

Mapping tool – preamble for English

This mapping tool matches essential content elements from two curriculum frameworks: *Every chance to learn* ELA 8, ELA 9, ELA 10 and ELA 11 to the Australian Curriculum (English) V1.1. Teachers using this tool are reminded to consider the underlying principles and philosophy as well.

The **Overview** of each ELA in *Every chance to learn* discusses the scope, features, concepts, values and attitudes of

- ELA 8 *The student listens and speaks with purpose and effect*
- ELA 9 *The student reads effectively*
- ELA 10 *The student writes effectively*
- ELA 11 *The student critically interprets and creates texts*
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The **Rationale** of the Australian Curriculum (English) reminds readers that the interrelated strands have different intentions:

- The *Language* strand refers to *knowing about the English Language*
- The *Literature* strand refers to *understanding, appreciating, responding to, analysing and creating literature*
- The *Literacy* strand refers to *expanding the repertoire of English usage*.

As Literacy is a general capability, the elaborations of all phase 1 learning areas provide examples of how Literacy may be embedded within content.

To further clarify decisions made when mapping the English curriculum please refer to the elaborations associated with each content descriptor.

Further information can be inferred from

- **strand** and **sub-stand** headings
- opening **hyperlinked codes** to the Australian Curriculum, and pasting them into the 'search' function to identify content elaborations, general capabilities and links to cross-curriculum priorities.

English – Early Childhood

Every chance to learn		Australian Curriculum		
8. The student listens and speaks with purpose and effect				
		Foundation	Year 1	Year 2
8.EC.1	good listening and speaking behaviours and the need to take turns	<p>Language - Language for interaction</p> <ul style="list-style-type: none"> Explore how language is used differently at home and school depending on the relationships between people ACELA1428 <p>Literacy - Interacting with others</p> <ul style="list-style-type: none"> Listen to and respond orally to texts and to the speech of others in informal and structured classroom situations ACELY1646 Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact ACELY1784 	<p>Language - Language for interaction</p> <ul style="list-style-type: none"> Understanding that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others ACELA1444 Understand that there are different ways of asking for information making offers and giving commands ACELA1446 Explore different ways of expressing emotions, including verbal, visual, body and facial expressions ACELA1787 <p>Literacy - Interacting with others</p> <ul style="list-style-type: none"> Engage in conversations and discussions, using active listening behaviours, showing interest, showing interest and contributing ideas, information and questions ACELY1656 Use interaction skills including turn-taking, recognising the contribution of others, speaking clearly and using appropriate volume and pace ACELY1788 	<p>Language - Language for interaction</p> <ul style="list-style-type: none"> Understanding that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context ACELA1461

<p>8.EC.2</p>	<p>listening and speaking as providing opportunities to exchange information, to share and explore ideas, and to express opinions and listen to the opinions of others</p>	<p>Language - Language for interaction</p> <ul style="list-style-type: none"> • Explore how language is used differently at home and school depending on the relationships between people ACELA1428 • Understand that language can be used to explore ways of expressing needs, likes and dislikes ACELA1429 <p>Literacy - Interacting with others</p> <ul style="list-style-type: none"> • Listen to and respond orally to texts and to the speech of others in informal and structured classroom situations ACELY1646 • Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact ACELY1784 	<p>Literacy - Interacting with others</p> <ul style="list-style-type: none"> • Engage in conversations and discussions, using active listening behaviours, showing interest, showing interest and contributing ideas, information and questions ACELY1656 • Uses interaction skills including turn taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace. ACELY1788 	<p>Literacy - Interacting with others</p> <ul style="list-style-type: none"> • Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions ACELY1666 • Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately ACELY1789
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<p>8.EC.3</p>	<p>listen and speak in discussions, conversations and oral presentations in small and large groups, which are usually informal</p>	<p>Literacy - Interacting with others</p> <ul style="list-style-type: none"> • Listen to and respond orally to texts and to the speech of others in informal and structured classroom situations ACELY1646 • Deliver short oral presentations to peers ACELY1647 • Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact ACELY1784 	<p>Literacy - Interacting with others</p> <ul style="list-style-type: none"> • Engage in conversations and discussions, using active listening behaviours, showing interest, showing interest and contributing ideas, information and questions ACELY1656 • Make short presentations using some introduced text structures and language, for example opening statements ACELY1657 • Use interaction skills including turn-taking, recognising the contribution of others, speaking clearly and using appropriate volume and pace ACELY1788 	<p>Literacy - Interacting with others</p> <ul style="list-style-type: none"> • Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions ACELY1666 • Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately ACELY1789 • Rehearse and deliver short presentations on familiar and introduced topics ACELY1667
<p>8.EC.4</p>	<p>listen attentively through showing interest in a speaker's tone or presentation and appropriate body language (e.g. facing the speaker, facial expressions, gestures) to emphasise and clarify meaning</p>	<p>Literacy - Interacting with others</p> <ul style="list-style-type: none"> • Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations ACELY1646 • Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact ACELY1784 	<p>Literacy - Interacting with others</p> <ul style="list-style-type: none"> • Engage in conversations and discussions, using active listening behaviours, showing interest, showing interest and contributing ideas, information and questions ACELY1656 • Use interaction skills including turn-taking, recognising the contribution of others, speaking clearly and using appropriate volume and pace ACELY1788 	<p>Literacy - Interacting with others</p> <ul style="list-style-type: none"> • Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions ACELY1666 • Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately ACELY1789 • Rehearse and deliver short presentations on familiar and introduced topics ACELY1667

