ears* Demonstrates control of choice and formation of tense for a range of verbs: • shows control of simple present, simple past and simple future tense and correctly forms past tense of the most common irregular verbs: *woke; said; told; made* • shows better control of more complex verbs groups with: ○ elaborated tenses: *I've seen trees the sun was rising; the days are getting;* ○ multi-word verb groups: *it starts to*	Uses some more technical and/or precise verbs to express processes. • doing: *One yabby shed its skin; He travelled by ship and arrived on 26 January 1788; we soon settled in; the convicts received ....* • saying: *I will tell you all about it; She told me to keep her* • sensing: *They decided to go; I will observe the temperature; He wanted to spread Christianity; I hope you choose it* • relating: *It is called the 90 mile Beach; the gardens became popular; it had grown into a successful town* Chooses and forms complex verb groups appropriately most of the time, using: • elaborated tenses: *We went on holiday because we were getting bored back home; It was different because we had settled in at Kalbari.* ○ occasional error: *The day after we had a rather quiet day as it was (sic = had been) a big day yesterday.* • multi-word verb groups: *A male convict was supposed to receive … ; The next few days the*	Uses a range of processes to provide more precise meaning such as: • doing: *The cans toppled; Lily stormed off; It was wobbling from side-to side; the door swung open* • saying: *"Got ya," growled the dog catcher; "I'll be there in a few minutes," Jake replied; "You can't!" screamed Dad* • sensing: *He hadn't noticed.; Lily hoped her dad would be upstairs; I disagree* • relating: *They could remain patient; Each angle looks the same* Chooses and forms complex verb groups appropriately most of the time, to express complex meanings such as relationships of time using: • simple and elaborated tenses: *When Lily walked through the door, dad was sitting at the table with his head in his hands. The good thing was he hadn't noticed.* • multi-word verb groups including negatives, modals and elements of time: *she wasn't going to give up; he was about to start playing; it*

• **Verbs and verb groups/phrases (contd)**				*spurt*; including phrasal verbs: ***look after*** *our environment; I* ***woke up*** ○ modals and negatives*: they* ***would die***; *they* ***wouldn't have*** *anywhere to live; you* ***shouldn't spend*** *money; I* ***was not*** *in my bed* ○ though some errors likely: *I* ***never seen*** *a place like this in my life*	*two families* ***decided to go***; *He* ***wanted to spread*** *Christianity*	***would not need to eat or drink;*** *kids* ***don't' want to get teased or bullied;*** *you* ***don't like being begged*** • may occasionally lose control with complex relationships of time: *One of the things that is (sic = was) quite interesting in my life until then was that one day …*
• **Subject verb agreement**	Demonstrates generally consistent control of subject verb agreement with simple, everyday, subjects and for a small range of verbs. *I am; they are; it was; I have; it draws*			Demonstrates some control of subject-verb agreement although often makes errors with more complex agreements		Demonstrates developing control of subject–verb agreement when agreements are more complex

Grammar Knowledge	Level 4 (End of Reception)	Level 5 (End Year 1)	Level 6 (End Year 2)	Level 7 (Year 3)	Level 8 (Year 4)	Level 9 (Year 5)

Words and word groups (cont)
 	
• **Adverbs, adverb groups/phrases and prepositional phrases** to express the circumstances surrounding happenings and states
  ○ place
  ○ time
  ○ accompaniment
  ○ manner (quality and means)
 	
By the end of Reception students:
• recognise that texts are made up of words and groups of words that make meaning
 	
By the end of Year 2 students:
• recognise and use nouns that represent people, places, things and ideas in the learning area and expand nouns to achieve greater precision
 	
From: The Australian Curriculum: *Literacy continuum across stages of schooling*
	Uses a limited range of basic phrases to express the circumstances of events with greater accuracy:
	• place: *under the table; in bed; to school; at the beach; out of the dam*
	• *time: on the weekend; after the game*
	• accompaniment: *with my dog*
		Uses a narrow range of adverbs and phrases to express circumstances of events with greater frequency and accurately most of the time:
		• place: *at the front; on the ground; inside it; through the playground; over the bridge; in their pouches; under a rock*
		• time: *on Chinese New Year; last Sunday; at night time; for 6 weeks*
		• accompaniment: *with my sister*
		• manner:
		  ○ quality: *my car goes fast; we sit in table groups*
		  ○ means: *with his bat; with its legs*
			Uses a small range of adverbs and phrases to express circumstances of events, sometimes including two circumstances in a sentence:
			• place: *into the bowl; from the ground; on the right hand side off the island*
			• time: *on Tuesday 27th April; today; two weeks ago; one very stormy night; in the start*
			• accompaniment: *with my friend*
			• manner:
			  ○ quality: *suddenly; slowly; into small pieces; like a platypus*
			  ○ means: *by bus*
				Includes a small range of circumstances to provide details surrounding events.
				• place: *in the hills; out the window; in Government House; in a swamp; all over the world; in your lungs; out of the cages*
				• time: *today; after a while; every two years*
				• accompaniment: *with his Mum and Dad*
				• manner:
				  ○ quality: *easily; in many different ways*
				  ○ means: *by push bike*
				• cause: *for the Governor and his family*
					Includes a wider range of circumstances to provide details surrounding events selecting more delicate vocabulary such as:
					• place: *beside the library; on the way there*
					• time: *on 13 May 1787; for the same amount of time*
					• accompaniment: *with two families; alone*
					• manner:
					  ○ quality: *slowly, in a diagonal direction*
					  ○ means: *with the thermometer*
					• cause: *for the government*
						Includes circumstances to provide details surrounding events, using more varied vocabulary.
						• place: *into the distance; to the right; on his property*
						• time: *in his lifetime; by 1868; immediately; after a period of time*
						• manner:
						  ○ quality: *quickly; suddenly; casually; peacefully; with his head in his hands*
						  ○ means: *by ship, with your thumb and pointer finger*
						  ○ comparison: *like them; like a tower*
						• cause: *in return, because of this*

Grammar Knowledge	Level 4 (End of Reception)	Level 5 (End Year 1)	Level 6 (End Year 2)	Level 7 (Year 3)	Level 8 (Year 4)	Level 9 (Year 5)

Words and word groups (cont)
 	
• **Nouns and noun groups/ phrases**
  ○ plurals
  ○ articles: indefinite (a/an) and definite (the)
 	
By the end of Reception students:
• recognise that texts are made up of words and groups of words that make meaning
 	
By the end of Year 2 students:
• recognise and use nouns that represent people, places, things and ideas in the learning area and expand nouns to achieve greater precision
 	
From: The Australian Curriculum: *Literacy continuum across stages of schooling*
	Composes a small range of simple noun groups of 2 or 3 words, adding 1 or 2 elements to the noun:
	• pointers: *a flower; **the** donkey; **my** plant; **our** new toys; **its** body; **their** world*
	• numbers: ***two** leaves; **3** sides; **4** corners; **one** head*
	• describers (primarily colour, size and shape): *a **special** dinner; our new toys; an **orange** body; **thin** legs; my **favourite** character*
	• classifiers: *a **fairy** party; **hot** chocolate; **snowball** fights; the **lion** dance; **Aboriginal** stories; **bean** seeds; **birthday** card*
	
	Uses 's' form of the plural with more consistency and begins to use the irregular form for familiar words e.g. *brushes; children* but not less common: *mouses*
	
	Generally uses articles where required but may often choose incorrect article: *Dunbi has **a** orange body*
		Composes a wider range of short noun groups, choosing from a growing vocabulary to add one or two elements:
		• numbers: ***all** the birds; **three** bananas; **lots of** babies; **two** of our dolls*
		• describers (primarily colour, size and shape): ***red** envelopes; a **round** body; a **sharp** twig; lots of **green** leaves; **tall** buildings*
		• classifiers: *the **lion** dance; the **dragon** dance; **sticky** dates; the **lolly** jar; my **eye** colour; **street** lights; **palm** trees **bush** tomato*
		
		Demonstrates greater control of the plural for regular and irregular words: *teeth; people*
		
		Uses definite and indefinite articles appropriately with more consistency: *My Grandpa had **a** toy car; He played with it in **the** dirt*
			Composes short noun groups and begins to use more precise/technical vocabulary:
			• key nouns: *crew; pirate; thief; burrows; pellets*
			• pointers: *a new school; **our** fruit; **his** crew*
			• numbers/measures: ***50** ice-creams; **two more** eggs; **too much** water*
			• describers: ***cute furry** things; **short, strong** legs; one very **dark and stormy** night*
			• classifiers: *a **2D** shape; more **sea** water than fresh water; the **police** officer; **potting** mix; **Aboriginal** people*
			• begins to use short prepositional phrases as qualifiers: *the mad story **about a pirate**; everybody **on the boat***
			
			Mostly accurate use of articles: ***The** woman cried because **a** thief had her bag. **The** thief …; They live in **an** enclosure. In **the** enclosure …*
				Constructs noun groups consisting of a narrow range of vocabulary to provide some detail to descriptions:
				• key nouns (things): *pop star; volcano; lava; environment; container; awards and medals; swamp*
				• possessives as pointers: *the pig's baby*
				• numeratives: *the **first** car; **six out of seven** times; a **few** machines; **many** kings and queens*
				• describers: ***important** visitors; one **large** and six **medium** smartie packets; the **red hot mega** bite of lava; **massive** roots*
				• classifiers: *a **push** bike; the first **motor** buses; **Government** House; the **natural** environment*
				• some qualifiers using short prepositional phrases: *many kings and queens **from England**; important visitors **from other countries**; the ice **under the oak tree**; the ash **of the volcano***
					Creates more specific descriptions through the use of noun groups by selecting from a growing range of vocabulary for more delicate meanings:
					• key nouns (things): *lagoon; dune; convict; labourer; fabric; pathways*
					• numeratives: ***195** male convicts; **7 years'** transportation; **0.9 kg** sugar; **six and a half** hours*
					• describers: ***gorgeous** lakes; **cool** lagoons; **wild** winds; a rather **quiet** day; the **rough** surface; **straight** edge*
					• classifiers: *a **corner** shop; a **theme** park; 195 **male** convicts; 1.3 kg **maize** meal; the **cotton** bag; the **plastic** bag; a **fresh water** crayfish*
					• qualifiers beginning to use a longer prepositional phrase: *the largest ship **in the fleet**; the temperature **of both shoes**; a point **of a star**; the memories **of all the soldiers**; drugs **like tobacco and alcohol and opium**; little shards **of rock***
						Expands noun groups in a variety of ways to provide fuller descriptions of people and things using a small range of vocabulary for more delicate meanings:
						• key nouns (things) showing more delicate meanings, both everyday/colloquial and more specialised: *dog; puppy; mutt; rascal; settlers; township; mill; payment*
						• numeratives: ***about 500** members; **one of a few** settlers in the region; **nearly all** the Chinese diggers*
						• describers: ***scrunched-up** balls of paper; **successful** sugar town*
						• classifiers: ***commercial** sugar mill; the **Victorian** government; **rectangular** prism; **square-based** pyramid*
						• qualifiers using a longer prepositional phrase: *a miner **in the Gold Rush**; the can **at the bottom of the pile**; the length **of each side of the bigger shape**; a closed shape **with straight edges***
						• qualifiers using relative clause: *a **silver** covering **that reflects the light**; the Aboriginal people **who lived there***

• **Nouns and noun groups/ phrases (contd)** • **Nominalisations**			Uses a limited range of common nominalisations: *We took* **turns** *to put potting* **mix** *in; same* **length** May use an occasional less common nominalisation modelled in a learning area topic: *The* **memorial** *was built …*	Uses a narrow range of common nominalisations: • *These are* **invitations** *to parties at Government House; You can trap* **heat***; it made a* **difference** and adopts some modelled learning area examples: • *a volcano erupts … With* **eruptions** *all over the world people would die*	Uses a small range of common nominalisations and adopts those modelled and used in learning area texts: *My results didn't match my* **prediction***; I made a* **connection** *to a book called …; We found out about* **pollution***; He wanted to spread* **Christianity***; He was sentenced to 7 years'* **transportation**	Begins to choose a small range of nominalisations with some grammatical accuracy to foreground abstractions rather than people and things: *there was* **violence** *beginning on the fields; my* **abilities** *… ; in* **anger** *the miners … ; my* **prediction***; the* **growth** *of Mackay* Begins to use nominalisations of cause/effect, rather than conjunctions; *The* **reason** *that I disagree …,* rather than *1 disagree because …'*

Grammar Knowledge	Level 4 (End of Reception)	Level 5 (End Year 1)	Level 6 (End Year 2)	Level 7 (Year 3)	Level 8 (Year 4)	Level 9 (Year 5)
Expressing opinion and point of view • **Evaluative language:** (expressing feelings and emotions; judgements of people; evaluation of things and varying the intensity)	Uses a very limited range of evaluative language to express: • feelings: *I **like** my car* • judgements of characters in books drawing on models/teacher-led discussions: *crow was being **rude*** • evaluations of things: *I think kittens are the **best** pet; my **favourite** celebration; it was **fun**; we have a **good** time; it is **nice** and round; my **special** place*	Uses a limited range of evaluative language to express: • feelings: *I **didn't like** it; I felt **sad*** • judgements of people (characters): *she met a **wicked** wolf* • evaluations of things: *I think the elephant is **cool**; it was a **beautiful** day; they bring us **good** luck; it was **hard** to cut; **ugly** buildings; **bigger** buildings; **loudest** sound; **softest** sound; **softer** sound* • varying intensity: ***so** soft; **very** big*	Uses a narrow range of evaluative language to express: • feelings: *I **feel happy**; he **loved** to dance; a woman **cried**; the chicks got **excited**; she would **laugh**; Alice is **afraid*** • judgements of people (characters): ***no-one liked** Captain Black Patch; he was **so angry**;* • evaluations of things: *it was **funny**; the chicks have been **very noisy**; wombats are **cute** furry things; it is **easier** to understand; it was **quite hard*** • varying intensity: *he **still** has it in his hand; it was **really** far; **just** behind; it was **quite** hard*	Uses a narrow range of evaluative language to express: • feelings and emotions: *Abbie is **upset**; everyone **hates** Peter; if we get **very very bored*** • judgements of people (characters): *people that **do a good job at work**; the school **bully*** • evaluation of things: ***important** functions; fruit and water are very very very **good** for you; don't spend it on **dangerous** toys; **junk** food; some toys are very **expensive*** • varying intensity, though not always appropriately: *it was **so** sunny; with eruptions **all over the world** …; Everyone **just** wastes **all** their money on toys; adults could **even** collect stuff; if we get **very very** bored; spend on food, water and **even** fruit; buy things to eat, but **only** good things to eat; some people in the world have **not even one** toy, **not even one**; I **still** like toys*	Begins to use a wider a range of evaluative language to express: • feelings and emotions with varying accuracy: *Ben was **concerned**; quite **heartbreaking**; constant **terrifying fear**; we were all **happy** to get out of the car for a while; all of us were **glad** to be home **safe and sound*** • judgements of people (characters): *they were very **naughty**; He was **brave**, Ben was **so loyal*** • evaluation of things: *the cola was **gross**; our **special** place; it was **amazing**; she made sure that no bits of the book were **boring** so it was **interesting*** • varying intensity:*, he **only** washed once a week; it **even** had dead flies in it; I didn't **even** get to say goodbye; **everybody** is sad; it won't solve **anything***	Uses a wider range of evaluative language appropriate to recounts, narratives, reviews and persuasive texts to express: • feelings and emotions: *in **anger**; this made the miners **frustrated**; He walked off **satisfied**; "Clean up your room now!" she **yelled**. "Fine", he **muttered**; He looked **surprised**; His mum was **amazed**; Lily **stormed off**; sitting **with his head in his hands**; "you **little rascal**", **growled** the dogcatcher as he **shoved** the puppy into the dark cage.* • judgements of people (characters): *he is **famous**; he was **very messy** and liked to mess things up on purpose; the **stupid** dog-catcher; she **wasn't going to give up*** • evaluation of things: ***Healthy, hydrating** and **heaps** of it! The **good old** watermelon is a **whopping** 92% water; the gardens became **popular for entertainment**; a **successful** sugar town* • varying intensity: *People from **all over the globe**; **Everyone** knew; with **no** questions asked; **all** miners; there was **nothing** they could do; **nearly every** Chinese*

• **Modality** • **Expressing opinion directly** By the end of Reception students: • use speaking, visual elements (including drawing) and beginning writing to express likes and dislikes By the end of Year 2 students: • identify and use language that expresses feelings and opinions, and compares and evaluates people and things From: The Australian Curriculum: *Literacy continuum across stages of schooling*			Chooses with some accuracy the most elementary expressions of modality: • obligation: *everything* **has to** *die* • certainty: *I* **might** *read a book when I get home.* • inclination: *I* **would like to** *name our chick …*	Chooses with some accuracy elementary expressions of modality: • obligation: *we should spend more on sports; people would have to move; we need food and water* • frequency: *we always need food to survive; they break, but only sometimes, not all the time* • certainty: *they thought the sun moved but we now know that the earth spins* • inclination: I *think we do not want to die*	Uses simple forms of language expressing modality with varying degrees of accuracy: • obligation: *this must be soft; one of the yabbies has to live under water* • frequency: *I never go to bed early* • certainty: *you may think; perhaps I could have two layers* • inclination: *would like to tell you; I didn't want to have 13 on my grid*	Uses a range of simple forms of modality with greater degree of accuracy in more formal contexts such as combining elements of certainty, frequency and/or obligation in arguments: *People might need the money to pay rent or taxes; You don't always need toys and games*
	Drawing on models, begins to express simple opinions based on personal likes/dislikes (and predictions/hypotheses) using 'I think': *I* **think** *kittens are the best pets; I* **think** *the robbers break out of jail*	Begins to express simple opinions based on personal likes/dislikes (and predictions/hypotheses) using 'I think': with some independence: *I* **think** *the elephant is cool!*	Expresses opinions using 'I think' to put forward simple arguments and suggestions with independence and control (and predictions/ hypotheses): **I think** *we need to change this.*	Begins to express more elaborated opinions directly, using 'I think' to put forward an argument: I think you should spend your money on toys and games for your kids	Expresses more elaborated opinions directly, to argue a view using thinking verbs and providing evidence and/or reason: I think the illustrator did the pictures in bright colours so that this book would attract people; I think you should recycle, reuse, reduce and compost because Earth isn't meant to be a dump	Begins to use a wider range of resources to express opinions directly (subjectively): • a growing range of thinking verb: I believe; I reckon; I disagree • alternatives to thinking verbs with limited success. In my opinion, I believe that too much money is spent on toys and games. My last and final opinion would be that …

