

Mode	Reading and Viewing	Writing	Speaking and Listening
Strand	Language	Language	Language
Sub-strand	Text structure and organisation	Text structure and organisation	Language variation and change
	<i>Purpose, audience and structure of different types of texts</i> Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context including tense and types of sentences	<i>Text cohesion</i> Understand that paragraphs are a key organisational feature of written texts	<i>Language variation and change</i> Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning
	<i>Concepts of print and screen</i> Identify the features of online texts that enhance navigation	<i>Punctuation</i> Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters	
Sub-strand	Expressing and developing ideas	Expressing and developing ideas	Expressing and developing ideas
	<i>Visual language</i> Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments	<i>Sentence and clause level grammar</i> Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement	<i>Vocabulary</i> Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs
Sub-strand		<i>Word level grammar</i> Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense	Language for interaction <i>Language for social interactions</i> Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations
Sub-strand	Phonics and word knowledge	Phonics and word knowledge	<i>Evaluative language</i>
	<i>Phonic knowledge</i> Understand how to apply knowledge of letter–sound relationships, and blending and segmenting to read and use more complex words with less common consonant and vowel clusters	<i>Spelling</i> Understand how to use letter–sound relationships and less common letter combinations to spell words	Examine how evaluative language can be varied to be more or less forceful
	<i>Spelling</i> Recognise most high-frequency words, know how to use common prefixes and suffixes, and know some homophones and generalisations for adding a suffix to a base word		
Strand	Literature	Literature	Literature
Sub-strand	Examining literature	Creating literature	Literature and context
	<i>Features of literary texts</i> Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative	<i>Creating literary texts</i> Create imaginative texts based on characters, settings and events from students' own and other cultures including through the use of visual features	<i>Literature and context</i> Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons
	<i>Language devices in literary texts</i> Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose	<i>Experimentation and adaptation</i> Create texts that adapt language features and patterns encountered in literary texts	
Sub-strand	Responding to literature		
	<i>Personal responses to the ideas, characters and viewpoints in texts</i> Draw connections between personal experiences and the worlds of texts, and share responses with others		
	<i>Expressing preferences and evaluating texts</i> Develop criteria for establishing personal preferences for literature		
Strand	Literacy	Literacy	Literacy
Sub-strand	Texts in context	Creating texts	Interacting with others
	<i>Texts and the contexts in which they are used</i> Identify the point of view in a text and suggest alternative points of view	<i>Creating texts</i> Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose	<i>Listening and speaking interactions</i> Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications
Sub-strand	Interpreting, analysing, evaluating	<i>Editing</i> Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation	<i>Oral presentations</i> Plan and deliver short presentations, providing some key details in logical sequence, using appropriate tone, pace, pitch and volume
	<i>Reading processes</i> Read an increasing range of imaginative, informative and persuasive texts by combining phonic, semantic, contextual and grammatical knowledge, using text processing strategies, including confirming, rereading and cross-checking		
	<i>Comprehension strategies</i> Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features	<i>Handwriting</i> Understand the conventions for writing words and sentences using joined letters that are clearly formed and consistent in size	
	<i>Analysing and evaluating</i> Analyse how different texts use verb groups to represent different processes (action, thinking, feeling, saying, relating)	<i>Use of software</i> Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements	

Achievement Standard		
<p>Reading and Viewing</p> <p>By the end of Level 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They apply appropriate text processing strategies when decoding and monitoring meaning in texts, and use knowledge of letter-sound relationships, and blending and segmenting to read more complex words. They can identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts.</p>	<p>Writing</p> <p>Students' texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of letter-sound relationships and high-frequency words to spell words accurately, and can write words with complex consonant and vowel clusters. They reread and edit their writing, checking their work for appropriate vocabulary, structure and meaning. They write using joined letters that are accurately formed and consistent in size.</p>	<p>Speaking and Listening</p> <p>Students listen to others' views and respond appropriately using interaction skills. They understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. They create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations.</p>