<p>8.EC.5</p>	<p>identify opinions provided by members of the group in discussions and conversations and make judgements about whether they agree or disagree</p>	<p>Literacy - Interacting with others</p> <ul style="list-style-type: none"> Listen to and respond orally to texts and to the communication of others in informal and structures classroom situations ACELY1646 	<p>Language - Language for interaction</p> <ul style="list-style-type: none"> Explore different ways of expressing emotions, including verbal, visual, body and facial expressions ACELA1787 	<p>Literacy - Interacting with others</p> <ul style="list-style-type: none"> Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions ACELY1666 Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace ACELY1789
<p>8.EC.6</p>	<p>make oral presentations of personal recounts or reports about people, places and things related to their own experience, understand the topic, provide some relevant ideas and information, and include events in sequence</p>	<p>Literacy - Interacting with others</p> <ul style="list-style-type: none"> Deliver short oral presentations to peers ACELY1647 	<p>Literacy - Interacting with others</p> <ul style="list-style-type: none"> Make short presentations using some introduced text structures and language, for example opening statements ACELY1657 	<p>Literacy - Interacting with others</p> <ul style="list-style-type: none"> Rehearse and deliver short presentations on familiar and introduced topics ACELY1667

<p>8.EC.7</p>	<p>ask questions, contribute information and ideas, express opinions relevant to the topic, and use statements, questions and commands</p>	<p>Language - Language for interaction</p> <ul style="list-style-type: none"> • Explore how language is used differently at home and school depending on the relationships between people ACELA1428 <p>Literacy - Interacting with others</p> <ul style="list-style-type: none"> • Listen to and respond orally to texts and to the speech of others in informal and structured classroom situations ACELY1646 • Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact ACELY1784 	<p>Language - Language for interaction</p> <ul style="list-style-type: none"> • Understanding that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others ACELA1444 <p>Literacy - Interacting with others</p> <ul style="list-style-type: none"> • Engage in conversations and discussions, using active listening behaviours, showing interest, showing interest and contributing ideas, information and questions ACELY1656 • Use interaction skills including turn-taking, recognising the contribution of others, speaking clearly and using appropriate volume and pace ACELY1788 	<p>Literacy - Interacting with other</p> <ul style="list-style-type: none"> • Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately ACELY1789
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<p>8.EC.8</p>	<p>speak audibly, with some sense of addressing an audience and the needs of listeners (e.g. vary voice tone and volume to add interest)</p>	<p>Language - Language for interaction</p> <ul style="list-style-type: none"> Explore how language is used differently at home and school depending on the relationships between people ACELA1428 <p>Literacy - Interacting with others</p> <ul style="list-style-type: none"> Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact ACELY1784 Deliver short oral presentation to peers ACELY1647 	<p>Literacy - Interacting with others</p> <ul style="list-style-type: none"> Make short presentations using some introduced text structures and language, for example opening statements ACELY1657 	<p>Literacy - Interacting with others</p> <ul style="list-style-type: none"> Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately ACELY1789 Rehearse and deliver short presentations on familiar and introduced topics ACELY1667
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Every chance to learn		Australian Curriculum		
9. The student reads effectively				
		Foundation	Year 1	Year 2
9.EC.1	a range of imaginative and information texts (e.g. children's stories, rhymed verses, fairytales, fables, simple reports, transactions and explanations)	<p>Language - Text structure and organisation</p> <ul style="list-style-type: none"> Understand that text can take many forms, can be short (for example and exit sign) or quite long (for example an information book or film) and that stories and information texts have different purposes (ACELA1430) <p>Literature - Examining Literature</p> <ul style="list-style-type: none"> Recognise some different types of literary texts and identify some characteristic features, of literary texts for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785) <p>Literacy - Interacting with others</p> <ul style="list-style-type: none"> Identify some familiar texts and the contexts in which they are used (ACELT1578) <p>Literacy - Interpreting, analysing, evaluating</p> <ul style="list-style-type: none"> Identify some differences between imaginative and informative texts (ACELY1648) 	<p>Language - Text structure and organisation</p> <ul style="list-style-type: none"> Understand that the purposes that texts serve shape their structure in predictable ways (ACELA1447) <p>Literature - Responding to literature</p> <ul style="list-style-type: none"> Express preferences for specific texts and authors and listen to the opinions of others (ACELT1583) <p>Literacy - Interpreting, analysing, evaluating</p> <ul style="list-style-type: none"> Describe some differences between imaginative, informative and persuasive texts (ACELY1658) 	<p>Language - Text structure and organisation</p> <ul style="list-style-type: none"> Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463) <p>Literacy - Interpreting, analysing, evaluating</p> <ul style="list-style-type: none"> Identify the audience of imaginative, information and persuasive texts (ACELY1668)

