



Language and Literacy Levels across the Australian Curriculum: EALD Students

Levels 7 – 10



The Department for Education and Child Development requests attribution as: South Australian Department for Education and Child Development.

| Composing learning area texts | Level 7 (Year 3) | Level 8 (Year 4) | Level 9 (Year 5) | Level 10 (Year 6) |
|--|--|--|---|--|
| <p>Using visuals in multimodal texts</p> <p>By the end of Year 4 students:</p> <ul style="list-style-type: none"> 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 <p>By the end of Year 6 students:</p> <ul style="list-style-type: none"> 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 | <p>Includes simple visuals such as photographs and own drawings, illustrations or a simple map using grid reference to accompany written texts</p> <p>Begins to consider visual features appropriate to topic and for effect on audience eg colour, placement, perspective, distance and angle</p> <p>With support and modelling uses visual organisers to record information such as using a Venn diagram or recording data in provided tables</p> <p>Creates simple pie charts, column graphs and bar graphs to display and compare data with a short relevant comment</p> | <p>Includes visuals such as a pie graph, a labelled drawing or diagram to support the meanings they make in their written texts</p> <p>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</p> <p>May include hyperlinks in a digital text</p> | <p>Incorporates visuals such as tables, diagrams, maps and graphs into their texts and refers to them to complement written description/ explanation</p> <p>Selects more appropriately a range of visuals and visual effects, such as:</p> <ul style="list-style-type: none"> 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 | <p>With greater independence, appropriately incorporates more visuals into their written and multimodal texts to effectively contribute to their message:</p> <ul style="list-style-type: none"> 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 |
| <p>Written texts</p> <p>By the end of Year 4 students: compose and edit a range of learning area texts containing:</p> <ul style="list-style-type: none"> known and some researched information some more extended language features <p>By the end of Year 6 students: compose and edit learning area texts combining:</p> <ul style="list-style-type: none"> information from several sources more formal and extended language features to report ideas and information and express opinions <p>From: The Australian Curriculum: <i>Literacy continuum across stages of schooling</i></p> | <p>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:</p> <ul style="list-style-type: none"> 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 | <p>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:</p> <ul style="list-style-type: none"> use paragraphs with some control on basis of change of topic use known and some researched information and supporting details <p>Composes more developed genres with the aid of questions or headings to frame the text</p> | <p>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:</p> <ul style="list-style-type: none"> demonstrate an increasing control of paragraphs incorporate as supporting details information (including researched information), ideas and images from at least 2 sources | <p>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:</p> <ul style="list-style-type: none"> 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) |
|---|--|---|--|---|
| <p>Organisational structures of learning area texts</p> <p><i>Note: the texts described here could be oral, written or multimodal.</i></p> <p>By the end of Year 4 students:</p> <ul style="list-style-type: none"> use growing knowledge of the structure and features of learning area texts to comprehend and compose a growing number of texts <p>By the end of Year 6 students:</p> <ul style="list-style-type: none"> 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 <p>From: The Australian Curriculum: <i>Literacy continuum across stages of schooling</i></p> | <p>Procedure: Writes/delivers simple sets of instructions eg How to get from A to B, using steps and sub-headings</p> <p>Procedural Recount/Simple Investigation: Answers questions, completes sentences and supplies/records data in tables provided</p> <p>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</p> <p>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</p> <p>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</p> <p>Explanation: begins to speak/write sentences to sequence events based on strongly modelled text supported by visual text</p> <p>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)</p> <p>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</p> | <p>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</p> <p>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</p> <p>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</p> <p>Description: includes a separated introduction and uses sub-topics/paragraphs effectively for change of aspect or feature</p> <p>Report: with some accuracy, draws on more than one source of information to construct reports with increasingly detailed description and information</p> <p>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</p> <p>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</p> <p>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</p> | <p>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</p> <p>Biographical and Historical Recount: incorporates source material, sequencing events in chronological order with detailed description and using photographs, chart, graph and/or timeline</p> <p>Narrative: begins to include more than one complication and some evaluation/reflection on events; begins to develop a sense of setting and characterisation</p> <p>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</p> <p>Explanation and Historical Account (Historical Narrative): constructs sequential explanations and simple causal explanations with diagrams and/or flow charts; has more complex introduction</p> <p>Exposition (Argument): constructs appropriately an introduction, simply elaborated arguments with topic sentences and basic conclusion. Paragraphed well in written texts</p> <p>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</p> | <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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)</p> <p>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</p> <p>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.</p> |