Word knowledge	Level 4 (End of Reception)	Level 5 (End Year 1)	Level 6 (End Year 2)	Level 7 (Year 3)	Level 8 (Year 4)	Level 9 (Year 5)
Understanding/ using learning area vocabulary By the end of Reception students: ● use familiar vocabulary, contexts related to everyday experiences, personal interests and topics taught at school and used in other contexts By the end of Year 2 students: ● use mostly familiar vocabulary, with a steady introduction of new learning area vocabulary in learning area contexts From: The Australian Curriculum: *Literacy continuum across stages of schooling*	Uses a very narrow range of topic vocabulary in context: ● English: *full stop; capital; sentence; Aboriginal stories; title* ● Geography: *my special place; Australia* o indicating distance: *far* o indicating direction: *zig-zag; straight* ● History: *celebration; Christmas; Santa; Chinese New Year; lion dance a long time ago* ● Maths: *shape; sides; corners; round; smaller than; bigger than; longer than; the same as; low number, higher number* ● Science: *seed; plant; leaves; flower; plastic, marble; rubber, rolls, round, a curved shape; part of its body* *Begins to use some words that have different meanings in learning area contexts:* **sides**: *we picked sides for soccer; a square has four sides*	Begins to use a narrow range of 'school' vocabulary across the curriculum: *excursion* Uses a small range of topic and learning area vocabulary in context: ● English: *The Dreaming character; illustrator; pirate; Seven Seas; captain* ● History: *in the olden days; then; now; older than* ● Geography: *bushes; stream; building; hot season; dry season* ● Maths: *circle; fold in half; half past; o'clock; number line* ● Science: *change; froze; baby lady beetle; aphid; die; ant; nest; rock; sun light; reflect* Chooses appropriately words that have different meanings in learning area contexts: **table**: *Put it on the table; I wrote my results in the table* **skip**: *I can skip; I used a number line to help me count and skip numbers* **softest**: *My teddy is the softest; Rice and paper make the softest sound*	Uses a narrow range of more formal 'school' vocabulary across the curriculum: *equipment; measure; record the results in a table* Uses a growing range of learning area vocabulary in context: ● English: *tale; fairytale; written by; message; text; (factual) report;* ● Geography: *north; south; on the east side; city, suburb; town* ● History: *landmark; memorial; crops; travel; steamer; Aboriginal* ● Maths: *half; quarter; eighth; sides; edges; slide; turn* ● Science: *investigate, sink; float; material, filter paper; seedling; root; shoot; soil; hatched* Chooses appropriately words that have different meanings in learning area contexts: **message**: *I need to take a message to the front office; The message in the story is …;* **turn**: *It's my turn; The picture of these two shapes shows a turn.* **shoot**: *the Europeans used to shoot kangaroos; the seedling has a new shoot*	Uses a small range of common topic vocabulary related to learning area topics: ● English: *predict; message; title; headings; paragraph; punctuation; diagram* ● Geography: *legend; temperate; tropical; climate; island; rainforest; forests* ● History: *Government House; Governor; awards; travelled; goldfields; arrive* ● Maths: *column chart; bar graph; fraction; numerator; denominator* ● Science: *liquid; solid; temperature; investigation; Earth; rotates* Uses appropriately a small range of words that have different meanings in learning area contexts: **column** – *put it in the first column; the column chart was best to show results* **bar** – *I jumped over the bar; I showed the results in a bar graph*	Uses a growing range of common topic vocabulary related to discuss and write about learning area topics: ● English: *events; author; illustrator* ● Geography: *scale: rainfall; mountain ranges; landforms; vegetation* ● History: *convict; transportation; colony; voyage; labour; sentenced* ● Maths: *quarter; diagonal; right angle; measured* ● Science: *shed; erode; friction; surface; forcing; observe* Chooses appropriately words that have different meanings in learning area contexts: **sentence** – *write in complete sentences; the convict was sentenced*	Uses a wide range of common topic vocabulary needed to discuss and write about learning area topics, including some subject-specific vocabulary that express shades of meaning: ● English: *characters; resolution* ● Geography: *natural features, location; site; coast; port; harbour; coastline; urban* ● History: *settler; migrated; township; the Eureka Stockade; rebellion; establish* ● Maths: *chance and data; rotate; congruent; pyramid; doubled; translate; anticlockwise* ● Science: *rotation; atmosphere; gas; solar system; orbit; reflected; proved* Chooses appropriately words that have different meanings in learning area contexts: **colony** - *ant colony; British colony;* **translated** - *translated into English; I translated the shape to the right* **face** - *her beautiful face, the faces of the pyramid meet at one point, he couldn't face it anymore*

Word knowledge	Level 4 (End of Reception)	Level 5 (End Year 1)	Level 6 (End Year 2)	Level 7 (Year 3)	Level 8 (Year 4)	Level 9 (Year 5)

Spelling
 	
By the end of Reception students:
• spell words using growing sound and letter knowledge and spell words with regular spelling patterns
 	
By the end of Year 2 students:
• spell topic words, new words with regular letter patterns, and some common irregular words, and recognise meaning relationships between words such as 'play', 'playing', 'playground'
 	
From: The Australian Curriculum: Literacy continuum across stages of schooling
	Spells with some accuracy common short vowel single syllable words:
	• consonant, vowel, consonant patterns; *bad; fit; not; cat; can*
	• some blends: *went* and consonant digraphs: *spot; shop*
	• some high frequency words: *is; was; it; he; they; we; my; me; the*
	
	Spells less common words based on own pronunciation: *sady* for Saturday; *wiv* for with; *fin* for thin; *legx* for legs; *lubree* for library
		Spells with some accuracy most common words learnt in the classroom, including high frequency words: *one; have; them; they; about*
		
		Spells with accuracy:
		• one-syllable words containing known blends: *bl: blog; st: stop*
		• words with regular suffixes: *play; plays; playing; played*
		
		Spells others based on own pronunciation or other patterns: *cliining* for cleaning; *didant* for didn't; *difrint* for different
			Spells with consistency and accuracy most single syllable words with common spelling patterns:
			• high frequency sight words
			• high frequency long vowel words: *name; park; good; school; feet; food*
			• containing consonant blends: *drop; clap; grass; bring*
			• containing consonant digraphs: *shop; thin; much; chips*
			• containing vowel digraphs: *spoon; free*
			
			Spells with consistency and accuracy two-syllable words with common patterns: *sunny; going*
			
			Attempts to spell unknown words based on sound and/or visual patterns
				Spells correctly:
				• topic words: *erupt; environment; graph*
				• new words that follow spelling rules and phonological patterns:
				  o 3 –letter consonant clusters: *strong; through; scratch*
				  o diphthongs and other ambiguous vowel sounds: *ay (play); ai (tail); ee (feel); ea (real)*
				  o less common letter patterns such as 'tion':*, prediction; invitation*
				• more complex single syllable homophones: *ate/eight; bean/been; right/write*
				• compound words: *anywhere, earthquakes*
				• applying generalisations:
				  o adding 's' for plurals and 'es' for plurals when word ends in: *s; sh; ch; x or z*
				  o adding 'ed' and 'ing' tense endings: *watered; collected; being; walking*
					Spells correctly:
					• new topic words: *diagonal; friction; colony*
					• frequently used irregular words: *friends; because*
					• regular words: *yesterday; another*
					• word families containing known letters and letter clusters:
					  o consonant clusters: *stripe; throat; screen*
					  o diphthongs and other ambiguous vowel sounds: *oy; oi; ou; ow; ould; u; ough; au; aw*
					  o silent beginnings: *wr* and *kn*
					• common homophones: *to/two/ to; hear/here*
					• applying generalisations:
					  o doubling when adding suffix: *getting; rubbed; bigger*
					  o dropping 'e' when adding suffix: *using; writing*
						Spells correctly:
						• new topic words: *government; temperature*
						• frequently used, irregularly spelt words: *straight*
						• words with:
						  o complex but common patterns: *different; double*
						  o silent letters: *lamb; debts; answer*
						  o homophones: *new/knew; there/their/they're*
						  o prefixes and suffixes added to a common base word *triangle; rectangle; rectangular*

Language and Literacy Levels across the Australian Curriculum: EALD Students

Levels 7 – 10

Composing learning area texts	Level 7 (Year 3)	Level 8 (Year 4)	Level 9 (Year 5)	Level 10 (Year 6)
Using visuals in multimodal texts By the end of Year 4 students: • plan, rehearse and deliver presentations on learning area topics incorporating appropriate visual and multimodal elements • compose & edit a range of learning area texts, incorporating illustrations & different types of graphics By the end of Year 6 students: • plan, research, rehearse and deliver presentations on learning area topics, selecting appropriate visual and multimodal elements to suit different audiences • compose and edit learning area texts combining a range of graphics	Includes simple visuals such as photographs and own drawings, illustrations or a simple map using grid reference to accompany written texts Begins to consider visual features appropriate to topic and for effect on audience eg colour, placement, perspective, distance and angle With support and modelling uses visual organisers to record information such as using a Venn diagram or recording data in provided tables Creates simple pie charts, column graphs and bar graphs to display and compare data with a short relevant comment	Includes visuals such as a pie graph, a labelled drawing or diagram to support the meanings they make in their written texts Considers and makes more appropriate choices regarding font size and style for headings and the selection, framing, placement and size of images included in written and multimodal texts eg in a PowerPoint presentation or poster May include hyperlinks in a digital text	Incorporates visuals such as tables, diagrams, maps and graphs into their texts and refers to them to complement written description/ explanation Selects more appropriately a range of visuals and visual effects, such as: • constructs a timeline to sequence key events • selects appropriate pictures to accompany written texts eg photographs, illustrations • prepares simple digital presentations and notes to accompany oral presentations, choosing appropriate colour, font and animations	With greater independence, appropriately incorporates more visuals into their written and multimodal texts to effectively contribute to their message: • uses sketches, diagrams, photographs, figures, tables, graphs, timelines and maps to represent ideas and events in different ways • makes effective choices regarding sequencing, layout and design eg use of colour, font and size of headings and size and placement of visuals • begins to create hyperlinks in digital texts
Written texts By the end of Year 4 students: compose and edit a range of learning area texts containing: • known and some researched information • some more extended language features By the end of Year 6 students: compose and edit learning area texts combining: • information from several sources • more formal and extended language features to report ideas and information and express opinions From: The Australian Curriculum: *Literacy continuum across stages of schooling*	Independently composes elementary genres having a number of stages or a series of events as appropriate to Year 3 Learning Area tasks. (see Text knowledge: Organisational structures). In these texts they: • begin to organise text into paragraphs, that are mainly focused on one idea or a set of similar/related ideas. Paragraphs often reflect the stages of the text type eg a narrative may be broken into three paragraphs: one for the setting/ orientation; one for the events/ complication; and one for the resolution	Independently compose elementary genres having a number of stages or a series of events in simple logical order as appropriate to Year 4 Learning Area tasks (see Text knowledge: Organisational structures). In these texts they: • use paragraphs with some control on basis of change of topic • use known and some researched information and supporting details Composes more developed genres with the aid of questions or headings to frame the text	Independently compose a variety of longer (4-7 paragraphs, 200 – 300 words) logically ordered texts for different purposes and audiences as appropriate to Year 5 Learning Area tasks (see Text knowledge: Organisational structures). In these texts they: • demonstrate an increasing control of paragraphs • incorporate as supporting details information (including researched information), ideas and images from at least 2 sources	Constructs longer (250 – 400 words), detailed, logically ordered texts, incorporating a wider variety of visuals and elaborating on key ideas for a range of purposes and audiences with some confidence and appropriate to Year 6 Learning Area tasks (see Text knowledge: Organisational structures). In these texts, they: • show developing control of the structure and features of typical learning area texts • appropriately construct a more complex introduction and topic sentences and a basic concluding paragraph • combine information from several sources • use more formal and extended language features to report ideas and information and express opinions • make considered choices from an expanding vocabulary

Text knowledge	Level 7 (Year 3)	Level 8 (Year 4)	Level 9 (Year 5)	Level 10 (Year 6)
Organisational structures of learning area texts **Note:** *the texts described here could be **oral, written or multimodal**.* By the end of Year 4 students: • use growing knowledge of the structure and features of learning area texts to comprehend and compose a growing number of texts By the end of Year 6 students: • use developing knowledge of the structure and features of learning area texts to comprehend and compose a range of more complex texts for a range of purposes From: The Australian Curriculum: *Literacy continuum across stages of schooling*	**Procedure:** Writes/delivers simple sets of instructions eg How to get from A to B, using steps and sub-headings **Procedural Recount/Simple Investigation:** Answers questions, completes sentences and supplies/records data in tables provided **Recount:** independently composes personal recounts with an orientation, some details of events in logical order and some comment or elaborated evaluation of events; able to sequence historical events in a simple timeline **Narrative:** independently composes short narratives with a clear, though simple, orientation and complication (problem to be solved), leading to a series of events to come to an ending, not necessarily a resolution **Description/Report:** with guidance, uses an introductory sentence and groups like information into sub-topics to construct reports with some detailed description. Uses paragraph and sub-headings in written text **Explanation:** begins to speak/write sentences to sequence events based on strongly modelled text supported by visual text **Exposition (Argument):** begins with simple statement of position in brief introduction and provides a series of logically ordered reasons. Begins to use paragraphs (may be one for introduction, one for arguments and one for conclusion. Or arguments may be separated into 1 or 2 sentence paragraphs) **Response and Review:** draws heavily on modelled texts and scaffolding questions or writing frameworks to provide simple personal responses to book read as a class; independently writes/dramatises simple creative responses eg a letter from a character	**Procedural Recount/Simple Investigation:** draws heavily on modelled texts, scaffolding questions or writing frameworks to compose simple investigations, with an aim, prediction, equipment, method and results **Recount:** independently composes personal recounts with more detailed elaboration of events and, with support of scaffolding questions, composes simple biographical recounts with detailed description of events **Narrative:** independently composes short narratives with a distinguishable story line and some events closely related to the resolution of a problem, beginning to include evaluation of events, including historical narratives told from a particular perspective **Description:** includes a separated introduction and uses sub-topics/paragraphs effectively for change of aspect or feature **Report:** with some accuracy, draws on more than one source of information to construct reports with increasingly detailed description and information **Explanation**: with more independence composes simple sequential explanations, eg a life cycle based on diagram; begins to use opening statement; draws heavily on modelled texts and scaffolding to compose simple causal explanations **Exposition (Argument):** organises texts in simple logically order; begins to provide a simple introduction and to give simple introductions/topic sentence for each argument. Paragraphs on basis of change of argument or focus **Response and Review:** draws heavily on modelled texts and scaffolding questions or writing frameworks to compose more extended and more technical responses and simple reviews of books read as class text	**Procedural Recount/Simple Investigation:** based on model texts and/or using guiding questions, recounts and reflects on processes used in mathematical or scientific investigations: begins with predictions or aims; recounts processes used; records findings and offers a simple explanation/ interpretation of the results **Biographical and Historical Recount:** incorporates source material, sequencing events in chronological order with detailed description and using photographs, chart, graph and/or timeline **Narrative**: begins to include more than one complication and some evaluation/reflection on events; begins to develop a sense of setting and characterisation **Description and Descriptive/Comparative report:** draws on more than one source of information for appropriately detailed information, organising it into paragraphs with appropriate nominalised sub-headings eg Habitat **Explanation and Historical Account (Historical Narrative):** constructs sequential explanations and simple causal explanations with diagrams and/or flow charts; has more complex introduction **Exposition (Argument)**: constructs appropriately an introduction, simply elaborated arguments with topic sentences and basic conclusion. Paragraphed well in written texts **Response and Review:** writes/presents more extended responses to texts using appropriate literary metalanguage (character, narrator, viewpoint, simile, metaphor) and begins to write/present simple reviews of books read as class text	**Procedural Recount/ Simple Investigation:** based on model texts, composes simple investigations: begins with aim & predictions/hypothesis; recounts processes used in active voice; records findings and offers a simple explanation of results, including an evaluation of the design/method and incorporates labelled diagrams, charts and graphs **Biographical and Historical Recount:** composes longer texts, describing different experiences of people and significance of people and events in bringing about change, incorporating appropriate visuals **Narrative:** includes more than one complication and develops some sense of setting and characterisation, though may be stereotypical; begins to use variations in structure eg optional evaluation/coda stages **Description/Classifying Report**: detailed descriptions of places of the past using source material; composes basic report beginning with a general statement or definition introduction followed by appropriate subtopics with headings and/or topic sentences. Written texts paragraphed **Explanation and Historical Account (Historical Narrative):** constructs texts drawing on more than one source, using understanding of structure and language to sequence, express cause and effect and evaluate, with effective organisation (paragraphing in written text) **Exposition (Argument or Discussion)**: composes more developed introduction and basic conclusion to sustain a longer argument with basic evidence; tentative control of organisation/paragraphs for a discussion **Review:** composes simple reviews that include an introduction providing an overview of the work; several subtopics each focusing on one aspect of the work; and a conclusion, providing a personal valuation/recommendation.