<p>9.EC.2</p>	<p>how imaginative texts can entertain, move and teach important things, have plots, settings and characters, and are produced for particular audiences</p>	<p>Literature - Examining literature</p> <ul style="list-style-type: none"> Identify some features of texts including events and characters and retell events from a text (ACELT1578) 	<p>Literature - Literature and context</p> <ul style="list-style-type: none"> Discuss how authors create characters using language and images (ACELT1581) <p>Literature Responding to literature</p> <ul style="list-style-type: none"> Discuss characters and events in a range of literary texts, and share personal responses to these texts, making connections with students' own experiences (ACELT1582) <p>Literature Examining Literature</p> <ul style="list-style-type: none"> Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584) <p>Literacy - Interpreting, analysing, evaluating</p> <ul style="list-style-type: none"> Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660) 	<p>Literature - Literature and context</p> <ul style="list-style-type: none"> Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587) <p>Literature Responding to literature</p> <ul style="list-style-type: none"> Compare opinions about characters, events and settings in and between texts (ACELT1589) Identify aspects of different literary texts that entertain and give reasons for personal preferences (ACELT1590) <p>Literature Examining literature</p> <ul style="list-style-type: none"> Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591)
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<p>9.EC.3</p>	<p>how information texts can report and explain information and events, and can be produced for different audiences to reflect the interests of the intended readers</p>	<p>Language - Text structure and organisation</p> <ul style="list-style-type: none"> • Understand that text can take many forms, can be short (for example an exit sign) or quite long (for example an information book or film) and that stories and information texts have different purposes (ACELA1430) <p>Literacy - Interpreting, analysing, evaluating</p> <ul style="list-style-type: none"> • Identify some differences between imaginative and informative texts (ACELY1648) 	<p>Literacy - Interpreting, analysing, evaluating</p> <ul style="list-style-type: none"> • Describe some differences between imaginative, informative and persuasive texts (ACELY1658) • Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660) 	
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<p>9.EC.4</p>	<p>conventions of print (e.g. left page before right, left to right and top to bottom direction of print, sentences, words and spaces, letters and letter order in words, basic punctuation, how illustrations relate to the print)</p>	<p>Language - Text structure and organisation</p> <ul style="list-style-type: none"> • Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names and that capital letters and full stops signal the beginning and end of sentences (ACELA1432) • Understand concepts about print and screen, including how books and simple digital texts work, and know some features of print, for example directionality (ACELA1433) <p>Language -Expressing and developing ideas</p> <ul style="list-style-type: none"> • Recognise that sentences are key units of expressing ideas (ACELA1435) • Recognise that texts are made up of words and groups of words and illustrations or images that make meaning (ACELA1434) <p>Language -Sound and letter knowledge</p> <ul style="list-style-type: none"> • Recognise the letters of the alphabet and that there are lower and upper case letters (ACELA1440) 	<p>Language - Text structure and organisation</p> <ul style="list-style-type: none"> • Recognise that different types of punctuation including full stops, question marks and exclamation marks signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449) • Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of contents, headings and titles, navigation buttons, bars and links (ACELA1450) <p>Language -Expressing and developing ideas</p> <ul style="list-style-type: none"> • Know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard and how to use visual memory to write high frequency words (ACELA1778) 	<p>Language - Text structure and organisation</p> <ul style="list-style-type: none"> • Recognise that capital letters signal proper nouns and that commas are used to separate items on a list (ACELA1465) • Know some features of text organisations including page and screen layouts, alphabetical order and different types of diagrams, for example timelines (ACELA1466)
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9.EC.5	some conventions of electronic texts (e.g. scrolling, text boxes accompanying other text or visual elements, using hyperlinks and buttons on Internet pages to access text)	<i>Literacy - Creating texts</i> <ul style="list-style-type: none"> • Constructing texts using software programs including word processing programs (ACELY1654) 	<i>Literacy - Creating texts</i> <ul style="list-style-type: none"> • Construct texts incorporating supporting images using software programs including word processing software programs including word processing programs (ACELY1664) 	<i>Literacy - Creating texts</i> <ul style="list-style-type: none"> • Construct text featuring print, visual and audio elements using software, including word processing programs (ACELY1674)
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<p>9.EC.6</p>	<p>words commonly used in the texts they read (reading vocabulary), and the ways in which sounds are organised in spoken language (phonemic awareness) and represented by letters and letter clusters in print (phonics)</p>	<p>Language - Expressing and developing ideas</p> <ul style="list-style-type: none"> • Understand the use of vocabulary in familiar contexts related to everyday experiences, personal everyday experiences, personal interests and topics taught at school (ACELA1437) • Knowing that spoken sounds and words can be written down using letters of the alphabet and how to write high frequency sight words and known words (ACELA1758) • Know how to use onset and rime to spell words (ACELA1438) <p>Literacy - Interpreting, analysing and evaluating</p> <ul style="list-style-type: none"> • Read predictable texts practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649) 	<p>Language - Expressing and developing ideas</p> <ul style="list-style-type: none"> • Understand the use of vocabulary in everyday contexts and a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454) • Know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard and how to use visual memory to write high frequency words (ACELA1778) • Recognise and know how to use morphemes in word families, for example 'play' in played, playing (ACELA1455) <p>Language Sound and letter knowledge</p> <ul style="list-style-type: none"> • Recognise sound --- letter matches including common vowel and consonant digraphs and consonant blends (ACELA1458) • Understand the variability of sound --- letter matches (ACELA1459) 	<p>Language - Expressing and developing ideas</p> <ul style="list-style-type: none"> • Understand the use of vocabulary around familiar and new topics, and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470) • Understand how to use digraphs, long vowels, blends and silent letters to spell words; use morphemes and syllabification to break up simple words, and use visual memory to write irregular words (ACELA1471) • Recognise common prefixes and suffixes and how they change a word's meaning (ACELA1472) <p>Language - Sound and letter knowledge</p> <ul style="list-style-type: none"> • Recognise most sound-letter matches including silent letters, vowel/consonant digraphs and many less common sound-letter combinations (ACELA1474)
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			<p><i>Literacy - Interpreting, analysing and evaluating</i></p> <ul style="list-style-type: none">• Read supportive texts using developing phrasing, fluency contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading (ACELY1659)	<p><i>Literacy - Interpreting, analysing and evaluating</i></p> <ul style="list-style-type: none">• Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting (ACELY1669)
