

## English – Connections between the achievement standards and content descriptions, Levels 3 to 6

Students are assessed using the achievement standards at each level. The achievement standards explicate the interconnections between the strands to create the key sets of skills in English. Achievement standards are organised via the language modes (Speaking and Listening, Reading and Viewing, and Writing). At each level, the achievement standards – organised by language mode – meaningfully connect content descriptions in sub-strands from each of the 3 strands, describing skill sets that are essential to learning in the English curriculum.

The following table maps the connections between parts of the achievement standards and the content descriptions in the sub-strands. Teachers can use this table when planning for teaching and assessment, connecting what they teach and what their students learn (the content descriptions) with what students can demonstrate (the achievement standards).

	Level 3	Level 4	Level 5	Level 6
<b>Part of the achievement standard to be assessed</b>				
<b>Language mode</b>	<b>Achievement standard extract</b>			
<b>Speaking and Listening</b>	When interacting with others, students extend topic-specific and appropriate vocabulary and use cooperation strategies and interaction skills to contribute to discussions.  They explore the language of evaluation and emotion.	When interacting with others, students use an expanded vocabulary and language to develop relationships in different contexts.  They share and extend ideas and information. They differentiate between the language of opinion, facts and feelings.	When interacting with others, students use vocabulary precisely and select language for social purposes and roles, to clarify meaning and make connections.  They extend their discussion beyond bare assertions and account for differing opinions and authoritative sources.	When interacting with others, students use vivid vocabulary, select language to acknowledge formality and social distance, and use appropriate strategies such as paraphrasing and questioning.  They explore objective and subjective language and identify bias.
<b>Connected content descriptions</b>				
<b>Sub-strand (and strand)</b>	<b>Content descriptions</b>			
Language for interacting with others (Language)	understand that cooperation with others depends on shared understanding of social conventions, including turn-taking language, which vary according to the degree of formality VC2E3LA01  understand how the language of evaluation and emotion can be varied to be more or less forceful VC2E3LA02	understand how language is used to develop relationships in formal and informal situations VC2E4LA01  identify and differentiate the language of opinion, facts and feelings VC2E4LA02	understand how language is selected for social contexts and that it helps to signal social roles and relationships VC2E5LA01  understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources VC2E5LA02	understand how language varies as levels of formality and social distance change VC2E6LA01  understand the uses of objective and subjective language, and identify bias VC2E6LA02
Language for expressing and developing ideas (Language)	extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts VC2E3LA11	expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources VC2E4LA10	understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms VC2E5LA08	examine how authors use vivid vocabulary and figurative language, such as metaphors, similes, personification, idioms, imagery and hyperbole VC2E6LA08
Literature and contexts (Literature)	discuss characters, settings and events in different contexts in literary texts by Aboriginal and Torres Strait Islander authors and illustrators and a wide range of Australian and world authors and illustrators VC2E3LE01	recognise similar storylines, ideas and relationships in different contexts in literary texts by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authors VC2E4LE01	identify aspects of literary texts that represent details or information about historical, cultural and social contexts in literature by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authors VC2E5LE01	explore their responses to characters and events in literary texts drawn from historical, cultural or social contexts by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authors VC2E6LE01
Engaging with and responding to literature (Literature)	discuss connections between personal experiences and character experiences in a range of literary texts and give reasons for personal preferences VC2E3LE02	describe the effects of text structures and language features in a range of literary texts when responding to and sharing opinions VC2E4LE02	form and share opinions on a literary text, using metalanguage to describe relevant literary devices, text structures and language features in a range of literary texts VC2E5LE02	compare language choices, modality, emphasis, repetition and metaphor, and topics, themes or plots in a range of literary texts VC2E6LE02

	Level 3	Level 4	Level 5	Level 6
Interacting with others (Literacy)	use interaction skills to contribute to conversations and discussions to share text- or topic-based information and ideas VC2E3LY01	use interaction skills to gather information in order to carry out tasks, contribute to discussions, acknowledge another opinion, link a response to the text or topic, and share and extend ideas and information VC2E4LY01	use interaction skills including paraphrasing and questioning to clarify meaning, make connections to personal experience or to a text, and present and justify an opinion or idea VC2E5LY01	use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas; developing and supporting arguments; and sharing and evaluating information, experiences and opinions VC2E6LY01
<b>Part of the achievement standard to be assessed</b>				
<b>Language mode</b>	<b>Achievement standard extract</b>			
<b>Speaking and Listening</b>	When speaking to an audience, students deliver short spoken texts, exploring topics and text types, including multimodal or digital elements, and using features of voice.	When speaking to an audience, students deliver structured spoken texts, exploring topics and text types, including multimodal or digital elements. They use language suitable to context, and appropriate features of voice.	When speaking to an audience, students deliver structured spoken texts, exploring topics and text types, including multimodal or digital elements. They select language for a specific purpose and use appropriate features of voice.	When speaking to an audience, students deliver structured spoken texts, exploring topics and text types, including multimodal or digital elements. They select language appropriate for purpose and audience and use appropriate features of voice.