Text knowledge	Level 7 (Year 3)	Level 8 (Year 4)	Level 9 (Year 5)	Level 10 (Year 6)

Text cohesion
 	
• **Foregrounding**
○ text and paragraph openers, including headings, sub-headings, introductions and topic sentences
○ text connectives
○ sentence openers, including using passive voice to change the focus of the sentence
 	
By the end of Year 4 students:
• use knowledge of how texts are made cohesive through linking words and phrases, for example 'so', 'therefore', 'then', 'in addition', and the correct use of pronouns to comprehend and compose texts
 	
By the end of Year 6 students:
• use knowledge of how cohesive links can be made in texts through omitting and replacing words
 	
From: The Australian Curriculum: Literacy continuum across stages of schooling
	Begins to use a limited range of features that structure and organise a text:
	• with modelling, or relying on a writing framework, uses sub-headings in a report
	• begins to organise text into paragraphs relying on models and writing scaffolds/frameworks
	• begins to use/choose circumstances of time at the beginning of recounts, narratives and observations/ responses: *Once upon a time; Long, long ago; Many years ago; This Term; In 1888*
	• begins to uses a small range of text connectives:
	  ○ formulaically to organise arguments: *Firstly; Secondly; Thirdly*
	  ○ to organise texts and show logical connections between paragraphs and sentences: *Then; So; But; And*
	
	Uses simple, formulaic/patterned sentence openers:
	• tends to foreground personal pronouns in procedural recounts/investigations: ***We put the leaf in the sun,*** rather than, 'The leaf was put in the sun'
	• begins to foreground subordinate clauses (1 or 2 examples of either 'when' or 'if'):
	  ○ 'When' in narratives and explanations: ***When I woke up,*** *I was not in my bed anymore*; ***When a volcano erupts,*** *it starts to spurt out with bits of lava*
	  ○ 'If' in explanations and arguments: ***If a volcano erupts*** *it drips down the rock*; ***If you spend your money sometimes,*** *that's OK*
	
	May occasionally use passive voice as modelled in a learning area topic: *The mail was delivered in different ways; Government House was built*
		Uses a limited range of features that structure and organise a text:
		• with modelling, or using a writing framework, uses sub-headings in a report
		• with support, organises text in simple, logically ordered paragraphs that are mainly focused on one idea, sub-topic or event and begins to write topic sentences
		• numbers steps in a procedure
		• begins to use a new line to mark change of speaker in a dialogue
		• uses circumstances of time and/or place to begin paragraphs in recounts and explanations: *On the way there; The next few days; The day after that; In the end; After a few weeks*
		• uses simple text connectives to:
		  ○ organise and sequence sections of text in time: *At first; After that; Today*
		  ○ show logical connections between paragraphs and sentences: *But; Next time; In the end; Also*
		Uses simple, repetitive patterned sentence openers most of the time with limited use of alternative elements: Foregrounds
		• action processes in procedures: ***Start*** *at group 1;* ***Turn*** *left 5 times.*
		• circumstances of time and/or place occasionally within paragraphs in recounts, descriptions & explanations: *On Sunday; The second day; The next day; On the beach; Back home*
		• a small range of subordinate clauses (3 or more instances and 2 types: 'when' and 'if'):
		  ○ 'When' in narratives and explanations: ***When we got there,*** *we …;* ***When he arrived in NSW,*** *there …*
		  ○ 'If' in explanations and arguments: ***If the surface is smooth,*** *the car …;* ***If you buy expensive things*** *you …*
		Begins to use passive voice in highly scaffolded contexts to maintain topic focus, omitting the 'doer' since it is unknown or unnecessary: *James Richardson was punished in 1790. He was given 50 lashes*
			Uses a small range of features that structure and organise texts:
			• uses sub-headings in a report
			• writes in longer (more elaborated), logically ordered paragraphs that are mainly focused on one idea, sub-topic or event and have a simple topic sentence
			• uses circumstances of time and/or place to begin paragraphs in historical recounts and narratives: *In 1851; During December 1854; A few minutes later; At home*
			• uses text connectives to:
			  ○ organise text: *Firstly; In addition; Finally; In conclusion*
			  ○ show some logical connections between paragraphs and sentences: *Also; First; At first; Now; Instead*
			
			Uses less simple and more varied sentence openers:
			• circumstances in a range of genres:
			  ○ time and place to begin some sentences within paragraphs in historical recounts, biographies and reports: *On December 3rd 1854; By 1868; In his lifetime; On Mars*
			  ○ manner in procedures: *With your left hand; Carefully*
			Begins to choose starting points of the sentence to give prominence to the message of the text, using:
			• foregrounded subordinate (dependent) clause with a small range of conjunctions
			  ○ in recounts and narratives to denote time: ***After we collected the data,*** *we learnt new things about chance;* ***Before the first wharf was built,*** *ships were tied to the Leichhardt Tree*
			  ○ in arguments and explanations with *if, when* and *to* (meaning in order to): ***If you were your child,*** *wouldn't you want … ;* ***To get the light,*** *we tried at least five different ways*
			• passive voice to maintain topic focus: *30 miners* ***were killed;*** *John Greenwood Barnes* ***was speared*** *by an Aborigine*
				Chooses a range of features that set up the structure and ensure the text flows well:
				• writes more developed introductory paragraphs and topic sentences that help reader predict what is to come
				• begins to use alternatives to text connectives to organise formal texts:
				  ○ chooses *Another argument* instead of 'Secondly'
				  ○ uses rhetorical questions as subheadings: *How do earthquakes and tsunamis occur?;* or to introduce an argument (particularly in oral arguments): *What about the animals*?
				• foregrounds circumstances in a range of genres
				  ○ time or place in recounts, narratives and explanations: *Later on in her life; After her death; After six days; Three weeks later; Just metres away; At the University of Adelaide*
				• uses a wider range of conjunctions (text connectives)to show logical connections between paragraphs and sentences: *On the other hand; However; Therefore*
				Chooses starting points of the sentence to give prominence to the message of the text and signal how the text will unfold, using:
				• foregrounded subordinate (dependent) clause with a wider range of conjunctions
				  ○ in recounts and narratives to denote time: ***When a child comes home to their parents,*** *they …;* ***Once it is time to practise the play,*** *she gets ...*
				  ○ in arguments and explanations to denote condition: ***If he hadn't discovered penicillin***, *it would be ... ;* and reason (cause): ***Because there was no work,*** *they decided... ;* ***In order to increase the population,*** *the Australian Government ....*
				• passive voice: *Wolfgang and his family* ***were taken*** *by police to a refugee camp.* (passive); rather than, *'The police took Wolfgang and his family to a refugee camp'* (active)

Text knowledge	Level 7 (Year 3)	Level 8 (Year 4)	Level 9 (Year 5)	Level 10 (Year 6)
Text cohesion (cont) • **Reference** (pronouns, demonstratives and substitution) By the end of Year 4 students: • use knowledge of how texts are made cohesive through linking words and phrases, for example 'so', 'therefore', 'then', 'in addition', and the correct use of pronouns to comprehend and compose texts By the end of Year 6 students: • use knowledge of how cohesive links can be made in texts through omitting and replacing words From: The Australian Curriculum: *Literacy continuum across stages of schooling*	Uses simple language resources to make a text cohesive: • mostly accurate use of small range of reference items with immediate reference to the previous sentence: *The first car arrives in Townsville. It is owned by Mr Page; With eruptions all over the world people would die. They would die by being burnt* • uses substitution occasionally*: I tried opening the door and I did. She told me to keep her. So I did.*	Uses a range of simple language resources to make a text cohesive: • mostly accurate use of range of reference items to refer to people and places: *I went to Kalbari with two families, including my own. We went there by car* • mostly accurate use to refer back to things in more written texts. *His ration was 3kg beef, 3kg flour, 1.3 kg maize meal and 0.9 kg of sugar per week. This was …* • uses a wider range of substitution: *Weigh all three rocks. Put one in vinegar, another in cola and the last one in the freezer*	Uses a wider range of language resources to make a text cohesive: • uses reference items appropriately in longer, increasingly complex factual genres such as explanations: *The woodchips are mixed with water to make a pulp. This pulp is … ; In the middle of 1852 gold mining licences were introduced. These licences …* • uses substitution appropriately to avoid repetition: *The smaller one is half the size of the big one*	Uses appropriately a range of language resources, typical of longer texts, to make a text cohesive: • uses reference items that refer to large segments of text: *Canteens also have a traffic lights method: green light foods are …, orange light foods are … and red light foods are … . This method is a very good indicator*

Grammar Knowledge	Level 7 (Year 3)	Level 8 (Year 4)	Level 9 (Year 5)	Level 10 (Year 6)
Sentence Structures • **Simple** • **Compound** o coordinating (linking) conjunctions • **Complex** o subordinating (binding) conjunctions o relative clauses o non-finite clauses By the end of Year 4 students: • use simple, compound and complex sentence structures to describe, explain, report and make connections between ideas and events By the end of Year 6 students: • use simple, compound and complex sentence structures to record, explain, question, describe and elaborate ideas and events From: The Australian Curriculum: *Literacy continuum across stages of schooling*	Begins to construct more developed simple sentences by adding circumstances and/or expanding noun groups: ***Many years ago mail was delivered in many different ways; Now you can see a little yellow bean on the side of the stem*** Constructs compound sentences to express and combine ideas through a range of coordinating (linking) conjunctions: ***and; and then; but; or; so***: *One day an excavator came **and** it destroyed their home; We get our mail delivered by motor bike **but** sometimes we have to get messages by phone or email as well; We need food and water to survive **so** you shouldn't spend money on toys all the time* Constructs basic complex sentences: • using a small range of common subordinating (binding) conjunctions: ***because; if; when, after***: *The Governor does all the jobs for the Kings and Queens of England **because** they don't live here; **If** you touch an object that's hot, heat will go into you; **When** a volcano erupts, it starts to spurt out with bits of lava* • using a limited range of basic, 'spoken-like' non-finite clauses with varying accuracy: *It is not good **to spend your money all the time**; It has big ears **to hear**; The column chart and bar chart are best **for comparing data**; They would die **by being burnt**; You can trap heat **by wearing clothes***	Constructs more developed simple sentences by adding circumstances and/or expanding noun groups: ***The yabby's small arm** is growing **to its natural size. Each day** he got **one hour of rest in the yards*** Constructs compound sentences, often combining several ideas, perhaps using two coordinating (linking) conjunctions in one sentence: ***and; and then; but; or; so***: *Just imagine going back **and** doing something you love such as going to a theme park, having a party **or** even just doing something fun at school; Also I liked the pelican, Mr Percival, **but** he died at the end, **and** I cried* Constructs complex sentences: • using a greater range of subordinating (binding) conjunctions: ***because; after; if; when; until; as; while***: *Walk ahead 80 steps **until** you are beside the tuck-shop; **While** we were reading Storm Boy, we also were doing some school work; **After** serving his seven years as a convict, he joined the New South Wales Corps in 1792* • using a range of basic, 'spoken-like' non-finite clauses: *I see the yabbies **playing dead or resting**; Just imagine **going back and doing something you love such as having a party**; I went with two families, **including my own*** • beginning to use relative pronouns but with varying accuracy: *We waved goodbye to our friends **that we had made***	Constructs simple sentences with more elaboration using circumstances and/or expanding noun groups: *Lily **quickly** snuck **out the back door**; Jake was **a medium-sized boy with brown hair and green eyes*** Constructs effective compound sentences to make appropriate connections between ideas through a range of coordinating (linking) conjunctions: ***and; and then; but; or; so***: *The sun was setting quickly **and** soon it would be dark; The Chinese claimed the best digging spots **but** the Victorian government wanted to force them out* Constructs complex sentences to develop and expand ideas using: • a wide range of common subordinating (binding) conjunctions to express relationships of time and cause and effect: ***because; when; after unless; if; so that; as; until***: *'Got ya,' growled the dog catcher **as** he shoved the puppy into the cage; **When** Lily walked in the door, her dad was sitting at the table with his head in his hands; The light reflected on each book **until** it got to my eye* • begins to use more developed non-finite clauses: *He is famous **for establishing the Cremorne Gardens**; Other settlers came **to start cattle properties and to open shops**; **To get the light,** we tried at least five different ways; There are over 1200 varieties of watermelon, **ranging from less than a pound, to up to 200 pounds and over***! • a small range of relative pronouns with varying accuracy: *Then multiply five and six, **which equals thirty**; A net-type beak has a pit in it, **which can carry things***	Begins to vary length and structure of sentences for effect. Constructs a variety of clause and sentence structures to elaborate, extend or explain ideas, including complex sentences using: • a wider range of subordinating (binding) conjunctions: ***while**; **until; once**, including those that show manner: **as** and concession: **although; even if, even though*** • more non-finite clauses: *I figured out the missing spaces **by adding/subtracting the numbers on the other side**; Buildings crumble, **leaving debris all over the affected area**; **To test if the cover does make a difference**, you could water the plants by the same amount; "I didn't steal it," I said**, trying to sway her attitude*** • relative pronouns with greater choice and accuracy: *They stopped at Freemantle with cliffs and rolling green hills and white buildings, **which gave them a great first impression**; The lightest ball **(which is the yellow/orange ball)** will bounce the highest; I am distressed for my friend, Hope Jamesson**, who was separated from her family**; There was a Federal convention in Sydney, **where they drew up a draft constitution.***

Grammar Knowledge	Level 7 (Year 3)	Level 8 (Year 4)	Level 9 (Year 5)	Level 10 (Year 6)
Punctuation • **Sentence level:** capitals to begin and full stops, question marks or exclamation marks to end • **Basic punctuation:** ○ capitals for proper nouns ○ apostrophes of contraction and possession ○ commas in lists, between describers, after text connectives • **Beyond basic:** ○ quotation marks to indicate speech, quotes and other elements such as a title or name ○ commas after foregrounded phrases and clauses and with direct speech Note: The Australian Curriculum: *Literacy continuum across stages of schooling* does not include reference to punctuation. The information included here corresponds to The Australian Curriculum: *English*	Consistently uses sentence level punctuation: capital letters to begin and full stops, question marks or exclamation marks to end: *Our germination investigation is complete; If I find you I will eat you!; Do you have a friend called Sam?* Uses capital letters for proper nouns with some consistency and accuracy: *Wednesday*; *Anna; Mr Lee; Queen Elizabeth; Fox St; Townsville; Australia; Government House; The Great Northern Railway* Uses commas to separate nouns in lists with some consistency and accuracy: *ice water, wind and earthquakes* Begins to use commas after text connectives: *Firstly, different countries can cook; Secondly, lots of people go hunting* Begins to use apostrophes in contractions: *I've; wouldn't; don't; that's*	Uses commas accurately most of the time: • in lists*: A male convict was supposed to receive 2 jackets, 1 waistcoat, 1 pair of breeches, 2 shirts, 1 hat, a woollen cap, 2 pairs shoes and stockings* • between describers (adjectives): *It was thick, mouldy and even had dead flies in it* Uses commas after text connectives with some consistency and accuracy: *At first, King Ferdinand …* Uses apostrophes: • in contractions with varying accuracy: *don't didn't, won't, wouldn't* • and begins to use for possession: *some children's steps; o*ccasionally over generalizes and misapplies the rule: *one yabby has shed it's (sic) skin; We waved goodbye to our friend's (sic)* Begins to use quotation marks in own writing to indicate: • direct speech: *She said, "I'd like to go home"* • a quote: *He was punished for not flogging 5 convicts "as he ought to have done"* • a title or name*: We named the hill "Grace Mt" after me*	Accurately uses commas: • in lists*: six Aboriginal language groups - Juipera, Wiri, Biria, Jangga, Barna and Barada* • between describers (adjectives): *the rich, poor or noble person* Uses commas after text connectives accurately most of the time: *First, you multiply …; Firstly, people could need money; Secondly, people might …; Finally, people might need …; In conclusion, I believe* Begins to use commas appropriately after: foregrounded phrases of time and place: *A few minutes later, … ; At that time, … ; During his lifetime, …* Consistently uses apostrophes appropriately for: • contractions: *wasn't; couldn't; doesn't; we're* • possession for common and proper nouns: *Jake was at his friend's house; It also makes Mercury's sunny side very hot.* Uses quotation marks and commas with (direct) speech and thought with a good degree of accuracy: *"Got ya you little rascal," growled the dog catcher*	Accurately uses commas after text connectives: *Overall, small balls are bounciest; Also, earthquakes can cause a horrible aftermath* Use commas after foregrounded phrases of time and place with some consistency and accuracy: *At the age of eighteen, she … ; After the Second World War, many migrants …* Begins to use commas to separate clauses: • after foregrounded subordinate (dependent) clauses: ***When you buy something,*** *the happiness doesn't always last;* ***Because there was no work,*** *they decided to migrate to Australia* • appropriately for relative clauses (ie for those that are not qualifiers within a noun group but are adding non-essential information or comment as an aside): *Buildings can fall**, which can harm or kill the people inside.*** OR may use brackets to separate interrupting clause from the main clause: *the lightest ball (which is the yellow/orange ball) will bounce the highest*

Grammar Knowledge	Level 7 (Year 3)	Level 8 (Year 4)	Level 9 (Year 5)	Level 10 (Year 6)

Words and word groups
 	
• **Verbs and verb groups/phrases**
  o representing different processes (doing, sensing, saying, relating)
  o tense
  o subject/verb agreement
 	
By the end of Year 4 students:
• recognise and use adverbs and prepositional phrases that provide detailed descriptions in the learning areas
 	
By the end of Year 6 students:
• expand and sharpen ideas through careful choice of verbs and phrases and elaborated tenses
 	
From: The Australian Curriculum: *Literacy continuum across stages of schooling*
	Uses an increasing range of verbs to express processes.
	• doing: *the sun **was rising**; they **built** Government House; machines **destroyed** their homes; **look after** our environment*
	• saying: *The message **says** look after our environment.*
	• sensing: *I can easily **see** that the blue was the most popular; I **think** that …; They **thought** …; We now **know***
	• relating: *The column chart and bar graph **are** best for comparing data; It **is** stripy; They **wouldn't have** anywhere to live; It **has** big ears*
	
	Demonstrates control of choice and formation of tense for a range of verbs:
	• shows control of simple present, simple past and simple future tense and correctly forms past tense of the most common irregular verbs: *woke; said, told; made*
	• shows better control of more complex verbs groups with:
	  o elaborated tenses: *I've **seen** trees the sun **was rising**; the days **are getting**;*
	  o multi-word verb groups: *it **starts to spurt**; including phrasal verbs: **look after** our environment; I **woke up***
	  o modals and negatives: *they **would die**; they **wouldn't have** anywhere to live; you **shouldn't spend** money; I **was not** in my bed*
	  o though some errors likely: *I **never seen** a place like this in my life*
		Uses some more technical and/or precise verbs to express processes.
		• doing: *One yabby **shed** its skin; He **travelled** by ship and **arrived** on 26 January 1788; we soon **settled in**; the convicts **received** ....*
		• saying: *I **will tell** you all about it; She **told** me to keep her*
		• sensing: *They **decided** to go; I **will observe** the temperature; He **wanted to spread** Christianity; I **hope** you **choose** it*
		• relating: *It **is called** the 90 mile Beach; the gardens **became** popular; it **had grown into** a successful town*
		