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<p>9.EC.7</p>	<p>read and interpret simple imaginative texts containing ideas and information related to their real and imagined worlds, with illustrations that clarify meaning</p>	<p>Language -Literature and context</p> <ul style="list-style-type: none"> Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575) <p>Language Responding to Literature</p> <ul style="list-style-type: none"> Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577) Share feelings and thoughts about the events and characters in texts (ACELT1783) <p>Literacy - Interpreting, analysing and evaluating</p> <ul style="list-style-type: none"> Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650) 	<p>Literature - Responding to literature</p> <ul style="list-style-type: none"> Discuss characters and events in a range of literary texts, and share personal responses to these texts, making connections with students' own experiences (ACELT1582) <p>Literature Examining literature</p> <ul style="list-style-type: none"> Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584) <p>Literacy - Texts in context</p> <ul style="list-style-type: none"> Respond to texts drawn from a range of cultures and experiences (ACELY1655) <p>Literacy - Interpreting, analysing and evaluating</p> <ul style="list-style-type: none"> Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660) 	<p>Literature - Literature and context</p> <ul style="list-style-type: none"> Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587) <p>Literature Responding to Literature</p> <ul style="list-style-type: none"> Compare opinions about characters, events and settings in and between texts (ACELT1589) Identify aspects of different literary texts that entertain and give reasons for personal preferences (ACELT1590) <p>Literature -Examining literature</p> <ul style="list-style-type: none"> Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591) <p>Literacy - Interpreting, analysing and evaluating</p> <ul style="list-style-type: none"> Use comprehension strategies to build literal and inferred meaning and to begin to analyse texts by drawing on growing knowledge of context, language and visual features and print multimodal text structures (ACELY1670)
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<p>9.EC.8</p>	<p>identify the main topic of a story, retell a sequence of events and draw inferences from directly stated descriptions and actions (e.g. a character's feelings)</p>	<p>Literature- Examining literature</p> <ul style="list-style-type: none"> Identify some features of texts including events and characters and retell events from a text (ACELT1578) <p>Literacy - Interpreting, analysing and evaluating</p> <ul style="list-style-type: none"> Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650) 	<p>Literature - Responding to literature</p> <ul style="list-style-type: none"> Discuss characters and events in a range of literary texts, and share personal responses to these texts, making connections with students' own experiences (ACELT1582) <p>Literature -Examining literature</p> <ul style="list-style-type: none"> Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584) <p>Literature-Creating literature</p> <ul style="list-style-type: none"> Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586) 	<p>Literature - Literature and context</p> <ul style="list-style-type: none"> Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created <p>Literature Responding to Literature</p> <ul style="list-style-type: none"> Compare opinions about characters, events and settings in and between texts (ACELT1589) <p>Literature Examining literature</p> <ul style="list-style-type: none"> Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1589) <p>Literacy - Interpreting, analysing and evaluating</p> <ul style="list-style-type: none"> Use comprehension strategies to build literal and inferred meaning and to begin to analyse texts by drawing on growing knowledge of context, language and visual features and print multimodal text structures (ACELY1670)
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<p>9.EC.9</p>	<p>read and interpret information texts containing information related to their own experiences</p>	<p>Language-Expressing and developing ideas</p> <ul style="list-style-type: none"> • Understand the use of vocabulary in familiar contexts related to everyday experiences, personal everyday experiences, personal interests and topics taught at school (ACELA1437) <p>Literacy-Texts in context</p> <ul style="list-style-type: none"> • Identify some familiar texts and the contexts in which they are used (ACELY1645) <p>Literacy - Interpreting, analysing, evaluating</p> <ul style="list-style-type: none"> • Identify some differences between imaginative and informative texts (ACELY1648) • Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650) 	<p>Literacy -Interpreting, analysing, evaluating</p> <ul style="list-style-type: none"> • Describe some differences between imaginative, informative and persuasive texts (ACELY1658) • Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by (ACELY1660) 	<p>Literacy - Interpreting, analysing, evaluating</p> <ul style="list-style-type: none"> • Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670) • Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting (ACELY1669)
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<p>9.EC.10</p>	<p>identify key events, order of events and some directly stated supporting information, and relate their interpretations of texts to their own experiences</p>	<p>Literature - Literature and context</p> <ul style="list-style-type: none"> Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575) <p>Literature Examining literature</p> <ul style="list-style-type: none"> Identify some features of texts including events and characters and retell events from a text (ACELT1578) Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785) 	<p>Literature - Responding to literature</p> <ul style="list-style-type: none"> Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582) <p>Literature -Examining literature</p> <ul style="list-style-type: none"> Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584) 	<p>Literature - Responding to literature</p> <ul style="list-style-type: none"> Compare opinions about characters, events and settings in and between texts (ACELT1589)
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<p>9.EC.11</p>	<p>use strategies to self-monitor their reading for meaning and to search for and use meaning, word order and visual information (or cues) to detect and self-correct errors when meaning is lost</p>	<p>Language - Text structure and organisation</p> <ul style="list-style-type: none"> • Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality (ACELA1433) <p>Language -Expressing and developing ideas</p> <ul style="list-style-type: none"> • Recognise that sentences are key units for expressing ideas (ACELA1435) • Recognise that texts are made up of words and groups of words that make meaning (ACELA1434) • Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786) <p>Language -Interpreting, analysing, evaluating</p> <ul style="list-style-type: none"> • Read predictable texts, practicing phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649) • Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650) 	<p>Language - Expressing and developing ideas</p> <ul style="list-style-type: none"> • Identify the parts of a simple sentence that represent ‘What’s happening?’, ‘Who or what is doing or receiving the action?’ and the circumstances surrounding the action (ACELA1451) • Explore differences in words that represent people, places and things (nouns and pronouns), actions (verbs), qualities (adjectives) and details like when, where and how (adverbs) (ACELA1452) • Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453) <p>Literacy - Interpreting, analysing, evaluating</p> <ul style="list-style-type: none"> • Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660) 	<p>Language - Expressing and developing ideas</p> <ul style="list-style-type: none"> • Identify visual representations of characters’ actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469) <p>Literacy - Interpreting, analysing, evaluating</p> <ul style="list-style-type: none"> • Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting (ACELY1669) • Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670)
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<p>9.EC.12</p>	<p>decode new and unfamiliar words using common letter-sound relationships, common visual letter patterns, simple tense and plural endings and a base word, and similarity to other known words</p>	<p>Language- Sound and letter knowledge</p> <ul style="list-style-type: none"> Recognise rhymes, syllables and sounds (phonemes) in spoken words (ACELA1439) Recognise the letters of the alphabet and know there are lower and upper case letters (ACELA1440) 	<p>Language - Sound and letter knowledge</p> <ul style="list-style-type: none"> Manipulate sounds in spoken words including phoneme deletion and substitution (ACELA1457) Recognise sound --- letter matches including common vowel and consonant digraphs and consonant blends (ACELA1458) Understand the variability of sound and letter matches (ACELA1459) 	<p>Language - Sound and letter knowledge</p> <ul style="list-style-type: none"> Recognise most sound-letter matches including silent letters, vowel/consonant digraphs and many less common sound-letter combinations (ACELA1474)
<p>9.EC.13</p>	<p>read texts in a phrased and fluent way to gain meaning and enjoyment</p>	<p>Literacy - Interpreting analysing and evaluating</p> <ul style="list-style-type: none"> Read predictable texts, practicing phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649) 	<p>Literacy - Interpreting analysing and evaluating</p> <ul style="list-style-type: none"> Read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading (ACELY1659) 	<p>Literacy - Interpreting analysing and evaluating</p> <ul style="list-style-type: none"> Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting (ACELY1669)