<b>Connected content descriptions</b>				
<b>Sub-strand (and strand)</b>	<b>Content descriptions</b>			
Language for interacting with others (Language)	understand that cooperation with others depends on shared understanding of social conventions, including turn-taking language, which vary according to the degree of formality VC2E3LA01 understand how the language of evaluation and emotion can be varied to be more or less forceful VC2E3LA02	understand how language is used to develop relationships in formal and informal situations VC2E4LA01 identify and differentiate the language of opinion, facts and feelings VC2E4LA02	understand how language is selected for social contexts and that it helps to signal social roles and relationships VC2E5LA01 understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources VC2E5LA02	understand how language varies as levels of formality and social distance change VC2E6LA01 understand the uses of objective and subjective language, and identify bias VC2E6LA02
Language for expressing and developing ideas (Language)	extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts VC2E3LA11	expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources VC2E4LA10	understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms VC2E5LA08	examine how authors use vivid vocabulary and figurative language, such as metaphors, similes, personification, idioms, imagery and hyperbole VC2E6LA08
Interacting with others (Literacy)	deliver spoken texts to an audience using features of voice VC2E3LY02	deliver structured spoken texts to an audience using features of voice VC2E4LY02	deliver structured spoken and multimodal texts to an audience for a specific purpose, using features of voice VC2E5LY02	deliver structured spoken and multimodal texts to an intended audience for a specific purpose, using appropriate features of voice VC2E6LY02
Texts in context (Literacy)	discuss how texts with similar purposes can be created for different audiences VC2E3LY08	compare how texts from different times, with similar purposes and audiences, depict ideas or events VC2E4LY07	describe the ways in which a text reflects the time and place in which it was created VC2E5LY07	examine texts, including media texts, that represent ideas and events, and identify how they reflect the context in which they were created VC2E6LY06
Phonic and word knowledge (Literacy)	understand how to apply knowledge of common base words, prefixes, suffixes and generalisations for adding a suffix to a base word to read and comprehend new multimorphemic words VC2E3LY04	understand how to use and apply phonological and morphological knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes VC2E4LY03 read and write high-frequency words including homophones and know how to use context to identify correct spelling VC2E4LY05	use phonological, morphological and vocabulary knowledge to read and spell words that share common letter patterns but have different pronunciations VC2E5LY03	use combined phonological, morphological and vocabulary knowledge to read and write increasingly complex words VC2E6LY03

	Level 3	Level 4	Level 5	Level 6
Creating texts (Literacy)	create narrative, informative and persuasive texts, written and spoken, with ideas grouped in simple paragraphs, using topic-specific and precise vocabulary and multimodal elements as appropriate VC2E3LY11	create narrative, informative and persuasive texts, written and spoken, using relevant, linked ideas for a range of audiences and using multimodal elements as appropriate VC2E4LY10	create different types of texts, written and spoken, with relevant, elaborated and sequenced ideas, using text structure appropriate for topic, purpose and audience, and multimodal elements as appropriate VC2E5LY10	create different types of texts, written and spoken, with developed and organised ideas for purpose and audience, and multimodal elements as appropriate VC2E6LY09
<b>Part of the achievement standard to be assessed</b>				
<b>Language mode</b>	<b>Achievement standard extract</b>			
<b>Reading and Viewing</b>	When reading and viewing, students engage with a range of different types of texts for meaning.  They read using phonic, morphemic and vocabulary knowledge; grammatical knowledge such as subject–verb agreement and tense; and knowledge of apostrophe use.  They read multisyllabic words with more complex letter patterns.	When reading and viewing, students engage with a range of different types of texts for meaning.  They read by integrating phonic, morphemic and vocabulary knowledge; grammatical knowledge such as the use of clauses and phrases to provide details and indicate relationships; and knowledge of punctuation for dialogue.	When reading and viewing, students engage with a range of different types of texts for meaning.  They read by integrating phonic, morphemic and vocabulary knowledge, and grammatical knowledge such as complex sentences and the use of clauses for effect.	When reading and viewing, students engage with a range of different types of texts for meaning.  They read by integrating phonic, morphemic and vocabulary knowledge; grammatical knowledge such as complex sentences and adverb groups; and knowledge of the multiple uses of commas.