		Chooses and forms complex verb groups appropriately most of the time, using:
		• elaborated tenses: *We went on holiday because we **were getting** bored back home; It was different because we **had settled in** at Kalbari.*
		  o occasional error: *The day after we had a rather quiet day as it **was** (sic = had been) a big day yesterday.*
		• multi-word verb groups: *A male convict **was supposed to receive** … ; The next few days the two families **decided to go**; He **wanted to spread** Christianity*
			Uses a range of processes to provide more precise meaning such as:
			• doing: *The cans **toppled**; Lily **stormed off**; It **was wobbling** from side-to side; the door **swung open***
			• saying: *"Got ya," **growled** the dog catcher; "I'll be there in a few minutes," Jake **replied**; "You can't!" **screamed** Dad*
			• sensing: *He **hadn't noticed**.; Lily **hoped** her dad would be upstairs; I **disagree***
			• relating: *They **could remain** patient; Each angle **looks** the same*
			
			Chooses and forms complex verb groups appropriately most of the time, to express complex meanings such as relationships of time using:
			• simple and elaborated tenses: *When Lily **walked** through the door, dad **was sitting** at the table with his head in his hands. The good thing was he **hadn't noticed**.*
			• multi-word verb groups including negatives, modals and elements of time: *she **wasn't going to give up**; he **was about to start playing**; it **would not need to eat or drink**; kids **don't' want to get teased or bullied**; you **don't like being begged***
			• may occasionally lose control with complex relationships of time: *One of the things that is (sic = was) quite interesting in my life until then was that one day …*
				Uses a wider range of vocabulary to express shades of meaning for processes.
				• doing: *She **placed** the bowl on the tray; She **attends** Baringa East; Our ball ramp was **constructed** correctly and **produced** good results; Buildings **crumble***
				• saying: *Our school **has been discussing** the topic of money; 'Please', I **started**; It is often **argued** that …*
				• sensing: *I **suppose** you **wish** to tell me something; **Believe** me; It doesn't **convince** her; She **prefers** it*
				• relating: *It **sounded** very inviting; Their problems **included** …*
				  o causal: *The amount of light **affects** how well plants grow; Money can **lead to** greed; Obesity can **cause** diabetes*
				
				Chooses and forms complex verb groups with only an occasional error when expressing complex meanings such as relationships of time and passive constructions: *Lily moved into a new suburb called Elizabeth Grove but the school wasn't built (sic = hadn't been built) yet.*

• **Subject/verb agreement**	Demonstrates some control of subject-verb agreement although often makes errors with more complex agreements: • after 'there', where verb needs to agree with what follows: *there was (sic - were) some kids in a cage* • after 'everyone', where verb takes singular form: *everyone have (sic= has) to be very careful*		Demonstrates developing control of subject–verb agreement when agreements are more complex such as following 'there' with countable nouns: *There were no roads and no pavements; there were no factories; there was no Lyell McEwen Hospital; but there was a sign saying …* May continue to make errors with: • non-countables and/or noun groups with qualifiers: *there are (sic= is) less greenery; most food for animals come (sic= comes) from above; the air that the alveoli collects are (sic= is) then …*	

Grammar Knowledge	Level 7 (Year 3)	Level 8 (Year 4)	Level 9 (Year 5)	Level 10 (Year 6)

Words and word groups (cont)
 	
• **Adverbs, adverb groups/phrases and prepositional phrases** to express the circumstances surrounding happenings and states
  ○ place
  ○ time
  ○ accompaniment
  ○ manner
  ○ cause
  ○ matter
  ○ role
 	
By the end of Year 4 students:
• recognise and use adverbs and prepositional phrases that provide detailed descriptions in the learning areas
 	
By the end of Year 6 students:
• expand and sharpen ideas through careful choice of verbs and phrases and elaborated tenses
 	
From: The Australian Curriculum: *Literacy continuum across stages of schooling*
	Includes a small range of circumstances to provide details surrounding events.
	• place: *in the hills; out the window; in Government House; in a swamp; all over the world; in your lungs; out of the cages*
	• time: *today; after a while; every two years*
	• accompaniment: *with his Mum and Dad*
	• manner:
	  ○ quality*: easily; in many different ways*
	  ○ means: *by push bike*
	• cause: *for the Governor and his family*
		Includes a wider range of circumstances to provide details surrounding events selecting more delicate vocabulary such as:
		• place: *beside the library; on the way there*
		• time: *on 13 May 1787; for the same amount of time*
		• accompaniment: *with two families; alone*
		• manner:
		  ○ quality: *slowly, in a diagonal direction*
		  ○ means: *with the thermometer*
		• cause: *for the government*
			Includes circumstances to provide details surrounding events, using more varied vocabulary.
			• place: *into the distance; to the right; on his property*
			• time: *in his lifetime; by 1868; immediately; after a period of time*
			• manner:
			  ○ quality: *quickly; suddenly; casually; peacefully; with his head in his hands*
			  ○ means: *by ship, with your thumb and pointer finger*
			  ○ comparison: *like them; like a tower*
			• cause*: in return, because of this*
				Uses an increasing range of circumstances to include important details of events including:
				• place: *on a sunny window sill*; *15 km south-southwest from the city centre*
				• time: *during her work on DNA; for quite some time; eventually; five years before Federation*
				• accompaniment: *with lawyers; with no water and heat*
				• manner:
				  ○ quality*: in an annoyed voice; in peace; at the correct height and angle*
				  ○ means*: through the discovery of what DNA looks like*
				  ○ comparison: *like kids my age*
				• cause: *for land rights; for their major role in extracting penicillin*
				• matter*: (she tells lies) about her life*
				• role: *as an assistant; as members of a single Australian community; as a farm labourer*

Grammar Knowledge	Level 7 (Year 3)	Level 8 (Year 4)	Level 9 (Year 5)	Level 10 (Year 6)
Words and word groups (cont) • **Nouns and noun groups/ phrases** By the end of Year 4 students: • recognise and use adverbs and prepositional phrases that provide detailed descriptions in the learning areas By the end of Year 6 students: • expand and sharpen ideas through careful choice of verbs and phrases and elaborated tenses From: The Australian Curriculum: *Literacy continuum across stages of schooling* • **Nominalisations**	Constructs noun groups consisting of a narrow range of vocabulary to provide some detail to descriptions: • key nouns (things): *pop star; volcano; lava; environment; container; awards and medals; swamp* • possessives as pointers: ***the pig's** baby* • numeratives: *the **first** car; **six out of seven** times; a **few** machines; **many** kings and queens* • describers: ***important** visitors; one **large** and six **medium** smartie packets; the **red hot** mega bite of lava; **massive** roots* • classifiers: ***push** bike; the first **motor** buses; **Government** House; the **natural** environment* • some qualifiers using short prepositional phrases: *many kings and queens **from England**; important visitors **from other countries**; the ice **under the oak tree**; the ash **of the volcano***	Creates more specific descriptions through the use of noun groups by selecting from a growing range of vocabulary for more delicate meanings: • key nouns (things): *lagoon; dune; convict; labourer; fabric; pathways* • numeratives: ***195** male convicts; **7 years'** transportation; **0.9 kg** sugar; **six and a half** hours* • describers: ***gorgeous** lakes; **cool** lagoons; **wild** winds; a rather **quiet** day; the **rough** surface; **straight** edge* • classifiers: *a **corner** shop; a **theme** park; 195 **male** convicts; 1.3 kg **maize** meal; the **cotton** bag; the **plastic** bag; a **fresh water** crayfish* • qualifiers beginning to use a longer prepositional phrase: *the largest ship **in the fleet**; the temperature **of both shoes**; a point **of a star**; the memories **of all the soldiers**; drugs **like tobacco and alcohol and opium**; little shards **of rock***	Expands noun groups in a variety of ways to provide fuller descriptions of people and things using a small range of vocabulary for more delicate meanings: • key nouns (things) showing more delicate meanings, both everyday/colloquial and more specialised: *dog; puppy; mutt; rascal; settlers; township; mill; payment* • numeratives: ***about 500** members; **one of a few** settlers in the region; **nearly all** the Chinese diggers* • describers: ***scrunched-up** balls of paper; **successful** sugar town* • classifiers: ***commercial sugar** mill; the **Victorian** government; **rectangular** prism; **square-based** pyramid* • qualifiers using a longer prepositional phrase: *a miner **in the Gold Rush**; the can **at the bottom of the pile**; the length **of each side of the bigger shape**; a closed shape **with straight edges*** • qualifiers using relative clause: *a silver covering **that reflects the light**; the Aboriginal people **who lived there***	Uses expanded noun groups to create detailed and accurate descriptions: • key nouns (things): *counselors; community; fitness; debris; disaster; destruction; policy; rights* • numeratives: **about 30% of** *girls in year six* • combining describers: *a **balanced and nutritious** diet* • classifiers: *an innocent **Chinese pig** farmer; **Aboriginal land** rights; a **renewable energy** source* • qualifiers using a longer prepositional phrase: *the risk **of heart disease and diabetes**; the taste **of the junk food at school canteens*** • qualifier: using (embedded) relative clause which may include ellipsed words: *the amount of energy **(which is) released during an earthquake**; parents **who have no time to make lunch for their own child**; The Victorian Cross is awarded to those **who have been extremely brave**; three plants **that are the same***
	Uses a narrow range of common nominalisations: • *These are **invitations** to parties at Government House; You can trap **heat**; it made a **difference*** and adopts some modelled learning area examples: • *a volcano erupts … With **eruptions** all over the world people would die*	Uses a small range of common nominalisations and adopts those modelled and used in learning area texts: *My results didn't match my **prediction**; I made a **connection** to a book called …; We found out about **pollution**; He wanted to spread **Christianity**; He was sentenced to 7 years' **transportation***	Begins to choose a small range of nominalisations with some grammatical accuracy to foreground abstractions rather than people and things: *there was **violence** beginning on the fields; my **abilities** … ; in **anger** the miners … ; my **prediction**; the **growth** of Mackay* Begins to use nominalisations of cause/effect, rather than conjunctions; *The **reason** that I disagree …,* rather than I disagree because …'	Uses a small range of nominalisations with grammatical accuracy to: • express emotions and judgments: *this can bring **heartbreak, grief** and tears; money can lead to **greed**; her biggest **fear*** • shift from a focus on people to one of abstraction: *his major **discovery**; our **hypothesis**; junk food lowers **concentration** and causes **obesity*** • compact and carry forward information: *Earthquakes occur when the plates move. This **movement** …*

Grammar Knowledge	Level 7 (Year 3)	Level 8 (Year 4)	Level 9 (Year 5)	Level 10 (Year 6)
Expressing opinion and point of view • **Evaluative language:** (expressing feelings and emotions; judgements of people; evaluation of things and varying the intensity) By the end of Year 4 students: • differentiate between the language of opinion and feeling and the language of factual reporting or recording By the end of Year 6 students: • use subjective, objective and evaluative language, and identify bias From: The Australian Curriculum: *Literacy continuum across stages of schooling*	Uses a narrow range of evaluative language to express: • feelings and emotions: *Abbie is* **upset**; *everyone* **hates** *Peter; if we get very very* **bored** • judgements of people (characters): *people that* **do a good job at work**; *the school* **bully** • evaluation of things: **important** *functions; fruit and water are very very very* **good** *for you; don't spend it on* **dangerous** *toys;* **junk** *food; some toys are very* **expensive** • varying intensity, though not always appropriately: *it was* **so** *sunny; with eruptions* **all over the world** *…;* **Everyone just** *wastes* **all** *their money on toys; adults could* **even** *collect stuff; if we get* **very very** *bored; spend on food, water and* **even** *fruit; buy things to eat, but* **only** *good things to eat; some people in the world have* **not even one** *toy,* **not even one**; *I* **still** *like toys*	Begins to use a wider a range of evaluative language to express: • feelings and emotions with varying accuracy: *Ben was* **concerned**; *quite* **heartbreaking**; **constant terrifying fear**; *we were all* **happy** *to get out of the car for a while*; *all of us were* **glad** *to be home* **safe and sound** • judgements of people (characters): *they were very* **naughty**; *He was* **brave**, *Ben was* **so loyal** • evaluation of things: *the cola was* **gross**; *our* **special** *place; it was* **amazing**; *she made sure that no bits of the book were* **boring** *so it was* **interesting** • varying intensity:*, he* **only** *washed once a week; it* **even** *had dead flies in it; I didn't* **even** *get to say goodbye;* **everybody** *is sad; it won't solve* **anything**	Uses a wider range of evaluative language appropriate to recounts, narratives, reviews and persuasive texts to express: • feelings and emotions: *in* **anger**; *this made the miners* **frustrated**; *He walked off* **satisfied**; *"***Clean up your room now!''** *she* **yelled**. *"***Fine",** *he* **muttered**; *He looked* **surprised**; *His mum was* **amazed**; *Lily* **stormed off**; *sitting* **with his head in his hands**; *"you* **little rascal",** **growled** *the dogcatcher as he* **shoved** *the puppy into the dark cage.* • judgements of people (characters): *he is* **famous**; *he was* **very messy and liked to mess things up on purpose**; *the* **stupid** *dog-catcher; she* **wasn't going to give up** • evaluation of things: **Healthy, hydrating** *and* **heaps** *of it! The* **good old** *watermelon is a* **whopping** *92% water; the gardens became* **popular for entertainment**; *a* **successful** *sugar town* • varying intensity: *People from* **all over the globe**; **Everyone** *knew; with* **no** *questions asked;* **all** *miners; there was* **nothing** *they could do;* **nearly every** *Chinese;* **really healthy**	Uses a greater range of evaluative language in recounts, narratives, reviews and persuasive texts: • feelings and emotions: **Unfortunately**, *it can get worse; Erica finds her life and family very* **embarrassing and not normal**; *my* **distress** *for my friend;* **heartbreak, grief** *and* **tears**; *her biggest* **fear** • judgements of people (characters):*Vestey was outgoing and loud; he* **did so much that didn't really sound possible** *for a blind person; Alison is* **everything that Erica wants and wishes to be** *... ; Erica* **tells lies** *about her life to make Alison jealous; children become* **antisocial**. **All they care about is themselves and computer games** • evaluation of things: *it was really* **surprising**; **entertaining** *and very* **detailed**; *such a* **well written** *book;* **powerful and life-saving** *drug;* **one of the biggest breakthroughs in medical history in the world**; *a* **great treat** *for young children; a* **very cheap product; very convenient** *for working parents; a* **balanced and nutritious** *diet* • varying intensity: *not* **just one** *country but the* **whole** *world; the* **entire** *affected area;* **all over** *the affected area; I* **almost** *dragged her out;* **over millions and millions** *of people* **world wide**; **every time** *I have an infection, I* **always** *use penicillin*

Grammar Knowledge	Level 7 (Year 3)	Level 8 (Year 4)	Level 9 (Year 5)	Level 10 (Year 6)
Expressing opinion and point of view (cont) • **Modality** • **Expressing opinions directly and indirectly** By the end of Year 4 students: • differentiate between the language of opinion and feeling and the language of factual reporting or recording By the end of Year 6 students: • use subjective, objective and evaluative language, and identify bias From: The Australian Curriculum: *Literacy continuum across stages of schooling*	Chooses with some accuracy elementary expressions of modality: • obligation: *we **should** spend more on sports; people would **have to** move; we **need** food and water* • frequency: *we **always** need food to survive; they break, but **only sometimes, not all the time*** • certainty: *they **thought** the sun moved but we now **know** that the earth spins* • inclination: *I think we **do not want to** die* Begins to express more elaborated opinions directly, using 'I think' to put forward an argument: ***I think** you should spend your money on toys and games for your kids*	Uses simple forms of language expressing modality with varying degrees of accuracy: • obligation: *this **must** be soft; one of the yabbies **has to** live under water* • frequency: *I **never** go to bed early* • certainty: *you **may** think; **perhaps** I **could** have two layers* • inclination: *would **like** to tell you; I **didn't want to** have 13 on my grid* Expresses more elaborated opinions directly, to argue a view using thinking verbs and providing evidence and/or reason: *I **think** the illustrator did the pictures in bright colours <u>so that</u> this book would attract people; I **think** you should recycle, reuse, reduce and compost <u>because</u> Earth isn't meant to be a dump*	Uses a range of simple forms of modality with greater degree of accuracy in more formal contexts such as combining elements of certainty, frequency and/or obligation in arguments: *People **might need** the money to pay rent or taxes; You **don't always need** toys and games* Begins to use a wider range of resources to express opinions directly (subjectively): • a growing range of thinking verb: *I **believe**; I **reckon**; I **disagree*** • alternatives to thinking verbs with limited success. ***In my opinion, I believe** that too much money is spent on toys and games. **My last and final opinion** would be that …*	Begins to express modality with a greater degree of accuracy and with a greater range of language resources including those other than modal verbs and adverbs • modal auxiliaries: ***could** die; **can** bring; **may** never be happy* • adverbs: *will **probably** bounce; I **normally** have; **maybe** really little things* • processes: *people **urge** others; you **need to** understand; were **forced** to pay; **expected** to* • adjectives: *it didn't sound **possible*** • nouns: *the **right** to* Continues to express opinion identifying self as opinion holder (subjective) with a growing range of resources: ***I think; I believe** that; I **find**; I **say** that; I **feel** that …* Begins to express opinion in a range of other indirect or implied (more objective) ways: • attributing opinions to other 'generalised' groups: ***Some parents think** …* • deferring to research: ***Research shows** that …* • through language choices that indirectly expresses opinion or infers judgement: *Henry Parkes was **one of the most prominent** men in colonial politics.*