| Text knowledge | Level 7 (Year 3) | Level 8 (Year 4) | Level 9 (Year 5) | Level 10 (Year 6) |
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| <p>Text cohesion</p> <ul style="list-style-type: none"> • Foregrounding <ul style="list-style-type: none"> o text and paragraph openers, including headings, sub-headings, introductions and topic sentences o text connectives o sentence openers, including using passive voice to change the focus of the sentence <p>By the end of Year 4 students:</p> <ul style="list-style-type: none"> • 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 <p>By the end of Year 6 students:</p> <ul style="list-style-type: none"> • use knowledge of how cohesive links can be made in texts through omitting and replacing words <p>From: The Australian Curriculum: Literacy continuum across stages of schooling</p> | <p>Begins to use a limited range of features that structure and organise a text:</p> <ul style="list-style-type: none"> • 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: <i>Once upon a time; Long, long ago; Many years ago; This Term; In 1888</i> • begins to uses a small range of text connectives: <ul style="list-style-type: none"> o formulaically to organise arguments: <i>Firstly; Secondly; Thirdly</i> o to organise texts and show logical connections between paragraphs and sentences: <i>Then; So; But; And</i> <p>Uses simple, formulaic/patterned sentence openers:</p> <ul style="list-style-type: none"> • 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'): <ul style="list-style-type: none"> 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 <p>May occasionally use passive voice as modelled in a learning area topic: <i>The mail was delivered in different ways; Government House was built</i></p> | <p>Uses a limited range of features that structure and organise a text:</p> <ul style="list-style-type: none"> • 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: <i>On the way there; The next few days; The day after that; In the end; After a few weeks</i> • uses simple text connectives to: <ul style="list-style-type: none"> o organise and sequence sections of text in time: <i>At first; After that; Today</i> o show logical connections between paragraphs and sentences: <i>But; Next time; In the end; Also</i> <p>Uses simple, repetitive patterned sentence openers most of the time with limited use of alternative elements: Foregrounds</p> <ul style="list-style-type: none"> • 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: <i>On Sunday; The second day; The next day; On the beach; Back home</i> • a small range of subordinate clauses (3 or more instances and 2 types: 'when' and 'if'): <ul style="list-style-type: none"> 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 ... <p>Begins to use passive voice in highly scaffolded contexts to maintain topic focus, omitting the 'doer' since it is unknown or unnecessary: <i>James Richardson was punished in 1790. He was given 50 lashes</i></p> | <p>Uses a small range of features that structure and organise texts:</p> <ul style="list-style-type: none"> • 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: <i>In 1851; During December 1854; A few minutes later; At home</i> • uses text connectives to: <ul style="list-style-type: none"> o organise text: <i>Firstly; In addition; Finally; In conclusion</i> o show some logical connections between paragraphs and sentences: <i>Also; First; At first; Now; Instead</i> <p>Uses less simple and more varied sentence openers:</p> <ul style="list-style-type: none"> • circumstances in a range of genres: <ul style="list-style-type: none"> o time and place to begin some sentences within paragraphs in historical recounts, biographies and reports: <i>On December 3rd 1854; By 1868; In his lifetime; On Mars</i> o manner in procedures: <i>With your left hand; Carefully</i> <p>Begins to choose starting points of the sentence to give prominence to the message of the text, using:</p> <ul style="list-style-type: none"> • foregrounded subordinate (dependent) clause with a small range of conjunctions <ul style="list-style-type: none"> 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 in arguments and explanations with <i>if, when</i> and <i>to</i> (meaning in order to): If you were your child, wouldn't you want ... ; To get the light, we tried at least five different ways o in arguments and explanations with <i>if, when</i> and <i>to</i> (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: <i>30 miners were killed; John Greenwood Barnes was speared by an Aborigine</i> | <p>Chooses a range of features that set up the structure and ensure the text flows well:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> o chooses <i>Another argument</i> instead of 'Secondly' o uses rhetorical questions as subheadings: <i>How do earthquakes and tsunamis occur?; or to introduce an argument (particularly in oral arguments): What about the animals?</i> • foregrounds circumstances in a range of genres <ul style="list-style-type: none"> o time or place in recounts, narratives and explanations: <i>Later on in her life; After her death; After six days; Three weeks later; Just metres away; At the University of Adelaide</i> • uses a wider range of conjunctions (text connectives) to show logical connections between paragraphs and sentences: <i>On the other hand; However; Therefore</i> <p>Chooses starting points of the sentence to give prominence to the message of the text and signal how the text will unfold, using:</p> <ul style="list-style-type: none"> • foregrounded subordinate (dependent) clause with a wider range of conjunctions <ul style="list-style-type: none"> o 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 ... o 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: <i>Wolfgang and his family were taken by police to a refugee camp.</i> (passive); rather than, 'The police took Wolfgang and his family to a refugee camp' (active) |

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| <p>Text cohesion (cont)</p> <ul style="list-style-type: none"> • Reference (pronouns, demonstratives and substitution) <p>By the end of Year 4 students:</p> <ul style="list-style-type: none"> • 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 <p>By the end of Year 6 students:</p> <ul style="list-style-type: none"> • use knowledge of how cohesive links can be made in texts through omitting and replacing words <p>From: The Australian Curriculum: <i>Literacy continuum across stages of schooling</i></p> | <p>Uses simple language resources to make a text cohesive:</p> <ul style="list-style-type: none"> • mostly accurate use of small range of reference items with immediate reference to the previous sentence: <i>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</i> • uses substitution occasionally: <i>I tried opening the door and I did. She told me to keep her. So I did.</i> | <p>Uses a range of simple language resources to make a text cohesive:</p> <ul style="list-style-type: none"> • mostly accurate use of range of reference items to refer to people and places: <i>I went to Kalbari with two families, including my own. We went there by car</i> • mostly accurate use to refer back to things in more written texts. <i>His ration was 3kg beef, 3kg flour, 1.3 kg maize meal and 0.9 kg of sugar per week. This was ...</i> • uses a wider range of substitution: <i>Weigh all three rocks. Put one in vinegar, another in cola and the last one in the freezer</i> | <p>Uses a wider range of language resources to make a text cohesive:</p> <ul style="list-style-type: none"> • uses reference items appropriately in longer, increasingly complex factual genres such as explanations: <i>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 ...</i> • uses substitution appropriately to avoid repetition: <i>The smaller one is half the size of the big one</i> | <p>Uses appropriately a range of language resources, typical of longer texts, to make a text cohesive:</p> <ul style="list-style-type: none"> • uses reference items that refer to large segments of text: <i>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</i> |