<b>Connected content descriptions</b>				
<b>Sub-strand (and strand)</b>	<b>Content descriptions</b>			
Text structure and organisation (Language)	describe how different types of texts across the curriculum have different language features and structures depending on purposes VC2E3LA03  identify the purpose of layout features in print and digital texts and the words used for navigation VC2E3LA05	describe how different types of texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes VC2E4LA03  identify navigation features of digital texts that enhance readability, including headlines, drop-down menus, links, graphics and layout VC2E4LA05	describe how different types of texts use language features and are typically organised into characteristic stages and phases, depending on purposes VC2E5LA03	explain how different types of texts are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features VC2E6LA03
Language for expressing and developing ideas (Language)	understand that a clause is a unit of grammar usually containing a subject and a verb that need to agree VC2E3LA06  understand how verbs represent different processes for doing, feeling, thinking, saying and relating VC2E3LA07  understand that verbs are anchored in time through tense VC2E3LA08  understand how modal verbs indicate obligation, probability and possibility VC2E3LA09  identify how images and sound extend the meaning of a text VC2E3LA10  extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts VC2E3LA11	understand that complex sentences contain one independent clause and at least one dependent clause typically joined by a subordinating conjunction to create relationships, such as time and causality VC2E4LA06  understand how adverb groups or phrases and prepositional phrases work in different ways to provide circumstantial details about an activity VC2E4LA07  understand past, present and future tenses and their impact on meaning in a sentence VC2E4LA08  explore how the use of sound and choices in the framing of an image, the placement of elements in the image, and the salience in the image affect the composition of still and moving images and enhance the meaning of a text VC2E4LA09	understand that the structure of a complex sentence includes an independent clause and at least one dependent clause, and understand how writers can use this structure for effect VC2E5LA05  understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea VC2E5LA06  explain how the sequence of still and moving images and the use of sound in texts affect meaning VC2E5LA07  understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms VC2E5LA08	understand how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas VC2E6LA05  understand how the choice of verb, elaborated tenses and a range of adverb groups can expand and sharpen ideas VC2E6LA06  identify the ways that still images (such as figures, tables, diagrams, maps and graphs), moving images and sound are used in texts to create point of view VC2E6LA07  examine how authors use vivid vocabulary and figurative language, such as metaphors, similes, personification, idioms, imagery and hyperbole VC2E6LA08  understand how to use commas to separate a dependent clause from an independent clause VC2E6LA09

	Level 3	Level 4	Level 5	Level 6
	<p>understand that apostrophes signal missing letters in contractions, and how apostrophes are used to show singular and plural possession in regular and irregular nouns</p> <p>VC2E3LA12</p>	<p>expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources</p> <p>VC2E4LA10</p> <p>understand that punctuation signals dialogue through quotation marks and that dialogue follows conventions for the use of capital letters, commas and boundary punctuation</p> <p>VC2E4LA11</p> <p>explore how quoted (direct) and reported (indirect) speech are used</p> <p>VC2E4LA12</p>	<p>understand how to use commas to indicate prepositional phrases, and how to use apostrophes where there is multiple possession in regular and irregular nouns</p> <p>VC2E5LA09</p>	
Literature and contexts (Literature)	<p>discuss characters, settings and events in different contexts in literary texts by Aboriginal and Torres Strait Islander authors and illustrators and a wide range of Australian and world authors and illustrators</p> <p>VC2E3LE01</p>	<p>recognise similar storylines, ideas and relationships in different contexts in literary texts by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authors</p> <p>VC2E4LE01</p>	<p>identify aspects of literary texts that represent details or information about historical, cultural and social contexts in literature by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authors</p> <p>VC2E5LE01</p>	<p>explore their responses to characters and events in literary texts drawn from historical, cultural or social contexts by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authors</p> <p>VC2E6LE01</p>