Word knowledge	Level 7 Year 3	Level 8 Year 4	Level 9 Year 5	Level 10 Year 6
Understanding/ using learning area vocabulary By end of Year 4 students: • use growing subject-specific vocabulary to read, discuss and write about learning area topics By end of Year 6 students: • use vocabulary, including subject-specific vocabulary from a range of learning areas and vocabulary that expresses shades of meaning From: The Australian Curriculum: *Literacy continuum across stages of schooling*	Uses a small range of common topic vocabulary related to learning area topics: • English*: predict; message; title; headings; paragraph; punctuation; diagram* • Geography*: legend; temperate; tropical; climate; island; rainforest; forests* • History: *Government House; Governor; awards; travelled; goldfields; arrive* • Maths*: column chart; bar graph; fraction; numerator; denominator* • Science: *liquid; solid; temperature; investigation; Earth; rotates*	Uses a growing range of common topic vocabulary related to discuss and write about learning area topics: • English*: events; author; illustrator* • Geography: *scale: rainfall; mountain ranges; landforms; vegetation* • History: *convict; transportation; colony; voyage; labour; sentenced* • Maths*: quarter; diagonal; right angle; measured* • Science: *shed*; *erode; friction; surface; forcing; observe*	Uses a wide range of common topic vocabulary needed to discuss and write about learning area topics, including some subject-specific vocabulary that express shades of meaning: • English*: characters; resolution* • Geography*: natural features, location; site; coast; port; harbour; coastline; urban* • History*: settler; migrated; township; the Eureka Stockade; rebellion; establish* • Maths*: chance and data; rotate; congruent; pyramid; doubled; translate; anticlockwise* • Science*: rotation; atmosphere; gas; solar system; orbit; reflected; proved*	Uses topic and subject –specific vocabulary from a range of learning areas, including words that have different everyday meanings to construct more specialised fields: • English*: response; discussion; text; to sway (persuade)* • Geography*: migrants; migration; multicultural; underdeveloped countries* • History*: migrant camp; migrants; migration; communist government; federation; constitution; Commonwealth; colonial politics* • Maths*: prism; pie chart; volume; equivalent* • Science*: volcanic eruption; tsunami; tectonic plate; sea bed; epicenter; Richter scale; DNA*
	Uses appropriately a small range of words that have different meanings in learning area contexts: **column** – *put it in the first column; the column chart was best to show results* **bar** – *I jumped over the bar; I showed the results in a bar graph*	Chooses appropriately words that have different meanings in learning area contexts: **sentence** – *write in complete sentences; the convict was sentenced*	Chooses appropriately words that have different meanings in learning area contexts: **colony** - *ant colony; British colony;* **translated** - *translated into English; I translated the shape to the right* **face** - *her beautiful face, the faces of the pyramid meet at one point, he couldn't face it anymore*	Chooses appropriately words that have different meanings in learning area contexts: **movement -** *the movement of the tectonic plates; the movement towards Federation* **improvise -** *the tube for our experiment was too small so we had to improvise; the drama teacher gave us a scenario and we had to improvise*

Word knowledge	Level 7　　Year 3	Level 8　　Year 4	Level 9　　Year 5	Level 10　Year 6

Spelling
 	
By end of Year 4 students:
• spell topic words, more complex irregular words, regular words and word families containing known letters and letter clusters and use strategies for attempting unknown words
 	
By end of Year 6 students:
• spell topic words and use word origins, base words, prefixes and suffixes when spelling new words
 	
From: The Australian Curriculum: *Literacy continuum across stages of schooling*
	Spells correctly:
	• topic words: *erupt; environment; graph*
	• new words that follow spelling rules and phonological patterns:
	  ○ 3 –letter consonant clusters: *strong; through; scratch*
	  ○ diphthongs and other ambiguous vowel sounds: *ay (play); ai (tail); ee (feel); ea (real)*
	  ○ less common letter patterns such as 'tion':*, prediction; invitation*
	• more complex single syllable homophones: *ate/eight; bean/been; right/write*
	• compound words: *anywhere, earthquakes*
	• applying generalisations:
	  ○ adding 's' for plurals and 'es' for plurals when word ends in: *s; sh; ch; x or z*
	  ○ adding 'ed' and 'ing' tense endings: *watered; collected; being; walking*
		Spells correctly:
		• new topic words: *diagonal; friction; colony*
		• frequently used irregular words: *friends; because*
		• regular words: *yesterday; another*
		• word families containing known letters and letter clusters:
		  ○ consonant clusters: *stripe; throat; screen*
		  ○ diphthongs and other ambiguous vowel sounds: *oy; oi; ou; ow; ould; u; ough; au; aw*
		  ○ silent beginnings: *wr* and *kn*
		• common homophones: *to/two/ to; hear/here*
		•　applying generalisations:
		  ○ doubling when adding suffix: *getting; rubbed; bigger*
		  ○ dropping 'e' when adding suffix: *using; writing*
			Spells correctly:
			• new topic words: *government; temperature*
			• frequently used, irregularly spelt words: *straight*
			• words with:
			  ○ complex but common patterns: *different; double*
			  ○ silent letters: *lamb; debts; answer*
			  ○ homophones: *new/knew; there/their/they're*
			  ○ prefixes and suffixes added to a common base word *triangle; rectangle; rectangular*
				Spells correctly:
				• new topic words: *federation; tectonic*
				• words with less simple but commonly seen suffixes: *ture; tion; sion*
				• words that conform to 'i' before 'e' except after 'c': *believe; receive*
				• more complex base words and derivatives formed by adding prefixes and suffixes: *volcano/volcanic; erupt/eruption; colony/colonial; breakthrough; unfortunate*

Language and Literacy Levels across the Australian Curriculum: EALD Students

Levels 11 – 14

Composing learning area texts	Level 11 (Year 7)	Level 12 (Year 8)	Level 13 (Year 9)	Level 14 (Year 10)
Visuals in multimodal texts By the end of Year 8 students: • plan, research and deliver presentations on learning area topics, sequencing selected appropriate multimodal elements for their impact on the audience • compose/ edit longer sustained learning area texts incorporating a wide range of graphics By the end of Year 10 students: • plan, research and deliver presentations on more complex issues/learning area topics, combining visual and multimodal elements creatively to present ideas & information, support opinions, engage & persuade audience • compose & edit longer more complex learning area texts incorporating an extensive range of graphics	Appropriately incorporates visuals into longer and more complex written and multimodal texts with increasing independence: • draws labelled diagrams to represent designs in an investigation • includes relevant photographs and maps, eg showing distribution of species, in a descriptive report • provides data in tables and graphs with accompanying interpretations • constructs a flow chart depicting a complex process such as water purification • presents a television news item; composes an advertisement or commercial, including relevant still and moving images with consideration of camera angle and shot distance, often drawing on stereotypes	Composes visual and multimodal texts understanding their contribution to the interpretation of ideas and information: • composes a news report eg on school vandalism, choosing visuals that effectively reinforce the message • produces a survival guide for students new to the school as video clip and as a pamphlet, including a map • composes front page of local newspaper with appropriate layout, eg font, size and colour, including name of paper, date, headlines, articles and visuals • constructs diagrams to represent processes in explanations eg physical and chemical weathering and erosion or models of the digestive system • incorporates diagrams to depict experiment procedure and data in tables and graphs with keys in investigations	Composes multimodal texts understanding the contribution of visuals and begins to make design choices based on purpose and audience: • includes historical photo as evidence to support argument in historical account • composes complex timelines showing events within a broader historical context • creates a pod-cast or a social media page as character from book or play • writes a short dialogue for a television show, with instructions for shot distance, angles and distance between characters • designs a website with menu and hyperlinks, eg on the role of nutrition in maintaining fitness • makes appropriate choices of dot points, font, size, layout, tables, maps and images in digitally projected presentations • composes book trailer, selecting effective images and symbols to evoke mood and represent characters, setting and themes	Composes visual and multimodal texts in print and digital environments using a range of design choices and visual tools for the intended purpose and targeted audience: • uses well-chosen font, size, colour and layout to enhance meaning and impact • composes a book trailer, selecting images to portray historical/cultural context, exploiting and subverting stereotypical image to create humour and/or impact • writes and presents a news item for television and/or on a website choosing images, shot distance and angles for optimal engagement and effect • produces texts appropriate for the workplace • composes detailed flow charts to represent complex interactions in factorial or consequential explanations • constructs a cartoon to explain a complex theory in a practical and engaging way

Written texts
By the end of Year 8 students:
• compose and edit longer sustained learning area texts incorporating:
  o researched and analysed information
  o complex language features to explore topics & express and support opinions
By the end of Year 10 students:
• compose & edit longer more complex learning area texts incorporating:
  o researched and evaluated information
  o complex language features to interpret and analyse challenging and complex issues
From: Australian Curriculum: *Literacy continuum*
	Composes a wide range of organised, longer, (300 – 450 words) increasingly complex examples of genres, with some confidence and appropriate to Year 7 Learning Area tasks (see Text knowledge: Organisational structures). In these texts, they:
	• analyse and combine information from more than one source
	• include a less basic concluding paragraph
	• draw on examples and evidence from sources and texts to support their opinions and begin to include bibliographies where appropriate
	• appropriately choose the structure and feature of learning area texts according to the purpose of the text
	• demonstrate awareness of the audience and attempt to engage and influence through their language choices
		Constructs wide range of well staged, longer, (300– 500 words) increasingly complex examples of genres, appropriate to Year 8 Learning Area tasks (see Text knowledge: Organisational structures). In these texts, they:
		• analyse and combine researched information from more than one source to describe and explain topics as well as to support their own opinions and begin to use conventions for citing others
		• include more complex introduction and topic sentences to clearly preview the content of the whole text and the paragraph respectively
		• use more formal, abstract and technical language to explore topics and issues, and to express their own opinions
			Constructs wide range of well staged, longer (300– 550 words) and complex examples of genres, appropriate to Year 9 Learning Area tasks (see Text knowledge: Organisational structures). In these texts, they:
			• analyse and combine information from more than one source, including bibliographies and conventions for citing others where appropriate, with some accuracy
			• construct detailed, well organized introduction, which may be comprised of two paragraphs, and topic sentences to clearly preview the content of the whole text and the paragraph
			• construct longer concluding paragraphs, where appropriate, by choosing skillfully from the text
				Constructs wide range of well staged, longer (400– 600 words), cohesive texts to explore, interpret and analyse challenging and complex issues appropriate to Year 10 Learning Area tasks (see Text knowledge: Organisational structures). In these texts, they:
				• evaluate, synthesise and acknowledge researched information from several sources appropriately and accurately
				• construct detailed, well organised introduction and topic sentences to capture attention of audience
				• crafts detailed, well organised concluding paragraphs to effectively complete texts and affect the audience

Text knowledge	Level 11 (Year 7)	Level 12 (Year 8)	Level 13 (Year 9)	Level 14 (Year 10)
Organisational structures of learning area texts **Note:** *the texts described here could be **oral, written or multimodal**. In addition, many student texts at this level are **macro genres**, which could be comprised of a combination of one or more of the genres described here.* By the end of Year 8 students: • use wide knowledge of the structure and features of learning area texts to comprehend and compose texts, using creative adaptations of text structures and conventions for citing others By the end of Year 10 students: • use comprehensive knowledge of the structure and features of learning area texts to comprehend and compose complex texts in innovative ways, using conventions for citing others From: The Australian Curriculum: *Literacy continuum across stages of schooling*	**Procedure:** composes texts on how to carry out a mathematical or scientific process, typically as part of a macro-genre **Procedural Recount/Simple Investigation:** begins to independently compose mathematical and scientific investigations, based on provided headings and instructions for each stage, including for example, an introduction, aim, hypothesis, method, results, discussion/analysis of results and conclusion **Biographical and Historical Recount:** composes more detailed, longer texts that recount a series of events accompanied by chart or graph with some summative commentary and/or reflection and evaluation **Narrative:** composes texts where characterisation emerges through descriptions, actions, speech, thought and feeling; begins to use optional stages of reflection, evaluation and flashback **Poetry and dialogue:** constructs descriptive texts relying less on modelled texts **Descriptive/Comparative and Classifying Report:** composes longer, more complex examples, with control of paragraphs, including an introductory paragraph and incorporating sources and visuals eg maps, photos and labeled diagrams **Explanation:** composes explanations which are increasingly causal, with illustrations; and relying heavily on model texts, begins to compose consequential explanations **Exposition (Argument or Discussion):** composes more complex introduction and less basic concluding paragraph, using topic sentences to sustain longer arguments and discussions, analysing and combining information from more than one source **Response/Review/Source Analysis:** composes personal responses, reviews of texts and History source analyses using a clear structure through a developed introduction, topic sentences and a conclusion; begins to use evidence from the text/source to support a point of view, interpretation and/or illustrate a literary/film technique	**Procedure:** composes texts on how to carry out a mathematical/scientific process, using passive voice, typically part of a macro-genre **Procedural Recount/Simple Investigation:** independently composes mathematical and scientific investigations, based on provided headings for each stage, including for example, an introduction, aim, hypothesis, method using passive voice, results, analysis of results and conclusion **Biographical and Historical Recount:** composes detailed, longer texts that recount a series of events from a particular personal or cultural perspective accompanied by visuals with some summative commentary and/or reflection and evaluation **Narrative:** composes longer narrative using variations with confidence eg incorporates complication and orientation in first stage; and/or composes effective short stories, creating intrigue and suspense **Poetry and dialogue:** begins to construct texts that evoke emotions and/or portray a cultural or historical perspective **Descriptive/Comparative and Classifying Report:** continues to compose longer, complex examples, with control of paragraphs, including an introductory paragraph and incorporating multi-sources and visuals eg maps, photos and labelled diagrams **Explanation:** composes causal explanations with effective links to illustrations; and composes consequential explanations drawing on models and writing frameworks **Exposition (Argument or Discussion):** composes longer texts with various stages eg a description supporting an argument or discussion with more than basic evidence and longer concluding paragraph that reinforces writer position by choosing well from the new information in the text **Response/Review/Source Analysis:** composes personal responses, reviews of aesthetic works and History source analyses using a clear structure through a developed introduction, topic sentences and a conclusion; uses evidence from the text/source to support an interpretation and/or illustrate a literary/film technique	**Procedure:** continues to compose texts on how to carry out a process, using passive voice, typically part of a macro-genre **Procedural Recount/Simple Investigation:** composes mathematical and scientific investigations, including for example, an introduction, aim, hypothesis, method, results, analysis of results and conclusion with diagrams, charts and graphs and begins to include an evaluation **Biographical and Historical Recount:** continues to compose detailed, longer texts that recount a series of events from a particular personal or cultural perspective with visuals and some summative commentary and/or reflection and evaluation **Narrative:** composes longer narrative using variations with greater confidence eg begins with final resolution and continues as a flashback; and/or composes effective short stories, creating a sense of drama **Poetry and dialogue:** constructs literary forms incorporating culturally specific resources such as humour and satire **Descriptive/Comparative and Classifying Report:** continues to compose longer, complex examples, with appropriate questions or noun groups as sub-headings and effectively incorporating multi-sources and visuals eg maps, photos, diagrams **Explanation:** constructs causal and consequential explanations with increasingly more written text; begins to compose accounts which provide more than one explanation as to the causes of events **Exposition (Argument, Discussion or Debate):** composes longer, sustained texts, well supported with evidence and basic explanations, with longer concluding paragraphs that reinforce writer position by choosing skilfully from the text **Response/Review/Source Analysis:** composes History source analyses, reviews and creative, interpretive responses to aesthetic works, such as trailers, creating pod-casts or social media pages as a character that portray the cultural and historical context; begins to compose comparative text analyses, such as comparing themes in a book and a poem	**Procedure:** continues as for Levels 12 and 13 **Procedural Recount/Simple Investigation:** continues to compose mathematical and scientific investigations, including for example, an introduction, aim, hypothesis, method, results, analysis of results, conclusion and an evaluation with diagrams, charts and graphs **Biographical and Historical Recount:** composes detailed, longer texts that reflectively recount events from a particular personal or cultural perspective and comments on the significance of the events **Narrative:** composes texts where characterisation emerges through descriptions, actions, speech, thought and feeling; begins to use optional stages of reflection, evaluation and flashback **Poetry and dialogue:** confidently composes texts incorporating appropriate examples of culturally specific resources such as humour and satire **Descriptive/Comparative and Classifying Report:** continues as for Levels 12 and 13 **Explanation:** confidently constructs longer, more detailed causal, factorial and consequential explanations with effective use of paragraphing; begins to compose theoretical explanations using models and diagrams; composes accounts from a particular personal or cultural perspective **Exposition (Argument, Discussion or Debate):** may vary structure such as beginning with a description of an imagined scenario as a dramatic introduction; evidence-based arguments; conclusions that synthesise points of argument to arrive at a new perspective; able to speak or write from the viewpoint of others eg critique a policy from another's perspective **Response/Review/Source Analysis:** constructs range of responses to texts that contain challenging issues; synthesises information from multiple sources to create own interpretation and insight; makes reference to and draws comparisons with other relevant texts; analyses accuracy of interpretations, identifies bias and prejudice and offers alternative readings to a text