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|--|---|---|--|--|
| <p>Sentence Structures</p> <ul style="list-style-type: none"> • Simple • Compound <ul style="list-style-type: none"> ○ coordinating (linking) conjunctions • Complex <ul style="list-style-type: none"> ○ subordinating (binding) conjunctions ○ relative clauses ○ non-finite clauses <p>By the end of Year 4 students:</p> <ul style="list-style-type: none"> • use simple, compound and complex sentence structures to describe, explain, report and make connections between ideas and events <p>By the end of Year 6 students:</p> <ul style="list-style-type: none"> • use simple, compound and complex sentence structures to record, explain, question, describe and elaborate ideas and events <p>From: The Australian Curriculum: Literacy continuum across stages of schooling</p> | <p>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</p> <p>Constructs compound sentences to express and combine ideas through a range of coordinating (linking) conjunctions: and; and then; but; or; so: <i>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</i></p> <p>Constructs basic complex sentences:</p> <ul style="list-style-type: none"> • using a small range of common subordinating (binding) conjunctions: because; if; when, after: <i>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</i> • using a limited range of basic, 'spoken-like' non-finite clauses with varying accuracy: <i>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</i> | <p>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</p> <p>Constructs compound sentences, often combining several ideas, perhaps using two coordinating (linking) conjunctions in one sentence: and; and then; but; or; so: <i>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</i></p> <p>Constructs complex sentences:</p> <ul style="list-style-type: none"> • using a greater range of subordinating (binding) conjunctions: because; after; if; when; until; as; while: <i>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</i> • using a range of basic, 'spoken-like' non-finite clauses: <i>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</i> • beginning to use relative pronouns but with varying accuracy: <i>We waved goodbye to our friends that we had made</i> | <p>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</p> <p>Constructs effective compound sentences to make appropriate connections between ideas through a range of coordinating (linking) conjunctions: and; and then; but; or; so: <i>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</i></p> <p>Constructs complex sentences to develop and expand ideas using:</p> <ul style="list-style-type: none"> • 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: <i>'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</i> • begins to use more developed non-finite clauses: <i>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!</i> • a small range of relative pronouns with varying accuracy: <i>Then multiply five and six, which equals thirty; A net-type beak has a pit in it, which can carry things</i> | <p>Begins to vary length and structure of sentences for effect.</p> <p>Constructs a variety of clause and sentence structures to elaborate, extend or explain ideas, including complex sentences using:</p> <ul style="list-style-type: none"> • 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>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</i> • relative pronouns with greater choice and accuracy: <i>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.</i> |

| Grammar Knowledge | Level 7 (Year 3) | Level 8 (Year 4) | Level 9 (Year 5) | Level 10 (Year 6) |
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| <p>Punctuation</p> <ul style="list-style-type: none"> • Sentence level: capitals to begin and full stops, question marks or exclamation marks to end • Basic punctuation: <ul style="list-style-type: none"> ○ capitals for proper nouns ○ apostrophes of contraction and possession ○ commas in lists, between describers, after text connectives • Beyond basic: <ul style="list-style-type: none"> ○ 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 <p>Note: The Australian Curriculum: <i>Literacy continuum across stages of schooling</i> does not include reference to punctuation. The information included here corresponds to The Australian Curriculum: <i>English</i></p> | <p>Consistently uses sentence level punctuation: capital letters to begin and full stops, question marks or exclamation marks to end: <i>Our germination investigation is complete; If I find you I will eat you!; Do you have a friend called Sam?</i></p> <p>Uses capital letters for proper nouns with some consistency and accuracy: <i>Wednesday, Anna; Mr Lee; Queen Elizabeth; Fox St; Townsville; Australia; Government House; The Great Northern Railway</i></p> <p>Uses commas to separate nouns in lists with some consistency and accuracy: <i>ice water, wind and earthquakes</i></p> <p>Begins to use commas after text connectives: <i>Firstly, different countries can cook; Secondly, lots of people go hunting</i></p> <p>Begins to use apostrophes in contractions: <i>I've; wouldn't; don't; that's</i></p> | <p>Uses commas accurately most of the time:</p> <ul style="list-style-type: none"> • in lists: <i>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</i> • between describers (adjectives): <i>It was thick, mouldy and even had dead flies in it</i> <p>Uses commas after text connectives with some consistency and accuracy: <i>At first, King Ferdinand ...</i></p> <p>Uses apostrophes:</p> <ul style="list-style-type: none"> • in contractions with varying accuracy: <i>don't didn't, won't, wouldn't</i> • and begins to use for possession: <i>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)</i> <p>Begins to use quotation marks in own writing to indicate:</p> <ul style="list-style-type: none"> • direct speech: <i>She said, "I'd like to go home"</i> • a quote: <i>He was punished for not flogging 5 convicts "as he ought to have done"</i> • a title or name: <i>We named the hill "Grace Mt" after me</i> | <p>Accurately uses commas:</p> <ul style="list-style-type: none"> • in lists: <i>six Aboriginal language groups - Juipera, Wiri, Biria, Jangga, Barna and Barada</i> • between describers (adjectives): <i>the rich, poor or noble person</i> <p>Uses commas after text connectives accurately most of the time: <i>First, you multiply ...; Firstly, people could need money; Secondly, people might ...; Finally, people might need ...; In conclusion, I believe</i></p> <p>Begins to use commas appropriately after foregrounded phrases of time and place: <i>A few minutes later, ...; At that time, ...; During his lifetime, ...</i></p> <p>Consistently uses apostrophes appropriately for:</p> <ul style="list-style-type: none"> • contractions: <i>wasn't; couldn't; doesn't; we're</i> • possession for common and proper nouns: <i>Jake was at his friend's house; It also makes Mercury's sunny side very hot.</i> <p>Uses quotation marks and commas with (direct) speech and thought with a good degree of accuracy: <i>"Got ya you little rascal," growled the dog catcher</i></p> | <p>Accurately uses commas after text connectives: <i>Overall, small balls are bounciest; Also, earthquakes can cause a horrible aftermath</i></p> <p>Use commas after foregrounded phrases of time and place with some consistency and accuracy: <i>At the age of eighteen, she ...; After the Second World War, many migrants ...</i></p> <p>Begins to use commas to separate clauses:</p> <ul style="list-style-type: none"> • 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): <i>Buildings can fall, which can harm or kill the people inside.</i> OR may use brackets to separate interrupting clause from the main clause: <i>the lightest ball (which is the yellow/orange ball) will bounce the highest</i> |