Phonic and word knowledge (Literacy)	<p>understand how to apply knowledge of phoneme–grapheme correspondences, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns</p> <p>VC2E3LY03</p> <p>understand how to apply knowledge of common base words, prefixes, suffixes and generalisations for adding a suffix to a base word to read and comprehend new multimorphemic words</p> <p>VC2E3LY04</p> <p>use phoneme–grapheme relationships and less common letter patterns to spell words</p> <p>VC2E3LY05</p> <p>recognise and know how to write most high-frequency words, including some homophones</p> <p>VC2E3LY06</p>	<p>understand how to use and apply phonological and morphological knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes</p> <p>VC2E4LY03</p> <p>understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, word origins, and common prefixes and suffixes to spell more complex words</p> <p>VC2E4LY04</p> <p>read and write high-frequency words including homophones and know how to use context to identify correct spelling</p> <p>VC2E4LY05</p>	<p>use phonological, morphological and vocabulary knowledge to read and spell words that share common letter patterns but have different pronunciations</p> <p>VC2E5LY03</p> <p>build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins (etymology), letter patterns and spelling generalisations</p> <p>VC2E5LY04</p> <p>explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word</p> <p>VC2E5LY05</p>	<p>use combined phonological, morphological and vocabulary knowledge to read and write increasingly complex words</p> <p>VC2E6LY03</p> <p>use their knowledge of known words, base words, prefixes, suffixes, letter patterns, spelling generalisations and word origins (etymology), including some Latin and Greek roots, to spell new words, including technical words</p> <p>VC2E6LY04</p>
Building fluency and making meaning (Literacy)	<p>read different types of texts using phonic, semantic and grammatical knowledge to read accurately and fluently for meaning, re-reading and self-correcting when required</p> <p>VC2E3LY07</p>	<p>read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently for meaning, re-reading and self-correcting when needed</p> <p>VC2E4LY06</p>	<p>read different types of increasingly complex texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently for meaning, re-reading and self-correcting when needed</p> <p>VC2E5LY06</p>	<p>select and read different types of texts of varying complexity, integrating phonic, semantic and grammatical knowledge to read accurately and fluently for meaning, re-reading and self-correcting when needed</p> <p>VC2E6LY05</p>

	Level 3	Level 4	Level 5	Level 6
Analysing, interpreting and evaluating (Literacy)	use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, to analyse texts by drawing on a growing knowledge of context, text structures and language features to build literal and inferred meanings VC2E3LY10	use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, to expand topic knowledge and ideas, and begin to evaluate texts to build literal and inferred meanings VC2E4LY09	use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, to evaluate information and ideas to build literal and inferred meanings VC2E5LY09	use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, and connect and compare ideas from a variety of sources to build literal and inferred meanings VC2E6LY08
<b>Part of the achievement standard to be assessed</b>				
<b>Language mode</b>	<b>Achievement standard extract</b>			
<b>Reading and Viewing</b>	When demonstrating understanding of texts, they discuss connections between the experiences of characters in texts and their own personal experiences to build literal and inferred meanings. They share personal preferences for texts.  They explore how different types of texts across the curriculum, both print and digital, use different structures for purpose and navigation. They identify literary devices, such as rhythm and onomatopoeia, and describe how images and sound can extend meaning.	When demonstrating understanding of texts, students consider storylines, ideas and relationships between characters to build literal and inferred meanings. They describe the effects of text structures and language features. They share opinions about texts.  They explore how different types of texts across the curriculum, both print and digital, are organised into characteristic stages for purpose and navigation. They describe how literary devices, such as wordplay, shape meaning. They explore the framing and composition of still images and moving images and the use of sound.	