Text knowledge	Level 11 (Year 7)	Level 12 (Year 8)	Level 13 (Year 9)	Level 14 (Year 10)
Text cohesion • **Foregrounding** ○ text and paragraph openers, including headings, sub-headings and text connectives ○ sentence openers including using passive voice to change the focus of the sentence By the end of Year 8 students: • use knowledge of word functions to make connections in text By the end of Year 10 students: • use knowledge of how the cohesion in texts is improved by strengthening the internal structure, for example, using paragraphs and providing examples, quotations and substantiation of claims From: The Australian Curriculum: *Literacy continuum across stages of schooling*	Chooses a wide range of features and visual devices to set up the structure and organisation of a text and guide readers, avoiding repetitiveness: • uses headings/sub-headings in a report • writes developed introductory paragraphs and topic sentences that help reader predict what is to come • uses a small range of alternatives to text connectives to organise formal oral and written texts: chooses *One of the main reasons* instead of 'Firstly'; *My second reason* instead of 'Secondly'; *To sum up; Due to all the evidence previously stated* instead of 'In conclusion' • uses more text connectives to make logical connections between paragraphs and sentences: *Therefore, For example, For instance, To add to that* Chooses a range of sentence starting points to orient the reader and give prominence to the message of the text, using: • descriptive foregrounded phrases and subordinate clauses in a range of genre ○ time: *As I set my line in the deep blue space; When foxes have chosen a territory, they …; Right from the first scene where I saw Miss Honey, I …* ○ place: *From the East to the West* ○ cause: *Because your singing and composing style is …; Due to the foxes amazing ability to adapt, Since foxes and dogs are so closely related* ○ contingency: *With enough begging and pleading; Despite this; Instead of camels; Although it is all of those things, it …* ○ angle: *As stated in the novel; In my opinion* • passive voice: *Too much money is being spent,* rather than 'People are spending too much …; The first results that were achieved,* rather than 'We achieved …' • foregrounded generalised/abstract noun groups in reports, explanations and arguments: **Trade along the Silk Road** *began*, rather than 'People traded …'; *A* **scribe's equipment** *included* …, rather than 'Scribes used …'	Chooses wide range of language features and visual devices to set up the structure and organisation of a text, guiding readers, avoiding repetitiveness and beginning to organise the text with optimal effect: • composes more complex introduction and topic sentences appropriately to clearly predict the content of the whole text and the paragraph respectively • uses a wider range of alternatives to text connectives in formal oral/written texts: ○ instead of 'Firstly, Secondly' chooses *One reason; The first event ;The next instance; The last event* ○ rhetorical questions in arguments, particularly oral debates • chooses appropriately from the range of text connectives to make logical connections between paragraphs and sentences: *In addition; Overall; Indeed* Chooses a range of sentence starting points to orient the reader, and organise the flow of information using: • more complex foregrounded phrases and subordinate clauses ○ time: *During a scene that is focused on a good character; After changing the two fractions into twelfths and then trwnty-fourths; When adding heat energy to a chemical reaction* ○ place: *In a physical change* ○ means: *By using eco-tourism and raising awareness about the reef's protection; With more tourists* ○ comparison: *In contrast to the lengthy ship and mast* ○ cause: *Due to mining; Because we had some difficulties; Because of this* ○ contingency: *Even though this is true; If I was a peasant;* ○ angle: *As a modern day person reading about Viking raiders, I …* • uses passive voice to foreground issues and abstractions: **The damage of these habitats** *needs to be looked at …,* rather than 'The government needs to look at …' • foregrounded abstract noun groups in factual genres: **The loss of habitats** *has* …; **The safety of the workers** *is*	Chooses a wide range of language and visual devices to set up the structure and organise text, to optimally guide the reader: • uses noun groups or rhetorical questions as heading and sub-headings • composes detailed, well-organised introductions, which may be two paragraphs, and topic sentences in a range of genres to clearly preview content of whole text and paragraph respectively • uses a wide range of alternatives to text connectives to organise formal texts: ○ chooses: *The main argument; One of the major events of the war; One important piece of evidence;* • begins to include less common examples of text connectives to make logical connections between paragraphs and sentences: *Subsequently; Consequently; To conclude; Yet; Though; Nevertheless* Chooses a small range of sentence starting points typical of more written texts: • a small range of more complex foregrounded phrases and clauses ○ time: *After 2 hours of swimming in fierce waters; After about a month of the natives' aggression building up* ○ place: *From the moment that Bob Cratchit is employed;* ○ comparison: *Instead of pain and sadness* ○ cause: *Based on this part of New Holland's plant restrictions and the fact that we could find no fresh water* ○ angle: *Being a Franciscan priest and living in this church for all my holy life* • continues to use passive voice for appropriate and effective foregounding • foregrounded abstract noun groups in factual genres: **The arrival** *of the First Fleet had lasting effects on* … versus 'After the First Fleet arrived …' • begins to manipulate what to foreground appropriately, which may require a shift of phrases or text connectives from the front: *The British, therefore, came …; Books, on the other hand, are …; This setting, however, can …*	Chooses from extensive range of language and visual devices to set up structure and organise complex texts with optimal effect: • composes detailed and well-organised introductions and topic sentences in a wide range of texts that not only clearly predict content of whole text and the paragraph respectively but also capture the attention of the reader/listener/viewer • composes detailed, well-organised concluding paragraphs that achieve their purpose at a high level • uses a full range of alternatives to text connectives to organise formal oral and written texts: *The primary argument for an increase is …; One of the features of …; The most significant feature of …; The first step to determining …* • includes less common examples of text connectives: *In fact; Subsequently; Thus; Moreover; Furthermore; Additionally* Chooses a wider range of sentence starting points typical of highly written texts: • a wider range of more complex foregrounded phrases and clauses ○ time: *As your awareness widens; During the experimental process* ○ place: *Against this background* ○ means: *By following The Law of Conservation of Energy;* ○ cause: *Because of the law of conservation of energy* ○ contingency: *Without the inspiring leaders of the World Cup campaign, such as …; Despite the fact that there is a lot of information in these pages* • foregrounded abstractions within longer noun groups: *The* **terrain** *of the Kokoda Track within this film; The variable that will be purposely manipulated in this experiment; The* **evidence** *shown in both the photos below;* • foregrounded **abstract**ions in reference to people: **Craig John**ston's **aspirations**; *Elizabeth and Georgiana's* **attachment** • manipulates by shifting elements from the front to foreground appropriately and strategically: *Dr X, on the other hand, thinks …; The question is, therefore, …*

Text knowledge	Level 11 (Year 7)	Level 12 (Year 8)	Level 13 (Year 9)	Level 14 (Year 10)
Text cohesion (cont) • **Reference** (pronouns, demonstratives and substitution) By the end of Year 8 students: • use knowledge of word functions to make connections in text By the end of Year 10 students: • use knowledge of how the cohesion in texts is improved by strengthening the internal structure, for example, using paragraphs and providing examples, quotations and substantiation of claims From: The Australian Curriculum: *Literacy continuum across stages of schooling*	Begins to use (1 or 2 instances, which may be appropriate/effective) reference items in longer factual genres to strengthen the internal structure of paragraphs as ideas from one sentence are picked up and carried forward to elaborate and show logical connections to new ideas and to develop arguments using: • this and that: *Ned committed a number of villainous crimes. Despite **this**, he also …; People often claim that he was very protective of his family. To add to **that** …; Traders built shrines and temples to practice their own faith. **This** was important because …* • common abstract terms within a noun group: *... more advanced with computers, truck, cars, ships and planes …;* **This technology**; **These techniques**; *Ned ran down and saved him. He received a stash for **this act**; There are different interpretations …* **One** *is …* **Another idea** *is …*	Uses reference items (2 or 3 instances used appropriately) in longer factual genres to strengthen the internal structure of paragraphs as ideas from one sentence are picked up and carried forward to elaborate and show logical connections to new ideas and to develop explanations and arguments using: • this and that: *Mining is bad because it digs up the earth and destroys animals' habitats. **This** is happening …; When it was put into water that was hot, the particles were moving faster. **This** made the …* • abstract terms within a noun group: *It is a very dangerous job. Rocks could collapse … Some people don't take **this matter** seriously; Also in Source 2 it has a picture that shows what would happen to people if thy had sinned. **These tortures** included…* Begins to use reference items to offer an interpretation of a previous statement, series of statements: • this and that: *Their water for crops is becoming polluted. **This** means …; The school has been closed until there is a full investigation. **This** is a problem because…; …their colour is healthy, happy and bright. **This** shows …*	Uses effectively reference items in longer factual genres to strengthen the internal structure of paragraphs as ideas from one sentence are picked up and carried forward to elaborate and show logical connections to new ideas and to develop explanations and arguments: *Some carbon atoms are different. **They** contain 8 neutrons. **These** are called Carbon -14 and are radioactive. **This** means they can decay and form into different atoms. **This decay** can be …; They would not exercise … may develop diabetes 2 or become obese. **These 3 factors** can cause; Our hunters came running back to our tribe camp telling me that they had seen ghosts …* **This encounter** *…* Uses reference items to offer an interpretation of a previous statement, series of statements: *… until the visits of the spirits.* **These visits** *enabled …; The histogram is skewed to the left side. **This** is evident because …; Scrooge shows that he cannot love even those who are the most lovable and loving …* **His inability to love** *… was the reason …*	Uses the range of reference items strategically to compact and carry forward previously mentioned ideas: *The language used in this chapter …; A particularly apt example …;* **Such** *word usage …; We followed **this procedure** with every piece* where 'this procedure' refers back to 7 steps outlined in the 3 previous sentences.; *These differences* referring back to the previous paragraphs which stated two characters are different and exemplified how

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Sentence Structures
• **Complex**
  o Subordinating (binding) conjunctions
  o Relative clauses
  o Non-finite clauses
• **Simple** (sophisticated and dense)
 	
By the end of Year 8 students:
• control a range of simple, compound and complex sentence structures to record, explain, questions, argue, describe and link ideas, evidence and conclusions
 	
By the end of Year 10 students:
• control a range of simple, compound and complex sentence structures to convey complex ideas, build and support arguments, and change emphasis
 	
From: The Australian Curriculum: *Literacy continuum across stages of schooling*
	Constructs a wide variety of complex sentences using:
	• an extensive range of subordinating (binding) conjunctions appropriately and accurately most of the time (*except for, whilst*)
	• non-finite clauses
	  o with greater accuracy: *The sun etches closer to the horizon,* **reflecting the sea;** **Being a scribe,** *I collected all the taxes; They mark their territory,* **using a scent gland;** *Foxes answer this* **by digging holes and putting the uneaten food in the hole to come back to later;** *The fox is very adaptable,* **being able to live everywhere from a forest to a city**
	  o some inaccuracies when adding a further clause: *Islam became known to other populations,* **beginning new ways of life and gave (sic = giving) people a sense of identity**
	  o beginning to use non-finite clause as participant/subject: **Giving to someone much less fortunate than yourself** *is a much better way to spend you money*
	• more relative pronouns used accurately:
	  o to elaborate: *There were a mysterious people called Sea Peoples,* **who destroyed Mycenae;** *She is a very attractive person,* **who is enjoyable to be around**
	  o may begin to use to add a comment or make causal connection*: The Kelly gang provoked a confrontation with the police,* **which resulted in officers shot dead;** *It was built on a rocky mountaintop,* **which would have made it easier to defend**
		Constructs well-formed complex sentences using:
		• an extensive range of subordinating (binding) conjunctions appropriately and accurately: *since; ever since; as if; like; while; as though; though; except that;*
		• non-finite clauses with accuracy:
		  o as subordinate clause*: It would be different,* **depending who you were;** *Count Olaf has been found* **disguised as a teacher;** *He was found at 10 am this morning,* **having kidnapped two of the school's students;** *When it has contact with oxygen, it rusts,* **turning red** *…; she said in a friendly way,* **sounding as if she genuinely wanted to help**
		  o begins to use to express interpretation /comment or cause: *Evil characters generally have dark and dull lighting around them,* **adding a sense of scariness and fear;** *the Spanish defeated them,* **causing many to die;**
		  o as participant/subject: **Seeing a ship carrying a dragon head on the prow**
		• relative clauses accurately most of the time and uses them to add a comment or make causal connection: *we kept the cups off the cold metal bench,* **which was a good way to control extra heat loss***; Water spinning around in the limestone takes off little bits,* **which makes a smooth surfaced pool***; The manager didn't do one of his calculations right,* **which resulted in his incorrect claim**
		• varies length and may use fragments for effect in narratives: *Everyone is so quiet. The woman sitting across from me is wearing a black beret and seems to be fixed on looking at something on the floor. I try talking to her but no response. Nothing.*
			Constructs well-formed complex sentences and begins to manipulate clauses and sentence structures for precision and effect using:
			• a full range of subordinating (binding) conjunctions: *for* (meaning because); *whereas; rather than; wherever; whenever*
			• non-finite clauses with accuracy:
			  o as subordinate clause: **Using the bionic eye,** *blind people …; We are a poor family,* **struggling to survive;** *I am in the lower deck of the ship,* **enclosed by sea of people***The median was worked out* **by arranging all the digits in numerical order and finding the middle number.**
			  o to express interpretation, comment or cause: *They came and killed more of our elder men,* **forcing us to flee;** *There were at least fifty of us mining for gold in the same small area of the stream,* **causing a lot of competition to find the most gold**
			• complex relative clause appropriately and accurately most of the time: *There is only one person,* **whom I can lean on when I'm standing in troubled waters;** *The land was not for sale,* **which, in my view, means that they do not own it and it is England's land now;** *We attempted to buy the land with our currency, with food and clothes among other luxuries*, **all of which were declined**
			• begins to compose sophisticated, dense simple sentences with non-finite clauses as participant/subject: **To have school uniform as a compulsory part of a school's identity** *is …;* **Unifying the races** *was …;* **Being in Australia** *provided*
				Constructs well-formed complex sentences, manipulating clauses and sentence structures for precision and effect with greater use of:
				• multiple <u>dependent clauses</u>: *This bullying occurs* <u>*when students wearing less stylish or fashionable clothing are singled out and excluded*</u> <u>*because their families cannot afford to buy them trendy clothes*</u>.
				• interrupting phrases and clauses with:
				  o circumstances: *This implies that Mr Bennett,* **with the departure of his two favourite daughters,** *is …; Mrs Bennett, who,* **despite her granted wishes of opportune marriages for her daughters,** *remains nervous and silly; don't just abandon your dog where,* **out of fear or hunger,** *it will attack children and other dogs!*
				  o clauses with subordinating conjunctions: *The language used in this chapter –* **as was imperative to Jane Austen** *– was indicative of the feelings and personalities of the people involved*
				  o non-finite clauses: *Kitty,* **taken away from the influence of Lydia and into that of Jane and Elizabeth,** *becomes greatly improved in mind and manner*
				  o relative clauses: *Mary,* **who remained at home,** *became …*
				• begins to compose sophisticated, dense simple sentences with <u>nominalisations</u> and <u>expanded noun groups</u> built around a relating verb (process): <u>*One of the features*</u> *of this chapter is* <u>*the development*</u> *of certain characters; The graph shows* <u>*the number of Australian casualties*</u> *as a result of fighting against the Japanese and the Germans in World War II*

Grammar Knowledge	Level 11 (Year 7)	Level 12 (Year 8)	Level 13 (Year 9)	Level 14 (Year 10)

Punctuation
 	
• **Basic punctuation**
  ○ commas after text connectives
• **Beyond basic:**
  ○ commas after foregrounded phrases and clauses to indicate pausing and with direct speech
  ○ quotation marks to indicate speech, quotes and other elements such as a title or name
  ○ brackets, dashes, colons and semicolons
 	
Note: The Australian Curriculum: *Literacy continuum across stages of schooling* does not include reference to punctuation. The information included here corresponds to The Australian Curriculum: *English*
	Uses with growing control, commas to support meaning in complex sentences:
	• most of the time:
	  ○ after foregrounded subordinate (dependent) clauses: **Although these were grave goods,** this tells us that …
	  ○ to mark phrases, text connectives and clauses and indicate pauses: *In 468BC, however, troops captured Mycenae, killed the inhabitants and …; With enough begging and pleading, parents will eventually …, or they will just buy it; We collected all the taxes, made sure everybody followed the law, wrote legal documents … and more.*
	• sometimes
	  ○ around an interrupting clause: *All of the palaces in southern Greece were burned,* **including Mycenae,** *around the same time*
	  ○ before a subordinate non-finite clause*: The sun etches closer to the horizon,* **reflecting the sea***;*
	• rarely for relative clauses (those that are not qualifiers within a noun group, but add non-essential information or comment as an aside): *Gravity comes from the centre of the earth, which …*
	
	Begins to use a small range of punctuation devices beyond the basic:
	• quotation marks for highlighted words and words used with ironic emphasis: *This helped show that Miss Honey was the 'goodie' and Ms Trunchbull was the 'baddie'; He used a technique called 'public relations exercise'.*
	• slashes to indicate alternatives: *This poem/ballad is about …*
		Uses appropriately and consistently commas to support meaning in complex sentences:
		• after foregrounded subordinate clauses
		• to mark phrases, text connectives and clauses and to indicate pauses
		• most of the time:
		  ○ around interrupting clauses and phrases: *A major point that may suggest that tourists are good for the reef,* **even if there aren't a lot still visiting,** *is that without tourists there would be no need for the Green Island resort*
		  ○ before a subordinate non-finite clause*: the Spanish defeated them,* **causing many to die**
		• sometimes for relative clauses (those that are not qualifiers within a noun group, but add non-essential information or comment as an aside): *It looks as though it has passed through many hands,* **which money does***.*
		
		Uses a small range of punctuation devices beyond the basic:
		• quotation marks
		  ○ for technical or subject specific words: *'artifacts'; 'oral testimony'*
		  ○ when defining or referring to a word: *The name 'smallpox' is from the Latin word for 'spotted'.*
		• brackets to include additional information/comment: *Once it is in the flame, the steel wool catches fire (this is a chemical change).*
			Begins to use colons and semicolons in expositions and other extended writing to improve precision and clarity of expression:
			• a colon:
			  ○ before a list of dot points: *There are three types of plate boundaries:*
			    ▪ *Transform boundaries …*
			    ▪ *Divergent boundaries …*
			    ▪ *Convergent boundaries …*
			  ○ to separate a subtitle: *Diary Entry 3: The Arrival*
			  ○ before a quote: *She said: 'It was …' A doctor commented on the state of Manchester city: 'Whole streets …'*
			• a semicolon to separate two closely related statements*: Most of my measurements are below the average for Australian students in year nine; my height is 159cm whereas the average height for an Australian student is 164.7*
				Uses colons, semicolons and dashes appropriately most of the time in the most basic cases:
				• a colon before a list of dot points or quote
				• a semicolon to separate two closely related statements*: Mr Bingley is also seen to grow as a character; for the first time the reader sees his temper being driven to the edge*
				• a dash:
				  ○ to add a comment, explanation or reiteration: *another child and her small dog were attacked by a dog wandering the streets – no owner in sight and no registration tag on the dog; I write to urge all dog owners to be responsible – register and secure their dogs; our genome is all our genetic information – all of our genes*
				  ○ before and after an aside: *the chapter could have been longer – something Jane Austen does not seem to shy from – in order to avoid …*

Grammar Knowledge	Level 11 (Year 7)	Level 12 (Year 8)	Level 13 (Year 9)	Level 14 (Year 10)

Words and word groups
• **Verbs and verb groups/phrases**
  o representing different processes (doing, sensing, saying, relating)
  o subject/verb agreement
 	