<p>9.EC.14</p>	<p>respond to texts in a variety of ways (e.g. discussion, drama, drawing, writing their own texts)</p>	<p>Literature - Responding to literature</p> <ul style="list-style-type: none"> Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577) Share feelings and thoughts about the events and characters in texts (ACELT1783) <p>Literature -Examining literature</p> <ul style="list-style-type: none"> Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579) <p>Literature -Creating literature</p> <ul style="list-style-type: none"> Retell familiar literary texts through performance, use of illustrations and images (ACELT1580) <p>Literacy - Interacting with others</p> <ul style="list-style-type: none"> Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646) 	<p>Literature- Responding to literature</p> <ul style="list-style-type: none"> Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582) Express preferences for specific texts and authors and listen to the opinions of others (ACELT1583) <p>Literature -Examining Literature</p> <ul style="list-style-type: none"> Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585) <p>Literature -Examining literature</p> <ul style="list-style-type: none"> Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586) <p>Literacy- Texts in context</p> <ul style="list-style-type: none"> Respond to texts drawn from a range of cultures and experiences (ACELY1655) 	<p>Literature- Responding to literature</p> <ul style="list-style-type: none"> Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590) <p>Literature -Examining Literature</p> <ul style="list-style-type: none"> Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592) <p>Literature -Creating literature</p> <ul style="list-style-type: none"> Create events and characters using different media that develop key events and characters from literary texts (ACELT1593)
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Every chance to learn		Australian Curriculum		
10. The student writes effectively				
		Foundation	Year 1	Year 2
10.EC.1	how writing communicates a message for a variety of purposes to different audiences	<p>Language- Text structure and organisation</p> <ul style="list-style-type: none"> Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430) 	<p>Language</p> <ul style="list-style-type: none"> Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others (ACELA1443) <p>Language- Text structure and organisation</p> <ul style="list-style-type: none"> Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447) 	<p>Language - Language variation and change</p> <ul style="list-style-type: none"> Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460) <p>Language- Text structure and organisation</p> <ul style="list-style-type: none"> Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)