When demonstrating understanding of texts, students identify textual aspects that represent details about historical, cultural and social contexts. They describe how texts convey feelings, mood, actions and ideas to build literal and inferred meanings. They evaluate information and ideas in texts. They explain how different types of texts, both print and digital, are organised into characteristic stages for purpose. They discuss the effects of imagery and sound devices in texts. They explain how the sequence of still images, and moving images and sound, create or affect meaning.	When demonstrating understanding of texts, students explore and compare characters and events, and information and ideas, from different historical, cultural or social contexts to build literal and inferred meanings.  They explain how different types of texts, both print and digital, adapt text structures and language features for specific purposes. They explain the effects of imagery and sound devices in texts. They explain how still images, moving images and sound create point of view.
<b>Connected content descriptions</b>				
<b>Sub-strand (and strand)</b>	<b>Content descriptions</b>			
Language for interacting with others (Language)	understand how the language of evaluation and emotion can be varied to be more or less forceful VC2E3LA02	identify and differentiate the language of opinion, facts and feelings VC2E4LA02	understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources VC2E5LA02	understand the uses of objective and subjective language, and identify bias VC2E6LA02
Text structure and organisation (Language)	describe how different types of texts across the curriculum have different language features and structures depending on purposes VC2E3LA03	describe how different types of texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes VC2E4LA03	describe how different types of texts use language features and are typically organised into characteristic stages and phases, depending on purposes VC2E5LA03	explain how different types of texts are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features VC2E6LA03
Language for expressing and developing ideas (Language)	identify how images and sound extend the meaning of a text VC2E3LA10	explore how the use of sound and choices in the framing of an image, the placement of elements in the image, and the salience in the image affect the composition of still and moving images and enhance the meaning of a text VC2E4LA09	explain how the sequence of still and moving images and the use of sound in texts affect meaning VC2E5LA07	identify the ways that still images (such as figures, tables, diagrams, maps and graphs), moving images and sound are used in texts to create point of view VC2E6LA07
Literature and contexts (Literature)	discuss characters, settings and events in different contexts in literary texts by Aboriginal and Torres Strait Islander authors and illustrators and a wide range of Australian and world authors and illustrators VC2E3LE01	recognise similar storylines, ideas and relationships in different contexts in literary texts by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authors VC2E4LE01	identify aspects of literary texts that represent details or information about historical, cultural and social contexts in literature by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authors VC2E5LE01	explore their responses to characters and events in literary texts drawn from historical, cultural or social contexts by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authors VC2E6LE01

	Level 3	Level 4	Level 5	Level 6
Engaging with and responding to literature (Literature)	discuss connections between personal experiences and character experiences in a range of literary texts and give reasons for personal preferences VC2E3LE02	describe the effects of text structures and language features in a range of literary texts when responding to and sharing opinions VC2E4LE02	form and share opinions on a literary text, using metalanguage to describe relevant literary devices, text structures and language features in a range of literary texts VC2E5LE02	compare language choices, modality, emphasis, repetition and metaphor, and topics, themes or plots in a range of literary texts VC2E6LE02