| Grammar Knowledge | Level 7 (Year 3) | Level 8 (Year 4) | Level 9 (Year 5) | Level 10 (Year 6) |
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| <p>Words and word groups</p> <ul style="list-style-type: none"> • Verbs and verb groups/phrases <ul style="list-style-type: none"> ○ representing different processes (doing, sensing, saying, relating) ○ tense ○ subject/verb agreement <p>By the end of Year 4 students:</p> <ul style="list-style-type: none"> • recognise and use adverbs and prepositional phrases that provide detailed descriptions in the learning areas <p>By the end of Year 6 students:</p> <ul style="list-style-type: none"> • expand and sharpen ideas through careful choice of verbs and phrases and elaborated tenses <p>From: The Australian Curriculum: Literacy continuum across stages of schooling</p> | <p>Uses an increasing range of verbs to express processes.</p> <ul style="list-style-type: none"> • doing: <i>the sun was rising; they built Government House; machines destroyed their homes; look after our environment</i> • saying: <i>The message says look after our environment.</i> • sensing: <i>I can easily see that the blue was the most popular; I think that ...; They thought ...; We now know</i> • relating: <i>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</i> <p>Demonstrates control of choice and formation of tense for a range of verbs:</p> <ul style="list-style-type: none"> • shows control of simple present, simple past and simple future tense and correctly forms past tense of the most common irregular verbs: <i>woke; said, told; made</i> • shows better control of more complex verbs groups with: <ul style="list-style-type: none"> ○ elaborated tenses: <i>I ve seen trees the sun was rising; the days are getting;</i> ○ multi-word verb groups: <i>it starts to spurt; including phrasal verbs: look after our environment; I woke up</i> ○ modals and negatives: <i>they would die; they wouldn't have anywhere to live; you shouldn't spend money; I was not in my bed</i> ○ though some errors likely: <i>I never seen a place like this in my life</i> | <p>Uses some more technical and/or precise verbs to express processes.</p> <ul style="list-style-type: none"> • doing: <i>One yabby shed its skin; He travelled by ship and arrived on 26 January 1788; we soon settled in; the convicts received</i> • saying: <i>I will tell you all about it; She told me to keep her</i> • sensing: <i>They decided to go; I will observe the temperature; He wanted to spread Christianity; I hope you choose it</i> • relating: <i>It is called the 90 mile Beach; the gardens became popular; it had grown into a successful town</i> <p>Chooses and forms complex verb groups appropriately most of the time, using:</p> <ul style="list-style-type: none"> • elaborated tenses: <i>We went on holiday because we were getting bored back home; It was different because we had settled in at Kalbari.</i> <ul style="list-style-type: none"> ○ occasional error: <i>The day after we had a rather quiet day as it was (sic = had been) a big day yesterday.</i> • multi-word verb groups: <i>A male convict was supposed to receive ... ; The next few days the two families decided to go; He wanted to spread Christianity</i> | <p>Uses a range of processes to provide more precise meaning such as:</p> <ul style="list-style-type: none"> • doing: <i>The cans topped; Lily stormed off; It was wobbling from side-to side; the door swung open</i> • saying: <i>"Got ya," growled the dog catcher; "I'll be there in a few minutes," Jake replied; "You can't!" screamed Dad</i> • sensing: <i>He hadn't noticed; Lily hoped her dad would be upstairs; I disagree</i> • relating: <i>They could remain patient; Each angle looks the same</i> <p>Chooses and forms complex verb groups appropriately most of the time, to express complex meanings such as relationships of time using:</p> <ul style="list-style-type: none"> • simple and elaborated tenses: <i>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.</i> • multi-word verb groups including negatives, modals and elements of time: <i>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</i> • may occasionally lose control with complex relationships of time: <i>One of the things that is (sic = was) quite interesting in my life until then was that one day ...</i> | <p>Uses a wider range of vocabulary to express shades of meaning for processes.</p> <ul style="list-style-type: none"> • doing: <i>She placed the bowl on the tray; She attends Baringa East; Our ball ramp was constructed correctly and produced good results; Buildings crumble</i> • saying: <i>Our school has been discussing the topic of money; 'Please', I started; It is often argued that ...</i> • sensing: <i>I suppose you wish to tell me something; Believe me; It doesn't convince her; She prefers it</i> • relating: <i>It sounded very inviting; Their problems included ...</i> <ul style="list-style-type: none"> ○ causal: <i>The amount of light affects how well plants grow; Money can lead to greed; Obesity can cause diabetes</i> <p>Chooses and forms complex verb groups with only an occasional error when expressing complex meanings such as relationships of time and passive constructions: <i>Lily moved into a new suburb called Elizabeth Grove but the school wasn't built (sic = hadn't been built) yet.</i></p> |
| <ul style="list-style-type: none"> • Subject/verb agreement | <p>Demonstrates some control of subject-verb agreement although often makes errors with more complex agreements:</p> <ul style="list-style-type: none"> • after 'there', where verb needs to agree with what follows: <i>there was (sic - were) some kids in a cage</i> • after 'everyone', where verb takes singular form: <i>everyone have (sic= has) to be very careful</i> | <p>Demonstrates developing control of subject-verb agreement when agreements are more complex such as following 'there' with countable nouns: <i>There were no roads and no pavements; there were no factories; there was no Lyell McEwen Hospital; but there was a sign saying ...</i></p> <p>May continue to make errors with:</p> <ul style="list-style-type: none"> • non-countables and/or noun groups with qualifiers: <i>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 ...</i> | | |