By the end of Year 8 students:
• recognise and use aspects of language to suggest possibility, probability, obligation and conditionality
 	
By the end of Year 10 students:
• develop higher order concepts in academic texts through language features that compact and generalise ideas, for example using nominalisation, technical and abstract vocabulary
From: *The Australian Curriculum: Literacy continuum*
	Uses a wide range of vocabulary to express shades of meaning, beginning to include possibility and probability, for processes.
	• doing: **Reinforce** all four edges; **Attach** string; Our aim **was achieved**; The sun **etches** closer; This **could harm** our pets; Communities **could experience** different ways of life; We **are** still **exchanging** goods; Vapour **cools** and **forms** clouds; We **store** water but we still **need to purify** it; Troops **captured** Mycenae
	• saying: The results **show** that …; The Hittites also **mention** the Sea Peoples; This **tells** us that …; People often **claim** that …; Some **state** otherwise
	• sensing: People **could enjoy** new goods; listeners **wouldn't forget**; I **believe**; I still **remember**
	• relating: Bushrangers **are known to be** lawbreakers; Children **appear to be having** the time of their lives; Foxes **belong to** the same family; It **is considered** a pest;
	  o causal: They **were affected** by drought; This **could mean** animals will be endangered; It all **helped show** …; Technology **lets** us **communicate**
		Uses an extensive range of vocabulary to express delicate shades of meaning, for processes, including possibility/probability,
		• doing: They **will not hesitate**; Scar **betrayed** his family; students **had to be evacuated**; we **could utilise** these funds; animals **would have to relocate**; mining **could** potentially **contaminate**; they **were forced to seek out** new places
		• saying: … I **whisper**; … **exclaimed** Jess; the author **has described** him as …; a major point that **may suggest** that …
		• sensing: I **selected** the novel; I **realised** I **couldn't remember**; Eliza **reminds** me of Count Olaf; they **discovered** that …; we can **appreciate** the reef; you **have mistaken** me; I **can't help but believe** …
		• relating: the character **seems** friendly; the keep **would consist of** many floors; These tortures **included**… I chose grey **to represent** gloom; which **maybe means** there was a quick end;
		  o greater range of causal: jobs **are created**; concerns about tourist's affect on the reef **arose**, this **allows** parents to have time; his wrong calculations **resulted in** his incorrect claim; a 2 metre hull **ensured** that …
		Begin to express abstract doings and happenings metaphorically: we **can document** it; they **are** always **plotting** against others; they **disturb** the wildlife; the throne **is restored**; children **may be exposed** to …; as a result of **being deprived** of …
			Uses an extensive range of vocabulary to express complex, technical and abstract meanings.
			• abstract doing and happening: Historians **have to put forward** arguments; the tide **seemed to ease**; a Federation **did not** actually **unify** Australia; he **makes sure to provide** enough rations; they **have been forced to undergo** an eight month voyage; people **began to flood** in; **Is** the school uniform **hindering** you expressing your individuality; he **passed away**
			• saying: it **is** often **debated**; It **is suggested**; Sergeant John Wilder **recalled** …; a doctor **commented**; we **have been instructed to**; I **can't help but scream**; the lad **recounted** …
			• sensing: people **tend to think**; the man **doubts** that …; I **was expecting** to …
			• relating: they **contain** 8 neutrons; his story **relates to** the poem; it **involves** expensive machinery; we **appear to be**; the campaign **is regarded as** important; it **indicates** that …; it **is considered** a valid measure; they **are** now **acknowledged as** the founders the battle **is perceived as** a defining moment
			  o extensive range of causal: choices that **result in** …; conditions **caused** …; the campaign **led to** …; the Industrial Revolution **affected** …; advance in farm technology **forced** many people off the land; this **enabled** …; that **allowed** …; The war **gave rise to** …
				Continues to use an extensive range of vocabulary to express complex, technical and abstract meanings.
				• abstract doing and happening: **deals with** matters; **provide** information; **served** the purpose; **sought** reconciliation; his legacy **extended** beyond …; by **manipulating** the variables; **raises** points; energy **has been conserved**; Australia was **isolating** itself; your awareness **widens**; **applied** more strength; **exhibit** great courage; **encountered** a few problems; **facing** realities; **could eliminate** the possibility; **overcoming** her fear; **conveyed** the joy; **tower** over her; **to pursue** happiness; she **does not seem to shy** from it;
				• saying: I **urge** all dog owners to …; **refused to communicate**; Ellie **chants** to herself; I **wasn't complaining**; Darwin **proposed** that …; Frank Farina **commented** on it
				• sensing: he **is reflecting** on it; I can almost **make out** the faint outline; it **disappoints** us; courage **is acknowledging** your fear
				• relating: he **defines** it **as**; religion **is** closely **linked to** happiness; she **remains** nervous; this **continues to influence** players; This **implies** that …; it **illustrates** the accuracy
				  o a range expressing both cause and modality: **knowing** of the **consequences** that **may** have followed; This **might cause** too many nutrients

• **Subject/verb agreement**	Demonstrates greater control of subject-verb agreement although may make occasional errors with more complex agreements: • after 'there', where verb needs to agree with a longer noun group that follows: *There has (sic = have) been several dangerous events over the past years* • noun groups with qualifiers: *All of the weapons that the Spanish used was (sic = were) made of iron; their water for crops are (sic = is) becoming polluted*		Demonstrates control of subject–verb agreement although may make very occasional errors with more complex agreements: • when there may be confusion as to which noun should be agreed with: *The number of assaults have (sic = has, agreeing with number) increased over time*	

Grammar Knowledge	Level 11 (Year 7)	Level 12 (Year 8)	Level 13 (Year 9)	Level 14 (Year 10)

• **Adverbs, adverb groups/phrases and prepositional phrases** to express the circumstances surrounding happenings and states
o place
o time
o accompaniment
o manner
o cause
o matter
o role
o angle
o contingency
 	
By the end of Year 8 students:
• recognise and use aspects of language to suggest possibility, probability, obligation and conditionality
By the end of Year 10 students:
• develop higher order concepts in academic texts through language features that compact and generalise ideas, for example using nominalisation, technical and abstract vocabulary
 	
From: The Australian Curriculum: *Literacy continuum*
	Uses a wide range of circumstances to provide important details and perspectives of events including:
	• place: *from the centre of the Earth; from a tomb in Mycenae; across the entire world; on every continent except Asia*
	  o may begin to use circumstances of abstract space*: in this poem*
	• time: *for many years to come; throughout his whole life; in Mycenaean times; during the Persian Wars, right from the first scene*
	• accompaniment: *with computers, trucks, cars ships and planes; instead of camels*
	• manner:
	  o quality*: in very military styled clothes; almost completely; safely; closely; more quickly; impulsively*
	  o means*: communicates* **through barks and yelps***; shown* **through both her appearance and her personality***; surrounded* **by walls made of stone**
	  o comparison: *like a mix between a dog and a cat*
	• cause: *for the sake of the song; due to the fox's amazing ability to adapt*
	• matter*:* *(This poem is) about an orphan's life back in the 1930's*
	• role: *as an introduced species*
	• angle: *from their perspective; in my opinion; to the people of the time*
	• begins to use contingency to express conditionality: *with enough begging and pleading*
		Begins to use more complex circumstances with expanded noun groups and/or using more precise and technical vocabulary:
		• place: *outside a house with perfectly cut flowers and lime green grass; on the prow of the ship; 30 cm above the bunsen burner*
		  o abstract space: *into our communities*
		• time: *over the course of 5 years; for long periods every day; during Early Medieval Times; during a scene that is focused on a good character*
		• accompaniment: *with the decline in tourists; along with those treasures*
		• manner:
		  o means*: cover* **with a thin layer of growing medium**
		  o comparison: *in contrast to the lengthy ship and mast*
		• cause: *for our economy and the Great Barrier Reef itself; because of the pollution of the water; due to lack of healthiness of water; for extra protection against waves and sea spray*
		• role: *as a world heritage site and a natural wonder of the world; as a teacher in Prufrock Preparatory School; as a 'loathsome, horrible and evil man'*
		• angle: *as a modern day person reading about Viking raiders,* I know I see them …
		• contingency: *with more tourists; without tourists*
		
		Note: May begin to use a wide range of circumstances of manner (quality) to express emotions, judgements and evaluation, particularly in narratives, as in 'Expressing opinion and point of view.'
			Uses more complex circumstances with expanded noun groups and/or using more precise and technical vocabulary:
			• place, including abstract space: *outwards of our position; on the edges of the continental plates; in the stem and leaf plot; at a parliamentary committee; in a sea of people; in small cottage industries*
			• time: *Prior to the Industrial Revolution; during the 252 day journey of the First Fleet; After about a month of the natives' aggression building up; in the time when we most need you; never in my existence*
			• accompaniment: *with the Factory Acts of 1802 and 1819*
			• manner:
			  o quality: *wirelessly; in numerical order; behaviourally and socially; officially*
			  o means*: with natural methods such as windmills; with more force*
			  o comparison: *instead of pain and sadness*
			• cause: *as a result of the Industrial Revolution; because of convection current in the mantle; from lack of food and hygiene and proper ventilation; for the greater good of everyone; due to unsafe and unhygienic areas on the ship; from the deadly disease of dysentery; for our annual camping trip at a beach camping ground near the Gold Coast*
			• role: *As Romeo's confidante and a priest; as part of Federation Celebrations in NSW*
			• angle: *from the information in the sources provided; to some historians*
			• contingency: *except for the weather conditions*
			
			Note: Uses wide range of circumstances of manner (quality) to express emotions, judgements and evaluation in narratives etc. as in 'Expressing opinion and point of view.'
				Uses an extensive range of circumstances to express abstract and technical meanings, with expanded noun groups, nominalisation and cultural metaphor
				• place, including abstract space: *in rock formations and ocean sediments; in the tissues of living and dead organisms; at the pinnacle of international competition; below poverty level*
				• time: *at regular intervals; throughout the course of the experiment; upon finishing*
				• accompaniment: *with torrential rain*
				• manner:
				  o quality: *appropriately; at an accelerated rate; according to the Geneva Convention; extravagantly; in the same proportion; in a manner that expresses a laidback approach*
				  o means*: through techniques such as repetition, comparisons and the style of clever social commentary used so well by Jane Austen*
				  o comparison: *like a leaf falls off a tree in the middle of autumn; as opposed to the more commonly used term*
				• cause: *for his efforts in promoting the sport; because of their personalities and where and how they were brought up; for guidance; out of fear and hunger*
				• role: *as small gas particles; as prisoners of war of the Japanese; under the banner of Australia*
				• angle*: According to my results; in the eyes of Australians*
				• contingency: *Despite these useful aspects shown in the film; with some urging on Elizabeth's part*
				
				May use cultural metaphor for effect*: we are never going to settle down* **in a cottage on a hill with our one true love forever**

Grammar Knowledge	Level 11 (Year 7)	Level 12 (Year 8)	Level 13 (Year 9)	Level 14 (Year 10)
Words and word groups (cont) • **Nouns and noun groups/ phrases** By the end of Year 8 students: • recognise and use aspects of language to suggest possibility, probability, obligation and conditionality By the end of Year 10 students: • develop higher order concepts in academic texts through language features that compact and generalise ideas, for example using nominalisation, technical and abstract vocabulary From: The Australian Curriculum: *Literacy continuum across stages of schooling* • **Nominalisation**	Uses expanded noun groups to express shades of meaning and more specialised knowledge: • key nouns (things): *event; harvests; supplies; techniques; features; suspense; scene; society; invasion; evidence; citizen;* • combining and contrasting describers: *a very **calm, peaceful and understanding** person; **bright but soft** lighting* • classifiers: **legal** *documents;* **scent** *gland;* **native pea** *plant;* **drinking water** *supplies;* **warrior** *class;* **family comedy** *movie;* **low angle** *shots* • qualifiers using a longer prepositional phrase: *swords **like the one in Figure 2;** records **of harvests and food supplies** an orphan's life **back in the 1930's*** • qualifiers *using (embedded) relative clause, which may ellipse words: the children **(who are) watching the advertisement at home;** the money **(which) they are spending;** a native pea plant **that is poison to foxes*** • beginning to use multiple qualifiers: *an invasion **of Greeks from the North called the Dorians;** a mysterious people **called the Sea People who destroyed Mycenae*** Uses a growing range of nominalisations with grammatical accuracy to: • begin to shift from a focus on people and things to one of abstraction: *their main **diet*** • summarise complex processes: *filtration evaporation, air resistance; precipitation* • compact information and make connections between ideas in text: *The fox is very adaptable … This is not the only clever **adaptation;** People traded silk … **Trade** …*	Begins to use more complex noun groups built around a nominalisation and/or using more precise and technical vocabulary: • key nouns (things): *ores and minerals; hull; prow; ecosystem; incident* • greater use of classifiers: **archeological** *evidence;* **oral** *testimony;* **domestic** *animals; a* **primary** *source;* **chemical** *reaction;* **medieval** *times;* **digestive** *enzymes;* **sediment** *layer;* **mining** *industry;* **natural underground** *systems;* **camera** *angles* • qualifiers using a longer prepositional phrase: *the loss **of vegetation and natural habitat;** contamination **of the underground coal and water system;** a business **like the Green Island Resort tours;** a positive effect **on our economic position*** • qualifiers using longer (embedded) relative clause, which may ellipse words: *an artefact **(that was) used in the time period** being studied; a loose soil **that didn't compact, get soggy or crust over and allowed water to moisten the soil easily;** children **who have attended day care before they start school;** parts **where tourists have littered or harmed coral and animals*** • multiple qualifiers: *healers **who could stop the spread of disease brought by the European invaders;** the raised lumps **that spread over the faces and bodies of sufferers;** threats **of explosions** that are very dangerous to the miners* Uses with accuracy a greater range of nominalisations expressing cause: *impact; effects; result; causes; reason*	Uses more complex noun groups built around nominalisation and/or using more precise and technical vocabulary: • key nouns (things): *allies; campaign; residence; authority; civilization; compressions; variables; reforms* • greater use of classifiers: **alluvial** *gold;* **nomadic** *people;* **bionic** *eye;* **greenhouse** *gas;* **auditory** *and* **sight** *reflexes;* **cottage** *industry;* **endocrine** *system;* **nervous** *system;* **law and order** *system;* **physical** *representation;* **visual** *representation* • qualifiers using longer (embedded) relative clause: *the common view **that Botany Bay was simply chosen as a place to dump convicts;** the data **that best represents the height variable in our class;** the people **who do not display good behaviour or refuse to do work;** a group of electrodes **which send electrical signals to the brain*** • multiple qualifiers including a nominalisation: *access **to the flax and timber on Norfolk Island;** the first European sighting **of the eastern coast of Australia;** the landing **of Captain Cook in Botany Bay** a re-enactment **of the landing of Captain Cook in Botany Bay;** signs **of aggression towards our presence;** the number of cities **with a population** of more than 20,000 in England and Wales; the benefits **of using child labour in the cotton factories*** Uses with accuracy nominalisations: • an extensive range expressing cause: *reason; benefit; consequences; result; effects; impact; outcome* • a range expressing thinking and saying: *conversation; theory; debate; view; idea; voice; notion*	Composes expanded noun groups with nominalisation to express abstract and technical meanings: • key nouns (things): *foliage; advocate; traits; ambassador; departure; pursuit; imprisonment; expats; origins; setback* • multiple classifiers: **geographically isolated** *populations; the* **commercial cut flower** *preservative; a responsible* **pet ownership** *course* • qualifiers using a more complex prepositional phrase with nominalisation: *the main causes **of the Bay's poor water quality and aquatic habitat loss*** • qualifiers using longer (embedded) relative clause: *several years of campaigning **to try and make it into the world's best tournament;** two of the main protagonists **that have matured and developed throughout the book;** moments in time **that prove to us that life is worth living*** • multiple qualifiers with nominalisation: *effect **of dredging on the nitrogen and phosphorous cycles;** the living conditions **of the Australian soldiers during the war against Japan;** the portrayal **of the limited supplies that the Australian soldiers had*** Uses cultural metaphor: **the building blocks** *of all cells;* **a base** *for future successes on* **the world stage** Uses nominalisations with accuracy: • wide range of abstract and technical: *approach; aspects; condition; evidence; influence; techniques; variables; usage; motivation; accuracy; achievements* • wide range expressing thinking and saying: *afterthought; commentary; awareness*