<p>10.EC.2</p>	<p>how writing is arranged, including direction of print, letters making up words, spaces between words and organisation of words into sentences</p>	<p>Language - Expressing and developing ideas</p> <ul style="list-style-type: none"> • Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words (ACELA1758) • Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (ACELA1432) 	<p>Language - Text structure and organisation</p> <ul style="list-style-type: none"> • Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449) 	<p>Language - Text structure and organisation</p> <ul style="list-style-type: none"> • Understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms (ACELA1464) • Recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465)
<p>10.EC.3</p>	<p>structures and features of imaginative texts (e.g. characters, a setting and a plot in stories) and of information texts (e.g. descriptions of people and events or giving opinions)</p>		<p>Literacy - Creating texts</p> <ul style="list-style-type: none"> • Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661) 	<p>Literacy - Creating texts</p> <ul style="list-style-type: none"> • Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)

<p>10.EC.4</p>	<p>similarities and differences between spoken and written language (e.g. how patterns of repetition are used in written language to emphasise actions or ideas in texts)</p>	<p>Language- Text structure and organisation</p> <ul style="list-style-type: none"> Understand that some language in written texts is unlike everyday spoken language (ACELA1431) 	<p>Language - Text structure and organisation</p> <ul style="list-style-type: none"> Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454) 	<p>Language - Language variation and change</p> <ul style="list-style-type: none"> Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460)
<p>10.EC.5</p>	<p>processes of planning, drafting, checking and editing writing to make the message clear for an intended audience</p>	<p>Literacy - Creating texts</p> <ul style="list-style-type: none"> Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (ACELY1652) 	<p>Literacy - Creating texts</p> <ul style="list-style-type: none"> Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation (ACELY1662) 	<p>Literacy - Creating texts</p> <ul style="list-style-type: none"> Reread and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1672)
<p>10.EC.6</p>	<p>write imaginative and information texts for known readers to entertain, describe, give information and express opinions on familiar topics using handwriting or word processing (e.g. simple stories, recounts, descriptions and explanations)</p>	<p>Literacy - Creating texts</p> <ul style="list-style-type: none"> Create short texts to explore, record and report ideas and events using familiar words and phrases and beginning writing knowledge (ACELY1651) 	<p>Literacy - Creating texts</p> <ul style="list-style-type: none"> Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661) 	<p>Literacy - Creating texts</p> <ul style="list-style-type: none"> Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)