| Grammar Knowledge | Level 7 (Year 3) | Level 8 (Year 4) | Level 9 (Year 5) | Level 10 (Year 6) |
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| <p>Words and word groups (cont)</p> <ul style="list-style-type: none"> • Adverbs, adverb groups/phrases and prepositional phrases to express the circumstances surrounding happenings and states <ul style="list-style-type: none"> ○ place ○ time ○ accompaniment ○ manner ○ cause ○ matter ○ role <p>By the end of Year 4 students:</p> <ul style="list-style-type: none"> • recognise and use adverbs and prepositional phrases that provide detailed descriptions in the learning areas <p>By the end of Year 6 students:</p> <ul style="list-style-type: none"> • expand and sharpen ideas through careful choice of verbs and phrases and elaborated tenses <p>From: The Australian Curriculum: Literacy continuum across stages of schooling</p> | <p>Includes a small range of circumstances to provide details surrounding events.</p> <ul style="list-style-type: none"> • place: <i>in the hills; out the window; in Government House; in a swamp; all over the world; in your lungs; out of the cages</i> • time: <i>today; after a while; every two years</i> • accompaniment: <i>with his Mum and Dad</i> • manner: <ul style="list-style-type: none"> ○ quality: <i>easily; in many different ways</i> ○ means: <i>by push bike</i> • cause: <i>for the Governor and his family</i> | <p>Includes a wider range of circumstances to provide details surrounding events selecting more delicate vocabulary such as:</p> <ul style="list-style-type: none"> • place: <i>beside the library; on the way there</i> • time: <i>on 13 May 1787; for the same amount of time</i> • accompaniment: <i>with two families; alone</i> • manner: <ul style="list-style-type: none"> ○ quality: <i>slowly, in a diagonal direction</i> ○ means: <i>with the thermometer</i> • cause: <i>for the government</i> | <p>Includes circumstances to provide details surrounding events, using more varied vocabulary.</p> <ul style="list-style-type: none"> • place: <i>into the distance; to the right; on his property</i> • time: <i>in his lifetime; by 1868; immediately; after a period of time</i> • manner: <ul style="list-style-type: none"> ○ quality: <i>quickly; suddenly; casually; peacefully; with his head in his hands</i> ○ means: <i>by ship, with your thumb and pointer finger</i> ○ comparison: <i>like them; like a tower</i> • cause: <i>in return, because of this</i> | <p>Uses an increasing range of circumstances to include important details of events including:</p> <ul style="list-style-type: none"> • place: <i>on a sunny window sill; 15 km south-southwest from the city centre</i> • time: <i>during her work on DNA; for quite some time; eventually; five years before Federation</i> • accompaniment: <i>with lawyers; with no water and heat</i> • manner: <ul style="list-style-type: none"> ○ quality: <i>in an annoyed voice; in peace; at the correct height and angle</i> ○ means: <i>through the discovery of what DNA looks like</i> ○ comparison: <i>like kids my age</i> • cause: <i>for land rights; for their major role in extracting penicillin</i> • matter: <i>(she tells lies) about her life</i> • role: <i>as an assistant; as members of a single Australian community; as a farm labourer</i> |