Examining literature (Literature)	discuss how an author uses language and illustrations to build plots and portray characters and settings in literary texts, and explore how mood is created through settings and events VC2E3LE03 identify and discuss some literary devices, including rhythm and onomatopoeia in poetry and prose, and discuss the ways that they shape the reader's reaction VC2E3LE04	compare how authors and illustrators make literary texts exciting, moving and absorbing and hold readers' interest by using plot tension, character and setting VC2E4LE03 explore the use of literary devices and deliberate wordplay, including grammar, in prose and poetry, and the ways that they shape meaning VC2E4LE04	recognise that the point of view in a literary text influences how readers interpret and respond to plots, characters and events VC2E5LE03 compare the effects of imagery, including simile, metaphor and personification, and sound devices in prose and poetry VC2E5LE04	describe characteristics of literary texts that define an author's individual style VC2E6LE03 explain the way authors use sound and imagery to create meaning and effect in prose and poetry VC2E6LE04
Analysing, interpreting and evaluating (Literacy)	identify the purpose and audience of different types of texts through the use of language features and/or images in the texts VC2E3LY09 use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, to analyse texts by drawing on a growing knowledge of context, text structures and language features to build literal and inferred meanings VC2E3LY10	identify the characteristic features used in different types of texts to meet the purpose and audience of the text VC2E4LY08 use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, to expand topic knowledge and ideas, and begin to evaluate texts to build literal and inferred meanings VC2E4LY09	explain characteristic features used to meet the purpose and audience in different types of texts VC2E5LY08 use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, to evaluate information and ideas to build literal and inferred meanings VC2E5LY09	analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences VC2E6LY07 use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, and connect and compare ideas from a variety of sources to build literal and inferred meanings VC2E6LY08
<b>Part of the achievement standard to be assessed</b>				
<b>Language mode</b>	<b>Achievement standard extract</b>			
<b>Writing</b>	When creating written and spoken texts to inform, narrate, explain or argue, students use ideas and details from previously encountered texts, learnt topics or topics of interest, and they include appropriate multimodal elements. They re-read their texts and edit for meaning, structure and grammatical choices.  They use text structures to begin to develop paragraphs for different purposes. They use grammar and punctuation to appropriately represent processes and connections, including using modal verbs.  They extend their use of topic-specific vocabulary, such as technical words, and adopt and adapt language features from texts.  They write texts using letters that are joined, accurately formed and consistent in size. They spell multisyllabic words using phonic and morphemic knowledge, and high-frequency words.	When creating written and spoken texts for a small range of purposes and audiences, students adapt ideas and details from texts, learnt topics or topics of interest, and include appropriate multimodal elements. They edit their texts to improve content and structure.  They use text structures to sequence and connect ideas and to develop paragraphs. They use grammar and punctuation to create relationships, including through the use of tense.  They expand their vocabulary, such as through using synonyms and antonyms, and they use adverbial phrases to build meaning. They explore language features, including wordplay.  They write texts using clearly formed joined letters with developing fluency. They spell words, including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge.	When creating written and spoken texts for specific purposes and audiences, students develop ideas and adapt textual details drawn from texts and include appropriate multimodal elements. They edit their texts using an agreed set of criteria.  They use text structures, including paragraphs, to create prominence and build sequence and cohesion. They use grammar and punctuation, including complex sentences to provide additional information and description.  They use precise vocabulary, such as specialist and technical terms. They experiment with language features, including figurative language.  They write legibly and fluently. They spell new and unfamiliar words using phonic, morphemic and grammatical knowledge.	When creating written and spoken texts for specific purposes and audiences, students explore ideas and experiment with textual details from texts, and include appropriate multimodal elements. They edit their texts using an agreed set of criteria and explore editing choices.  They use text structures, including repetition, to create sequence and cohesion, sentence structure to expand ideas, and punctuation to create clarity.  They use vivid, emotive vocabulary. They experiment with language features and literary devices.  They write legibly and fluently for sustained periods. They spell new and technical words using phonic, morphemic and grammatical knowledge.