<p>10.EC.7</p>	<p>write imaginative texts that briefly describe characters and setting, formulate a storyline of a few sequenced events that create a problem and attempt an ending that resolves the problem</p>	<p>Literacy - Creating texts</p> <ul style="list-style-type: none"> • Create short texts to explore, record and report ideas and events using familiar words and phrases and beginning writing knowledge (ACELY1651) 	<p>Literacy - Creating texts</p> <ul style="list-style-type: none"> • Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661) 	<p>Literacy - Creating texts</p> <ul style="list-style-type: none"> • Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)
<p>10.EC.8</p>	<p>write recounts or descriptions that order information or sequence events using some detail and/or supporting illustrations</p>	<p>Literacy - Creating texts</p> <ul style="list-style-type: none"> • Create short texts to explore, record and report ideas and events using familiar words and phrases and beginning writing knowledge (ACELY1651) 	<p>Literacy - Creating texts</p> <ul style="list-style-type: none"> • Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661) 	<p>Literacy -Creating texts</p> <ul style="list-style-type: none"> • Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)
<p>10.EC.9</p>	<p>write an opinion on a topic supported by at least one or two reasons or a simple explanation based on personal judgement</p>	<p>Literacy - Creating texts</p> <ul style="list-style-type: none"> • Create short texts to explore, record and report ideas and events using familiar words and phrases and beginning writing knowledge (ACELY1651) 	<p>Literacy - Creating texts</p> <ul style="list-style-type: none"> • Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661) 	<p>Literacy - Creating texts</p> <ul style="list-style-type: none"> • Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)

<p>10.EC.10</p>	<p>use other texts they have read and heard as models for their own writing and use 'book language' such as familiar story markers (e.g. 'once upon a time')</p>	<p>Literature - Creating literature</p> <ul style="list-style-type: none"> Retell familiar literary texts through performance, use of illustrations and images (ACELT1580) 	<p>Literature - Creating literature</p> <ul style="list-style-type: none"> Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586) 	<p>Literature - Creating literature</p> <ul style="list-style-type: none"> Create events and characters using different media that develop key events and characters from literary texts (ACELT1593)
<p>10.EC.11</p>	<p>write simple sentences, using suitable vocabulary for the topic, basic punctuation (capital letters, full stops, commas in lists) and appropriate grammar, and experiment with using conjunctions (e.g. 'and', 'but', 'because') for adding ideas and information and giving reasons, and cohesive devices (e.g. 'then', 'next') to guide readers through a series of events and adjectives, adverbs and prepositional phrases to elaborate ideas</p>	<p>Language - Text structure and organisation</p> <ul style="list-style-type: none"> Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (ACELA1432) <p>Language - Expressing and developing ideas</p> <ul style="list-style-type: none"> Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437) 	<p>Language - Text structure and organisation</p> <ul style="list-style-type: none"> Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449) <p>Language - Expressing and developing ideas</p> <ul style="list-style-type: none"> Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454) 	<p>Language - Text structure and organisation</p> <ul style="list-style-type: none"> Understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms (ACELA1464) Recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465) <p>Language - Expressing and developing ideas</p> <ul style="list-style-type: none"> Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470)

<p>10.EC.12</p>	<p>use spelling strategies of hearing and analysing the sounds in spoken words (phonemic awareness) and representing them with appropriate letters and letter clusters, finding similarities with known words and using meaning patterns to spell accurately high-frequency words, monosyllabic words and words of two syllables with common spelling patterns</p>	<p>Language - Expressing and developing ideas</p> <ul style="list-style-type: none"> • Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words (ACELA1758) • Know how to use onset and rime to spell words (ACELA1438) 	<p>Language - Expressing and developing ideas</p> <ul style="list-style-type: none"> • Recognise and know how to use morphemes in word families for example 'play' in 'played' and 'playing' (ACELA1455) 	<p>Language - Expressing and developing ideas</p> <ul style="list-style-type: none"> • Understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words (ACELA1471)
<p>10.EC.13</p>	<p>use accessible resources to check the spelling of unknown words (e.g. word banks, class dictionaries)</p>		<p>Literacy - Creating texts</p> <ul style="list-style-type: none"> • Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation (ACELY1662) 	<p>Literacy - Creating texts</p> <ul style="list-style-type: none"> • Reread and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1672)
<p>10.EC.14</p>	<p>form letters legibly and fluently when handwriting texts, and develop basic keyboard skills for writing electronic texts</p>	<p>Literacy - Creating texts</p> <ul style="list-style-type: none"> • Produce some lower case and upper case letters using learned letter formations (ACELY1653) • Construct texts using software including word processing programs (ACELY1654) 	<p>Literacy - Creating texts</p> <ul style="list-style-type: none"> • Write using unjoined lower case and upper case letters (ACELY1663) • Construct texts that incorporate supporting images using software including word processing programs (ACELY1664) 	<p>Literacy- Creating texts</p> <ul style="list-style-type: none"> • Write legibly and with growing fluency using unjoined upper case and lower case letters (ACELY1673) • Construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1674)

Every chance to learn		Australian Curriculum		
11. The student reads critically interprets and creates texts				
		Foundation	Year 1	Year 2
11.EC.1	different modes used in the texts they view, listen to and read (e.g. images, music, print and voice) and the ways each mode communicates meaning	<p>Language - Text structure and organisation</p> <ul style="list-style-type: none"> Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430) <p>Literature - Examining literature</p> <ul style="list-style-type: none"> Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785) 	<p>Language - Language variation and change</p> <p>Understand that people use</p> <ul style="list-style-type: none"> different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others (ACELA1443) <p>Language-Text structure and organisation</p> <ul style="list-style-type: none"> Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links (ACELA1450) <p>Literature - Creating literature</p> <ul style="list-style-type: none"> Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586) 	<p>Language - Language variation and change</p> <ul style="list-style-type: none"> Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460) <p>Language -Text structure and organisation</p> <ul style="list-style-type: none"> Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463) <p>Literature Creating literature</p> <ul style="list-style-type: none"> Create events and characters using different media that develop key events and characters from literary texts (ACELT1593)