| Grammar Knowledge | Level 7 (Year 3) | Level 8 (Year 4) | Level 9 (Year 5) | Level 10 (Year 6) |
|---|--|---|--|--|
| <p>Words and word groups (cont)</p> <ul style="list-style-type: none"> Nouns and noun groups/ phrases <p>By the end of Year 4 students:</p> <ul style="list-style-type: none"> recognise and use adverbs and prepositional phrases that provide detailed descriptions in the learning areas <p>By the end of Year 6 students:</p> <ul style="list-style-type: none"> expand and sharpen ideas through careful choice of verbs and phrases and elaborated tenses <p>From: The Australian Curriculum: Literacy continuum across stages of schooling</p> <ul style="list-style-type: none"> Nominalisations | <p>Constructs noun groups consisting of a narrow range of vocabulary to provide some detail to descriptions:</p> <ul style="list-style-type: none"> key nouns (things): <i>pop star; volcano; lava; environment; container; awards and medals; swamp</i> possessives as pointers: <i>the pig's baby</i> numeratives: <i>the first car; six out of seven times; a few machines; many kings and queens</i> describers: <i>important visitors; one large and six medium smartie packets; the red hot mega bite of lava; massive roots</i> classifiers: <i>push bike; the first motor buses; Government House; the natural environment</i> some qualifiers using short prepositional phrases: <i>many kings and queens from England; important visitors from other countries; the ice under the oak tree; the ash of the volcano</i> <p>Uses a narrow range of common nominalisations:</p> <ul style="list-style-type: none"> <i>These are invitations to parties at Government House; You can trap heat; it made a difference</i> <p>and adopts some modelled learning area examples:</p> <ul style="list-style-type: none"> <i>a volcano erupts ... With eruptions all over the world people would die</i> | <p>Creates more specific descriptions through the use of noun groups by selecting from a growing range of vocabulary for more delicate meanings:</p> <ul style="list-style-type: none"> key nouns (things): <i>lagoon; dune; convict; labourer; fabric; pathways</i> numeratives: <i>195 male convicts; 7 years' transportation; 0.9 kg sugar; six and a half hours</i> describers: <i>gorgeous lakes; cool lagoons; wild winds; a rather quiet day; the rough surface; straight edge</i> classifiers: <i>a corner shop; a theme park; 195 male convicts; 1.3 kg maize meal; the cotton bag; the plastic bag; a fresh water crayfish</i> qualifiers beginning to use a longer prepositional phrase: <i>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</i> <p>Uses a small range of common nominalisations and adopts those modelled and used in learning area texts: <i>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</i></p> | <p>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:</p> <ul style="list-style-type: none"> key nouns (things) showing more delicate meanings, both everyday/colloquial and more specialised: <i>dog; puppy; mutt; rascal; settlers; township; mill; payment</i> numeratives: <i>about 500 members; one of a few settlers in the region; nearly all the Chinese diggers</i> describers: <i>scrunched-up balls of paper; successful sugar town</i> classifiers: <i>commercial sugar mill; the Victorian government; rectangular prism; square-based pyramid</i> qualifiers using a longer prepositional phrase: <i>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</i> qualifiers using relative clause: <i>a silver covering that reflects the light; the Aboriginal people who lived there</i> <p>Begins to choose a small range of nominalisations with some grammatical accuracy to foreground abstractions rather than people and things: <i>there was violence beginning on the fields; my abilities ...; in anger the miners ...; my prediction; the growth of Mackay</i></p> <p>Begins to use nominalisations of cause/effect, rather than conjunctions; <i>The reason that I disagree ...</i>, rather than <i>I disagree because</i></p> | <p>Uses expanded noun groups to create detailed and accurate descriptions:</p> <ul style="list-style-type: none"> key nouns (things): <i>counselors; community; fitness; debris; disaster; destruction; policy; rights</i> numeratives: <i>about 30% of girls in year six</i> combining describers: <i>a balanced and nutritious diet</i> classifiers: <i>an innocent Chinese pig farmer; Aboriginal land rights; a renewable energy source</i> qualifiers using a longer prepositional phrase: <i>the risk of heart disease and diabetes; the taste of the junk food at school canteens</i> qualifier: using (embedded) relative clause which may include ellipsed words: <i>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</i> <p>Uses a small range of nominalisations with grammatical accuracy to:</p> <ul style="list-style-type: none"> express emotions and judgments: <i>this can bring heartbreak, grief and tears; money can lead to greed; her biggest fear</i> shift from a focus on people to one of abstraction: <i>his major discovery; our hypothesis; junk food lowers concentration and causes obesity</i> compact and carry forward information: <i>Earthquakes occur when the plates move. This movement ...</i> |