Grammar Knowledge	Level 11 (Year 7)	Level 12 (Year 8)	Level 13 (Year 9)	Level 14 (Year 10)
Expressing opinion and point of view • **Evaluative language:** (expressing feelings and emotions; judgement of people; evaluation of things and varying the intensity) By the end of Year 8 students: • use language to evaluate an object, action or text, and language that is designed to persuade the reader/viewer By the end of Year 10 students: • use language that indirectly expresses opinions and constructs representations of people events, and consider expressed and implied judgements *From: The Australian Curriculum: Literacy continuum across stages of schooling*	Uses a wide range of evaluative language appropriately in a range of genres to express: • feelings and emotions: *the **despairing** life of an orphan; heavy **crying**; she didn't look **nervous**; she looked **calm**; the **butterflies in my stomach**; my **anxiety**; the real **thrill*** • judgements of people (characters): *a very **attractive** person who is **enjoyable to be around**; an **accomplished** person; a very **calm, peaceful** and **understanding** person; an **awful, mean** and **aggressive** person who **hates children*** • appreciation of things: *bright **but soft** lighting; **look quite unique;** not the only **clever adaption** foxes **have; the** Silk Road was very **valuable;** war was **important in the life of the Mycenaenas*** • varied intensity: *an **actual** battle; I can **faintly** distinguish; **relatively** long; **much**-loved poems; **heavy** crying a **downright** villain; **completely** different continent*	Uses an extensive range of evaluative language appropriately and begins to use <u>nominalisation</u> to express: • feelings and emotions: *sends **shivers up my spine; tears** start **streaming down his face; his eyes are flashing from side to side;** a **hopeful** tone in his voice; **gloom, <u>sadness</u>** and self-pity; <u>**unease**</u>; **calm, <u>reassurance</u>** and **safety;** he feared that …; felt <u>**terror**</u>; felt **inspired** and **thrilled; petrified; joy;** screamed **at the top of his lungs; <u>thoughts</u> dash** through my head* • judgements of people (characters): **nothing but a nuisance;** *very **intelligent; never purposely hurt anyone; sympathetically;** better **socialized;** more **independent; great ship building skills;** fought **with all their <u>might</u>; never show mercy or <u>forgiveness</u>; politely; lovingly;** her eyes lit up **like the sun rising for a brand new day*** • appreciation of things: *the **most advanced** technology around; **terrible <u>destruction</u>; significant milestones;** use it for **constructive purposes;** the **most efficient** oven; it made this movie such a **top interest;** how **gloomy** their lives were; the test is **fair;** the **fastest, swiftest** and **fiercest** ships; it was **more successful/ unsuccessful;** the figures would be **more convincing;*** • varied intensity: ***every spare** cent; **100% truth; fairly** similar; **every single** bone in your body; **largely** made up of**; mainly** right; the **exact** same amount; **properly** trained*	Continues to appropriately use an extensive range of evaluative language, including some <u>nominalisation</u> and/or cultural metaphor, moving to less emphasis on feelings and more on judgement and appreciation: • feelings and emotions: *scream in agony; a strong <u>**sense**</u> of <u>**pride**</u> and <u>**belonging**</u>; miss them **dearly;** relieved; <u>**regrets**</u>; <u>**confusion**</u>; <u>**exhaustion**</u>; <u>**frustration**</u>; horrified; <u>**terror**</u>; **terrifying;** signs of <u>**aggression**</u>; **speechless*** • judgements of people (characters): ***racist;*** <u>**greed**</u>; <u>**bravery**</u>; **never generous; cannot love even those** who are **most loveable** and **loving; compassionate;** <u>**inability**</u> **to love; hardened criminals; aggressively; lazily;** left to rot; were **not willing to take it lying down;** travel down the same road, **never learning** from our lesson* • appreciation of things: ***poor quality/fertile** soil; **thriving** community; **well-illustrated** and **humorous** shows; **practical and long-lasting; up-to-date** as well as **interesting;** information is **reliable; not skewed; defining** moment; **picturesque; valid** measurement; **strategic** benefit; **dominant** sea power; **not accurate or reliable; unsanitary** and **unhygienic** conditions**;** its usefulness **outweighs** the harm; **in troubled waters; dumping ground; turning point;*** • varied intensity: *affected us **greatly; pure** love; **true** individuality; **dreadfully** sick; a **dramatic** decrease; expensive **in the short term;** cheaper **in the long term;** stretched **to the limits; heavy <u>casualties</u>** (referring to injuries and deaths)*	Appropriately and effectively chooses from an extensive range of evaluative language including a greater range of <u>nominalisation</u> and/or cultural metaphor, with less emphasis on feelings and more on judgment and appreciation: • feelings and emotions: *a **shiver of hope** runs down my spine; <u>lack</u> of <u>**regret**</u>; the <u>**joy**</u> (or <u>lack</u> thereof); **unbearable <u>pain</u>;** a <u>sense</u> of <u>**satisfaction**</u> and **delight;** a <u>**feeling**</u> of national <u>**pride**</u>; **paranoia; overrun by <u>fear</u>; pulled myself together;** felt **at home; flood of <u>panic</u>;** her <u>**fear**</u> is **paralysing; his temper being driven to the edge; in the <u>heat</u> of the moment*** • judgements of people (characters): ***logical; irresponsible; responsible; dangerous guerillas; not like a coward;** her <u>**patience**</u> and <u>**kindness**</u>; **placid;** it was **shameful** to surrender; <u>**popularity**</u>; **courageously;** self-sacrificial; **quick to jump to <u>conclusions</u>*** • appreciation of things: ***valid science; <u>accuracy</u>; concise** and deals with matters **quickly and efficiently; blunt** and **to the point;** like **an <u>afterthought</u>; light-hearted** and **satirical;** too **ambitious** for them; an **unusual** and **unwanted** growth; **biased; great detail;** many **facts excluded; vital** point; **key** thing; **best suited; essential;** a **house-hold** name; a **landmark** event;* • varied intensity: ***absolutely** horrendous; she is **practically** my sister; could **barely** walk; matured **dramatically; completely** fulfilling and satisfying **one hundred percent of the time; slightly** bereft of emotion; cut him off **entirely***
	Begins to use expressions of personal comment: ***of course;** it is **obvious that …;** but **actually**, foxes …; a picture of soldiers **actually** carrying the swords shown in Source 2; parents will **eventually** buy the children **exactly** what they want; they could **in fact** be spent on …*	Uses expressions of personal comment: ***thankfully; Indeed;** it could **actually** do a lot**,** the film is **clearly …;** people aren't **exactly** sure*	Continues to use expressions of personal comment: ***Basically**, it was just …; it was **simply** chosen as …; **more importantly;** it is **certainly considerably** cheaper*	Continues to use expressions of personal comment: ***But the thing is** …; **Let's face it; surprisingly; On a better note,** …; **It's not surprising** that …*

Grammar Knowledge	Level 11 (Year 7)	Level 12 (Year 8)	Level 13 (Year 9)	Level 14 (Year 10)

Expressing opinion and point of view
 	
• **Modality**
• **Expresses opinion directly and indirectly**
 	
By the end of Year 8 students:
• use language to evaluate an object, action or text, and language that is designed to persuade the reader/viewer
 	
By the end of Year 10 students:
• use language that indirectly expresses opinions and constructs representations of people events, and consider expressed and implied judgements
 	
From: The Australian Curriculum: *Literacy continuum across stages of schooling*
	Expresses modality with a greater range of language resources beyond modal verbs accurately in most contexts
	• adverbs: *Ms Trunchball is* **definitely** *the bad person; it* **isn't likely** *that …; the most* **commonly** *seen bird; people* **often** *claim …; foxes* **usually** *hunt at night; the* **most frequently** *recorded outcome*
	• processes: *I* **knew** *that she was a 'goodie'; children* **appear to be** *having the time of their lives*
	• adjectives: *a* **typical** *bushranger; a* **definite** *lawbreaker; it could be* **equally likely**; *made* **sure** *everybody followed the law*
	• nouns: *different* **interpretations** *about …; the* **option** *of charity*
	
	Uses a narrow range of ways to appropriately express opinion in, for example, arguments, discussions and source analysis:
	• directly (subjectively):
	  o identifying self as opinion holder: **In my opinion, I believe** *that …;*
	• indirectly (more objectively), for example in a factual recount, by:
	  o attributing opinions to other generalised groups: **people say** *…;* **others argue**
	  o deferring to sources: **As stated in** *…;* **Source 2 shows** *…* **This tells us** *that war was important in their life*
	  o through language choices that indirectly express opinion or infer judgement: **It is obvious that** *… Due to all the evidence previously stated, it is clear that* …
		Expresses modality with a greater range of language resources accurately and appropriately in most contexts:
		• adverbs: *they are* **certainly** *more independent;* **possibly** *build up*
		• processes: *it* **seemed to happen**; *it* **tended to be** *drier*
		• adjectives: *it wasn't* **common**; *the most* **likely** *reason*
		• nouns: *the score with highest* **frequency**; *there is* **no need**; *felt an* **urge** *to explore*
		Begins to combine elements: *mining* **should definitely** *be banned; we* **might never know for sure**; *they* **can't possibly** *get enough; there* **perhaps might** *not be a suitable place; it* **could potentially** *contaminate the water*
		
		Uses appropriately a small range of resources to express opinion in, for example, arguments, discussions and source analysis:
		• directly (subjectively):
		  o identifying self as opinion holder: *I* **see** *them as …;I* **find** *this one hard to believe; I* **feel** *that …; I* **disagree** *…*
		• indirectly (more objectively):
		  o attributing opinions to other generalised and/or 'group' voices: *there are* **some who argue** *…;* **Aboriginals and conservationists rated** *the economic value quite poorly*
		  o deferring to sources and research: *the* **results show; According to Source 4; In Source 5 it mentions** *that*
		  o through language choices that indirectly express opinion or infer judgement: *they* **are certainly more independent**; *the children* **can't possibly** *get* **enough** *individual attention; The film* **is clearly** *…*
		• begins to use modality to show openness to other opinions/views: **It is thought that** *…*
			Chooses and combines a wider range of complex language expressing modality accurately and appropriately in most contexts: **most** *people* **tend to think**; *I* **knew** *my decision* **could** *change my life; it* **always seems** *quicker; they* **seem to** *be* **mostly** *occurring*
			
			Uses a range of resources to appropriately express opinion in most contexts:
			• directly (subjectively):
			  o identifying self as opinion holder: *which,* **in my view, means** *that …*
			• indirectly (more objectively):
			  o including other generalised and more expert voices: **Historians** *have put forward different arguments* **…; other historians think that** *…*
			  o deferring to specific sources and experts: **Edward Baines argued** *that …;* **The following letter**, *which was sent to a journalist* **shows** *this: A* **doctor commented** *…; as* **shown in the photo** *below;* **The historian, Geoffrey Blainey questioned** *…;* **Geoffrey Blainey's view** *is that …*
			  o through language choices that indirectly express opinion or infer judgement: **It is evident that** *…; it is apparent that* …
			• using modality to show openness to other opinions/views: *His book* **suggested** *the British really wanted access to the flax and timber on Norfolk Island;* **in Turkey,** *the battle is* **perceived as** *a defining moment; earthquakes and volcanoes* **seem to** *occur…*
				Chooses and combines an extensive range of complex language, including beginning to use <u>nominalisation</u>, to express modality accurately and appropriately in most contexts: **If this fact** *was included in the film, then* **perhaps** *it would've been* **more accurate** *as it* **would have clearly** *portrayed …; there is the* **<u>possibility</u>** *that the chapter* **could have been** *longer – something that Jane Austen* **does not seem to** *shy from*
				
				Appropriately expresses opinion in most contexts using a wide range of resources:
				• directly (subjectively) using a wide range of resources
				• indirectly (more objectively):
				  o defer to specific sources and experts: *… questioned by* **the German media, with one newspaper** *saying …;* **a Brazilian ambassador** *said …;* **Les Murray, SBS Football analyst,** *said …;* **Socceroo Frank Farina** *commented on …;* **Johnny Warren, a former player and advocate for football,** *talks of …;* **Dr X, who is a fertility expert, has disagreed.*
				  o through language choices that indirectly express opinion or infer judgement: *This aspect is* **impressively** *presented; It was* **crucial** *…; it is* **indeed** *very useful;* **One of the most courageous characters** *…; The* **most significant** *feature of this chapter; A* **particularly apt** *example of Austen's satire; often backed by evidence: This film* **clearly shows** *the accuracy …;* **This is also evident in** *the characters …*
				• using modality to show openness to other opinions/views: *Austen* **does not seem to** *…;* **One of the multiple theories** *is …*

Word knowledge	Level 11 (Year 7)	Level 12 (Year 8)	Level 13 (Year 9)	Level 14 (Year 10)
Understanding learning area vocabulary By end of Year 8 students: • use a wide range of new specialist and topic vocabulary to contribute to the specificity, authority and abstraction of texts By end of Year 10 students: • use subject-specific vocabulary to express abstract concepts, and refine vocabulary choices to discriminate between shades of meaning From: The Australian Curriculum: *Literacy continuum across stages of schooling*	Continues to use a growing range of topic and subject-specific vocabulary from a range of learning areas, to construct specialised fields: • English*: imagery; poem; ballad; scene; suspense; comedy; director; lighting; shot* • History: *trade route; scribe; hieroglyphics; pharaoh; papyrus; source; society; culture* • Maths*: co-interior and alternate angles; isosceles; scalene; equilateral; trapezium* • Science: *vapour; precipitation; evaporation; filtration; distillation; air resistance* • Geography: *livability; proximity; commercial; industry; services*	Uses a wide range of specialist and topic vocabulary to contribute to the specificity, authority and abstraction of texts: • English*: stimulus; classic; camera angles; opening scene; dull lighting; appropriate shot types; animation; series* • History: *archaeological evidence; historians; navigation; beliefs and customs; plunder; medieval times; allies; primary source; artefact; oral testimony* • Maths*: statistical measure; tally; range; mode; median; mean score; gradient* • Science: *absorption; sediment; digestive enzymes; mucus layer; oesophagus; HCL; seed germination; growing mediums; chemical reaction; particles; beakers; bunsen burner; potential energy; kinetic energy* • Geography: *high density residential land use; recreational land use; tidal water; erosion; deposition; conservationists*	Uses an extensive range of new specialist and topic vocabulary to contribute to the specificity, authority and abstraction of texts: • English*: documentary; animated; social media; trailer; multimodal* • History: *parliamentary committee; campaign; re-enactment; industrial revolution; merchants; land ownership; revolted; passed the Factory Act* • Maths*: grouped numerical data; histogram; outlier; pronumerals; interval; stem and leaf plot; hypotenuse; adjacent; simple interest; angle of depression; angle of elevation* • Science: *continental plates; convection currents; folding and faulting; a subduction zone; periodic table; carbon compounds; oxidation; bases; alkalis; reactants; solvents; peripheral nervous system; endocrine system* • Geography: *biomass; climatic conditions; overgrazing; water harvesting; cultivation; primary production; manufacturing; distribution; domestic consumption; ethical practices; exploitation*	Uses subject-specific vocabulary to express abstract concepts and/or refines vocabulary choices to discriminate between shades of meaning: • English*: tone/theme of the novel; imagery; protagonists; Regency era language; social satire; social commentary; evokes* (vs gives/creates a feeling of) *fear and paranoia; keeps the reader engaged* (vs interested)*; the wave thrashes over my head. I claw at the surface but the wave pounds me back to its depths; the book entails/deals with* (vs is about/covers) • History*: troops were pulled out; a landmark event; terrain* (vs land/field)*; troops were posted to …; expats, who are people who orginate* (vs come/have migrated) *from a different country, but live abroad* (vs overseas) • Maths*: parabola; hyperbola; exponential; congruent triangles; tangent; it shows no correct logic* (vs it doesn't make sense); *the same number of depletion each time* (vs the same number of losses each time) • Scienc*e: atomic mass; electrons; protons; neutrons; genome; pipette; the law of conservation of energy; friction; natural selection; primitive fossil; tissue; organism; foliage* (vs leaves)*; manipulating* (vs changing) *the variables; preliminary trials* (vs first experiments) • Geography: *riparian vegetation; run-off; sediment; cross-section of the river; pollutants; algal growth; loss of aquatic habitat; biodiversity; life expectancy; sanitation; infastructure* (vs roads, schools and hospitals)*; leaching of nutrients* (vs loss of nutrients); *health expenditure* (vs money spent on health)
	Uses the varied specialist and everyday meanings of a range of common words: **separation** – *my parents are going through a separation; separation is the process of removing pure substances from mixtures* **scene** – *don't make a scene; one of the scenes in the movie; the photo shows a real battle scene*	Uses appropriately the various specific and specialist meanings of a range of common words: **range** – *they have a good range of products; range is the difference between the highest and lowest scores; the explorers discovered a pass through the ranges* **mode** – *what's your mode of transport?; mode is the score with the highest frequency; the film-maker used a number of modes to get her message across* **medium** – *I'll have a medium size; the aim of the experiment was to find which is the best growing medium for oat seed germination; the artist uses several mediums in his work*	Continues to use appropriately the various subject-specific and specialist meanings of a range of common words: **compound** – *don't compound the problem; compound sentence; compound interest; carbon compound* **bimodal** – In mathematics: *the mode of a set of data is the number occurring most frequently. If two numbers occur most frequently, then this is a bimodal data set.* In English, *the mode refers to how a message is being conveyed, for example, orally, in writing, through visual images. A picture book is bimodal since it makes meaning through visuals and written text.*	

Word knowledge	Level 11 (Year 7)	Level 12 (Year 8)	Level 13 (Year 9)	Level 14 (Year 10)

Spelling
 	
By end of Year 8 students:
• spell specialist topic words and use knowledge of word origins, base words, prefixes and suffixed and unusual letter combinations to spell correctly
 	
By end of Year 10 students:
• use knowledge of a wide range of English spelling conventions to spell unusual and technical words correctly and to deduce the meanings of unfamiliar words and spell unknown words
 	
From: The Australian Curriculum: *Literacy continuum across stages of schooling*
	Spells correctly:
	• multi-syllabic words ending in:
	  o ible/able: *terrible; enjoyable; adaptable*
	  o ence/ance: *evidence; appearance; resistance; instance;*
	  o ful/fully: *successful; carefully,*
	  o al: *personally; typical*
	  o ty: *society; identity; ability; community*
	  o ous/ious: *horrendous; numerous; obvious; continuous*
	• difficult homophones: *practice/practise*
	• difficult subject-specific words and words with Greek and Latin roots: *rhombus; isosceles; equilateral; metaphor; source; species; techniques; hypothesis*
		Spell most words correctly, and applies their understanding of spelling to spell specialist topic words:
		• multi-syllable words: *historians; artefact; inhabitants; testimony; statistical; gradient; absorption; sediment; potential; kinetic; digestive; germination; particles; sustainability*
		• homophones: *source/sauce*
		• difficult subject and topic specific words: *medieval; enzymes; mucus; allies; hyena; Polynesians; Rapa Nui; Aztecs; mortgage*
			Continues to spell most words correctly, and applies their understanding of spelling to spell specialist topic words:
			• multi-syllabic words: *multimodal; re-enactment; industrial; revolution; adjacent; parliamentary; committee; numerical; continental; subduction; periodic; oxidation; reactants; peripheral; unhygienic; auditory*
			• homophones: *principal/principle; affect/effect; presents/presence*
			• difficult subject and topic specific words: and words originating from other languages: *campaign; hypotenuse; alkalis; endocrine; Dardanelles; Gallipoli; massacre; dysentery; cholera; alluvial*
				Uses knowledge of a wide range of English spelling conventions to spell unusual and technical words accurately on almost all occasions
				• multi-syllable words: *imagery; protagonists; commentary; exponential; congruent*
				• difficult subject and topic specific words: and words originating from other languages: *terrain; parabola; hyperbola; neutrons; genome; pipette*

	May use spelling creatively for particular effects, for example for characterisation and to represent accents and styles of speech in narratives or for humour or effect in advertising			