<p>11.EC.2</p>	<p>some of the ways in which information texts can describe people and events and give an opinion that may be positive or negative</p>	<p>Language - Text structure and organisation</p> <ul style="list-style-type: none"> Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430) <p>Language-Expressing and developing ideas</p> <ul style="list-style-type: none"> Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786) 	<p>Literacy - Creating texts</p> <ul style="list-style-type: none"> Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661) 	<ul style="list-style-type: none">
<p>11.EC.3</p>	<p>how some texts are created to make readers and viewers think in certain ways or persuade them to do certain things (e.g. advertisements)</p>	<p>Literature - Literature in context</p> <ul style="list-style-type: none"> Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575) 	<p>Language - Text structure and organisation</p> <ul style="list-style-type: none"> Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447) <p>Literature - Literature in context</p> <ul style="list-style-type: none"> Discuss how authors create characters using language and images (ACELT1581) 	<p>Literature - Literature in context</p> <ul style="list-style-type: none"> Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)

<p>11.EC.4</p>	<p>elements in stories (e.g. character, plot and setting) and how they can be manipulated to create alternative versions for different effects and meanings</p>	<p>Literature Responding to literature</p> <ul style="list-style-type: none"> • Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577) • Share feelings and thoughts about the events and characters in texts (ACELT1783) 	<p>Literature Responding to literature</p> <ul style="list-style-type: none"> • Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582) 	<p>Literature Responding to literature</p> <ul style="list-style-type: none"> • Compare opinions about characters, events and settings in and between texts (ACELT1589)
<p>11.EC.5</p>	<p>examine how characters, people and events are represented in different texts and offer suggestions for alternatives (e.g. if the main character had been a different gender)</p>	<p>Literature Responding to literature</p> <ul style="list-style-type: none"> • Share feelings and thoughts about the events and characters in texts (ACELT1783) <p>Literacy Interpreting, analysing and evaluating</p> <ul style="list-style-type: none"> • Read predictable texts, practicing phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649) 	<p>Literature -Responding to literature</p> <ul style="list-style-type: none"> • Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582) <p>Literacy - Interpreting, analysing and evaluating</p> <ul style="list-style-type: none"> • Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660) 	<p>Literature - Responding to literature</p> <ul style="list-style-type: none"> • Compare opinions about characters, events and settings in and between texts (ACELT1589) <p>Literature- Examining literature</p> <ul style="list-style-type: none"> • Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591)

<p>11.EC.6</p>	<p>notice meaning that is implied in a text (e.g. how the changing colours of the sky in a sequence of pictures gives the sense of time passing)</p>	<p>Literature - Responding to literature</p> <ul style="list-style-type: none"> Share feelings and thoughts about the events and characters in texts (ACELT1783) <p>Literacy- Interpreting, analysing and evaluating</p> <ul style="list-style-type: none"> Read predictable texts, practicing phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649) Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650) 	<p>Literature - Responding to literature</p> <ul style="list-style-type: none"> Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582) <p>Literacy - Interpreting, analysing and evaluating</p> <ul style="list-style-type: none"> Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660) 	<p>Literacy - Interpreting, analysing and evaluating</p> <ul style="list-style-type: none"> Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670)
<p>11.EC.7</p>	<p>create texts using a combination of sound, vision, words or graphics to communicate (e.g. retell a simple story using a storyboard)</p>	<p>Literature -Examining literature</p> <ul style="list-style-type: none"> Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579) <p>Literature- Creating literature</p> <ul style="list-style-type: none"> Retell familiar literary texts through performance, use of illustrations and images (ACELT1580) 	<p>Literature - Creating literature</p> <ul style="list-style-type: none"> Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586) 	<p>Literature - Creating literature</p> <ul style="list-style-type: none"> Create events and characters using different media that develop key events and characters from literary texts (ACELT1593)

<p>11.EC.8</p>	<p>recognise ways the media conveys messages to influence people's opinions</p>	<p>Literature - Responding to literature</p> <ul style="list-style-type: none"> • Share feelings and thoughts about the events and characters in texts (ACELT1783) <p>Literacy - Interpreting, analysing and evaluating</p> <ul style="list-style-type: none"> • Read predictable texts, practicing phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649) • Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650) 	<p>Literacy - Interpreting, analysing and evaluating</p> <ul style="list-style-type: none"> • Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660) 	<p>Literacy - Interpreting, analysing and evaluating</p> <ul style="list-style-type: none"> • Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670)
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