| Grammar Knowledge | Level 7 (Year 3) | Level 8 (Year 4) | Level 9 (Year 5) | Level 10 (Year 6) |
|---|--|--|---|---|
| <p>Expressing opinion and point of view</p> <ul style="list-style-type: none"> Evaluative language: (expressing feelings and emotions; judgements of people; evaluation of things and varying the intensity) <p>By the end of Year 4 students:</p> <ul style="list-style-type: none"> differentiate between the language of opinion and feeling and the language of factual reporting or recording <p>By the end of Year 6 students:</p> <ul style="list-style-type: none"> use subjective, objective and evaluative language, and identify bias <p>From: The Australian Curriculum: Literacy continuum across stages of schooling</p> | <p>Uses a narrow range of evaluative language to express:</p> <ul style="list-style-type: none"> feelings and emotions: <i>Abbie is upset; everyone hates Peter; if we get very very bored</i> judgements of people (characters): <i>people that do a good job at work; the school bully</i> evaluation of things: <i>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</i> varying intensity, though not always appropriately: <i>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</i> | <p>Begins to use a wider a range of evaluative language to express:</p> <ul style="list-style-type: none"> feelings and emotions with varying accuracy: <i>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</i> judgements of people (characters): <i>they were very naughty; He was brave, Ben was so loyal</i> evaluation of things: <i>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</i> varying intensity: <i>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</i> | <p>Uses a wider range of evaluative language appropriate to recounts, narratives, reviews and persuasive texts to express:</p> <ul style="list-style-type: none"> feelings and emotions: <i>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.</i> judgements of people (characters): <i>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</i> evaluation of things: <i>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</i> varying intensity: <i>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</i> | <p>Uses a greater range of evaluative language in recounts, narratives, reviews and persuasive texts:</p> <ul style="list-style-type: none"> feelings and emotions: <i>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</i> judgements of people (characters): <i>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</i> evaluation of things: <i>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</i> varying intensity: <i>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</i> |

| Grammar Knowledge | Level 7 (Year 3) | Level 8 (Year 4) | Level 9 (Year 5) | Level 10 (Year 6) |
|---|--|--|---|---|
| <p>Expressing opinion and point of view (cont)</p> <ul style="list-style-type: none"> • Modality • Expressing opinions directly and indirectly <p>By the end of Year 4 students:</p> <ul style="list-style-type: none"> • differentiate between the language of opinion and feeling and the language of factual reporting or recording <p>By the end of Year 6 students:</p> <ul style="list-style-type: none"> • use subjective, objective and evaluative language, and identify bias <p>From: The Australian Curriculum: Literacy continuum across stages of schooling</p> | <p>Chooses with some accuracy elementary expressions of modality:</p> <ul style="list-style-type: none"> • obligation: <i>we should spend more on sports; people would have to move; we need food and water</i> • frequency: <i>we always need food to survive; they break, but only sometimes, not all the time</i> • certainty: <i>they thought the sun moved but we now know that the earth spins</i> • inclination: <i>I think we do not want to die</i> <p>Begins to express more elaborated opinions directly, using 'I think' to put forward an argument: <i>I think you should spend your money on toys and games for your kids</i></p> | <p>Uses simple forms of language expressing modality with varying degrees of accuracy:</p> <ul style="list-style-type: none"> • obligation: <i>this must be soft; one of the yabbies has to live under water</i> • frequency: <i>I never go to bed early</i> • certainty: <i>you may think; perhaps I could have two layers</i> • inclination: <i>would like to tell you; I didn't want to have 13 on my grid</i> <p>Expresses more elaborated opinions directly, to argue a view using thinking verbs and providing evidence and/or reason: <i>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</i></p> | <p>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: <i>People might need the money to pay rent or taxes; You don't always need toys and games</i></p> <p>Begins to use a wider range of resources to express opinions directly (subjectively):</p> <ul style="list-style-type: none"> • a growing range of thinking verb: <i>I believe; I reckon; I disagree</i> • alternatives to thinking verbs with limited success. <i>In my opinion, I believe that too much money is spent on toys and games. My last and final opinion would be that ...</i> | <p>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</p> <ul style="list-style-type: none"> • modal auxiliaries: <i>could die; can bring; may never be happy</i> • adverbs: <i>will probably bounce; I normally have; maybe really little things</i> • processes: <i>people urge others; you need to understand; were forced to pay; expected to</i> • adjectives: <i>it didn't sound possible</i> • nouns: <i>the right to</i> <p>Continues to express opinion identifying self as opinion holder (subjective) with a growing range of resources: <i>I think; I believe that; I find; I say that; I feel that ...</i></p> <p>Begins to express opinion in a range of other indirect or implied (more objective) ways:</p> <ul style="list-style-type: none"> • attributing opinions to other 'generalised' groups: <i>Some parents think ...</i> • deferring to research: <i>Research shows that ...</i> • through language choices that indirectly expresses opinion or infers judgement: <i>Henry Parkes was one of the most prominent men in colonial politics.</i> |