	Level 3	Level 4	Level 5	Level 6
<b>Connected content descriptions</b>				
<b>Sub-strand (and strand)</b>	<b>Content descriptions</b>			
Text structure and organisation (Language)	<p>describe how different types of texts across the curriculum have different language features and structures depending on purposes</p> <p>VC2E3LA03</p> <p>understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together</p> <p>VC2E3LA04</p>	<p>describe how different types of texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes</p> <p>VC2E4LA03</p> <p>understand how text connectives, including temporal and conditional words, and topic word associations, are used to sequence and connect ideas</p> <p>VC2E4LA04</p>	<p>describe how different types of texts use language features and are typically organised into characteristic stages and phases, depending on purposes</p> <p>VC2E5LA03</p> <p>understand how texts are sequenced and can be made cohesive by using the starting point of a sentence or paragraph to give prominence to the message and to guide the reader through the text</p> <p>VC2E5LA04</p>	<p>explain how different types of texts are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features</p> <p>VC2E6LA03</p> <p>understand that sequence and cohesion can be created by the intentional use of repetition of text structures, language features and vocabulary</p> <p>VC2E6LA04</p>
Language for expressing and developing ideas (Language)	<p>understand that a clause is a unit of grammar usually containing a subject and a verb that need to agree</p> <p>VC2E3LA06</p> <p>understand how verbs represent different processes for doing, feeling, thinking, saying and relating</p> <p>VC2E3LA07</p> <p>understand that verbs are anchored in time through tense</p> <p>VC2E3LA08</p> <p>understand how modal verbs indicate obligation, probability and possibility</p> <p>VC2E3LA09</p> <p>identify how images and sound extend the meaning of a text</p> <p>VC2E3LA10</p> <p>extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts</p> <p>VC2E3LA11</p> <p>understand that apostrophes signal missing letters in contractions, and how apostrophes are used to show singular and plural possession in regular and irregular nouns</p> <p>VC2E3LA12</p>	<p>understand that complex sentences contain one independent clause and at least one dependent clause typically joined by a subordinating conjunction to create relationships, such as time and causality</p> <p>VC2E4LA06</p> <p>understand how adverb groups or phrases and prepositional phrases work in different ways to provide circumstantial details about an activity</p> <p>VC2E4LA07</p> <p>understand past, present and future tenses and their impact on meaning in a sentence</p> <p>VC2E4LA08</p> <p>explore how the use of sound and choices in the framing of an image, the placement of elements in the image, and the salience in the image affect the composition of still and moving images and enhance the meaning of a text</p> <p>VC2E4LA09</p> <p>expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources</p> <p>VC2E4LA10</p> <p>understand that punctuation signals dialogue through quotation marks and that dialogue follows conventions for the use of capital letters, commas and boundary punctuation</p> <p>VC2E4LA11</p> <p>explore how quoted (direct) and reported (indirect) speech are used</p> <p>VC2E4LA12</p>	<p>understand that the structure of a complex sentence includes an independent clause and at least one dependent clause, and understand how writers can use this structure for effect</p> <p>VC2E5LA05</p> <p>understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea</p> <p>VC2E5LA06</p> <p>explain how the sequence of still and moving images and the use of sound in texts affect meaning</p> <p>VC2E5LA07</p> <p>understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms</p> <p>VC2E5LA08</p> <p>understand how to use commas to indicate prepositional phrases, and how to use apostrophes where there is multiple possession in regular and irregular nouns</p> <p>VC2E5LA09</p>	<p>understand how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas</p> <p>VC2E6LA05</p> <p>understand how the choice of verb, elaborated tenses and a range of adverb groups can expand and sharpen ideas</p> <p>VC2E6LA06</p> <p>identify the ways that still images (such as figures, tables, diagrams, maps and graphs), moving images and sound are used in texts to create point of view</p> <p>VC2E6LA07</p> <p>examine how authors use vivid vocabulary and figurative language, such as metaphors, similes, personification, idioms, imagery and hyperbole</p> <p>VC2E6LA08</p> <p>understand how to use commas to separate a dependent clause from an independent clause</p> <p>VC2E6LA09</p>