| Word knowledge | Level 7 Year 3 | Level 8 Year 4 | Level 9 Year 5 | Level 10 Year 6 |
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| <p>Understanding/using learning area vocabulary</p> <p>By end of Year 4 students:</p> <ul style="list-style-type: none"> use growing subject-specific vocabulary to read, discuss and write about learning area topics <p>By end of Year 6 students:</p> <ul style="list-style-type: none"> use vocabulary, including subject-specific vocabulary from a range of learning areas and vocabulary that expresses shades of meaning <p>From: The Australian Curriculum: Literacy continuum across stages of schooling</p> | <p>Uses a small range of common topic vocabulary related to learning area topics:</p> <ul style="list-style-type: none"> English: <i>predict; message; title; headings; paragraph; punctuation; diagram</i> Geography: <i>legend; temperate; tropical; climate; island; rainforest; forests</i> History: <i>Government House; Governor; awards; travelled; goldfields; arrive</i> Maths: <i>column chart; bar graph; fraction; numerator; denominator</i> Science: <i>liquid; solid; temperature; investigation; Earth; rotates</i> <p>Uses appropriately a small range of words that have different meanings in learning area contexts:</p> <p>column – <i>put it in the first column; the column chart was best to show results</i></p> <p>bar – <i>I jumped over the bar; I showed the results in a bar graph</i></p> | <p>Uses a growing range of common topic vocabulary related to discuss and write about learning area topics:</p> <ul style="list-style-type: none"> English: <i>events; author; illustrator</i> Geography: <i>scale: rainfall; mountain ranges; landforms; vegetation</i> History: <i>convict; transportation; colony; voyage; labour; sentenced</i> Maths: <i>quarter; diagonal; right angle; measured</i> Science: <i>shed; erode; friction; surface; forcing; observe</i> <p>Chooses appropriately words that have different meanings in learning area contexts:</p> <p>sentence – <i>write in complete sentences; the convict was sentenced</i></p> | <p>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:</p> <ul style="list-style-type: none"> English: <i>characters; resolution</i> Geography: <i>natural features, location; site; coast; port; harbour; coastline; urban</i> History: <i>settler; migrated; township; the Eureka Stockade; rebellion; establish</i> Maths: <i>chance and data; rotate; congruent; pyramid; doubled; translate; anticlockwise</i> Science: <i>rotation; atmosphere; gas; solar system; orbit; reflected; proved</i> <p>Chooses appropriately words that have different meanings in learning area contexts:</p> <p>colony - <i>ant colony; British colony;</i></p> <p>translated - <i>translated into English; I translated the shape to the right</i></p> <p>face - <i>her beautiful face, the faces of the pyramid meet at one point, he couldn't face it anymore</i></p> | <p>Uses topic and subject –specific vocabulary from a range of learning areas, including words that have different everyday meanings to construct more specialised fields:</p> <ul style="list-style-type: none"> English: <i>response; discussion; text; to sway (persuade)</i> Geography: <i>migrants; migration; multicultural; underdeveloped countries</i> History: <i>migrant camp; migrants; migration; communist government; federation; constitution; Commonwealth; colonial politics</i> Maths: <i>prism; pie chart; volume; equivalent</i> Science: <i>volcanic eruption; tsunami; tectonic plate; sea bed; epicenter; Richter scale; DNA</i> <p>Chooses appropriately words that have different meanings in learning area contexts: movement - <i>the movement of the tectonic plates; the movement towards Federation</i> improvise - <i>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</i></p> |

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| <p>Spelling</p> <p>By end of Year 4 students:</p> <ul style="list-style-type: none"> 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 <p>By end of Year 6 students:</p> <ul style="list-style-type: none"> spell topic words and use word origins, base words, prefixes and suffixes when spelling new words <p>From: The Australian Curriculum: <i>Literacy continuum across stages of schooling</i></p> | <p>Spells correctly:</p> <ul style="list-style-type: none"> topic words: <i>erupt; environment; graph</i> new words that follow spelling rules and phonological patterns: <ul style="list-style-type: none"> 3 –letter consonant clusters: <i>strong; through; scratch</i> diphthongs and other ambiguous vowel sounds: <i>ay (play); ai (tail); ee (feel); ea (real)</i> less common letter patterns such as ‘tion’: <i>prediction; invitation</i> more complex single syllable homophones: <i>ate/eight; bean/been; right/write</i> compound words: <i>anywhere, earthquakes</i> applying generalisations: <ul style="list-style-type: none"> adding ‘s’ for plurals and ‘es’ for plurals when word ends in: <i>s; sh; ch; x or z</i> adding ‘ed’ and ‘ing’ tense endings: <i>watered; collected; being; walking</i> | <p>Spells correctly:</p> <ul style="list-style-type: none"> new topic words: <i>diagonal; friction; colony</i> frequently used irregular words: <i>friends; because</i> regular words: <i>yesterday; another</i> word families containing known letters and letter clusters: <ul style="list-style-type: none"> consonant clusters: <i>stripe; throat; screen</i> diphthongs and other ambiguous vowel sounds: <i>oy; oi; ou; ow; ould; u; ough; au; aw</i> silent beginnings: <i>wr and kn</i> common homophones: <i>to/two/ to; hear/here</i> applying generalisations: <ul style="list-style-type: none"> doubling when adding suffix: <i>getting; rubbed; bigger</i> dropping ‘e’ when adding suffix: <i>using; writing</i> | <p>Spells correctly:</p> <ul style="list-style-type: none"> new topic words: <i>government; temperature</i> frequently used, irregularly spelt words: <i>straight</i> words with: <ul style="list-style-type: none"> complex but common patterns: <i>different; double</i> silent letters: <i>lamb; debts; answer</i> homophones: <i>new/knew; there/their/they’re</i> prefixes and suffixes added to a common base word <i>triangle; rectangle; rectangular</i> | <p>Spells correctly:</p> <ul style="list-style-type: none"> new topic words: <i>federation; tectonic</i> words with less simple but commonly seen suffixes: <i>ture; tion; sion</i> words that conform to ‘i’ before ‘e’ except after ‘c’: <i>believe; receive</i> more complex base words and derivatives formed by adding prefixes and suffixes: <i>volcano/volcanic; erupt/eruption; colony/colonial; breakthrough; unfortunate</i> |