Literature and contexts (Literature)	<p>discuss characters, settings and events in different contexts in literary texts by Aboriginal and Torres Strait Islander authors and illustrators and a wide range of Australian and world authors and illustrators</p>	<p>recognise similar storylines, ideas and relationships in different contexts in literary texts by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authors</p>	<p>identify aspects of literary texts that represent details or information about historical, cultural and social contexts in literature by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authors</p>	<p>explore their responses to characters and events in literary texts drawn from historical, cultural or social contexts by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authors</p>

	Level 3	Level 4	Level 5	Level 6
	VC2E3LE01	VC2E4LE01	VC2E5LE01	VC2E6LE01
Creating literature (Literature)	create texts, using or adapting language features, characters, settings, plot structures and ideas from literary texts they have encountered VC2E3LE05	create texts by developing storylines, characters and settings, and using language features from literary texts they have encountered and from their own experiences VC2E4LE05	create texts, experimenting with vocabulary, figurative language, storylines, characters and settings from literary texts they have encountered VC2E5LE05	create texts that adapt plot structure, characters, settings and/or ideas from literary texts they have encountered, and experiment with vocabulary and literary devices VC2E6LE05
Texts in context (Literacy)	discuss how texts with similar purposes can be created for different audiences VC2E3LY08	compare how texts from different times, with similar purposes and audiences, depict ideas or events VC2E4LY07	describe the ways in which a text reflects the time and place in which it was created VC2E5LY07	examine texts, including media texts, that represent ideas and events, and identify how they reflect the context in which they were created VC2E6LY06
Phonic and word knowledge (Literacy)	understand how to apply knowledge of phoneme–grapheme correspondences, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns VC2E3LY03 understand how to apply knowledge of common base words, prefixes, suffixes and generalisations for adding a suffix to a base word to read and comprehend new multimorphemic words VC2E3LY04 use phoneme–grapheme relationships and less common letter patterns to spell words VC2E3LY05 recognise and know how to write most high-frequency words, including some homophones VC2E3LY06	understand how to use and apply phonological and morphological knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes VC2E4LY03 understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, word origins, and common prefixes and suffixes to spell more complex words VC2E4LY04 read and write high-frequency words including homophones and know how to use context to identify correct spelling VC2E4LY05	use phonological, morphological and vocabulary knowledge to read and spell words that share common letter patterns but have different pronunciations VC2E5LY03 build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins (etymology), letter patterns and spelling generalisations VC2E5LY04 explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word VC2E5LY05	use combined phonological, morphological and vocabulary knowledge to read and write increasingly complex words VC2E6LY03 use their knowledge of known words, base words, prefixes, suffixes, letter patterns, spelling generalisations and word origins (etymology), including some Latin and Greek roots, to spell new words, including technical words VC2E6LY04
Creating texts (Literacy)	create narrative, informative and persuasive texts, written and spoken, with ideas grouped in simple paragraphs, using topic-specific and precise vocabulary and multimodal elements as appropriate VC2E3LY11 re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation VC2E3LY12 write words using joined letters that are clearly formed and consistent in size VC2E3LY13	create narrative, informative and persuasive texts, written and spoken, using relevant, linked ideas for a range of audiences and using multimodal elements as appropriate VC2E4LY10 re-read and edit texts for meaning by adding, deleting or moving words or word groups to improve content and structure VC2E4LY11 write words using clearly formed joined letters, with developing fluency and automaticity VC2E4LY12	create different types of texts, written and spoken, with relevant, elaborated and sequenced ideas, using text structure appropriate for topic, purpose and audience, and multimodal elements as appropriate VC2E5LY10 re-read and edit their own texts and the texts of others using agreed criteria for text structures and language features VC2E5LY11 write legibly, fluently and automatically VC2E5LY12	create different types of texts, written and spoken, with developed and organised ideas for purpose and audience, and multimodal elements as appropriate VC2E6LY09 re-read and edit their own texts and the texts of others using agreed criteria and exploring editing choices VC2E6LY10 write legibly, fluently and automatically for sustained periods VC2E6LY11