

Mode	Reading and Viewing	Writing	Speaking and Listening
<b>Strand</b>	<b>Language</b>	<b>Language</b>	<b>Language</b>
<b>Sub-strand</b>	<b>Text structure and organisation</b>	<b>Text structure and organisation</b>	<b>Language variation and change</b>
	<i>Purpose, audience and structure of different types of texts</i> Identify features used in imaginative, informative and persuasive texts to meet the purpose of the text, and understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience	<i>Text cohesion</i> Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives	<i>Language variation and change</i> Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages
	<i>Concepts of print and screen</i> Identify features of online texts that enhance readability including text, navigation, links, graphics and layout	<i>Punctuation</i> Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech	
<b>Sub-strand</b>	<b>Expressing and developing ideas</b>	<b>Expressing and developing ideas</b>	<b>Language for interaction</b>
	<i>Visual language</i> Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts	<i>Sentence and clause level grammar</i> Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases	<i>Language for social interactions</i> Understand that social interactions influence the way people engage with ideas and respond to others
	<i>Word level grammar</i> Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity	<i>Vocabulary</i> Incorporate new vocabulary from a range of sources, including vocabulary encountered in research, into own texts	<i>Evaluative language</i> Understand differences between the language of opinion and feeling and the language of factual reporting or recording
<b>Sub-strand</b>	<i>Sentence and clause level grammar</i> Investigate how quoted (direct) and reported (indirect) speech work in different types of text	<b>Phonics and word knowledge</b>	
		<i>Phonic knowledge</i> Understand how to use phonic generalisations to identify and write words with more complex letter combinations	
		<i>Spelling</i> Understand how to use spelling patterns and generalisations including syllabification, letter combinations including double letters, and morphemic knowledge to build word families	
		<i>Spelling</i> Recognise homophones and know how to use context to identify correct spelling	
<b>Strand</b>	<b>Literature</b>	<b>Literature</b>	<b>Literature</b>
<b>Sub-strand</b>	<b>Examining literature</b>	<b>Creating literature</b>	
	<i>Features of literary texts</i> Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques	<i>Experimentation and adaptation</i> Create literary texts by developing storylines, characters and settings	
	<i>Language devices in literary texts</i> Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts	<i>Creating literary texts</i> Create literary texts that explore students' own experiences and imagining	
<b>Sub-strand</b>	<b>Literature and context</b>		
	<i>Literature and context</i> Make connections between the ways different authors may represent similar storylines, ideas and relationships		
<b>Sub-strand</b>	<b>Responding to literature</b>		<b>Responding to literature</b>
	<i>Expressing preferences and evaluating texts</i> Describe the effects of ideas, text structures and language features of literary texts		<i>Personal responses to the ideas, characters and viewpoints in texts</i> Discuss literary experiences with others, sharing responses and expressing a point of view
<b>Strand</b>	<b>Literacy</b>	<b>Literacy</b>	<b>Literacy</b>
<b>Sub-strand</b>	<b>Texts in context</b>	<b>Creating texts</b>	<b>Interacting with others</b>
	<i>Texts and the contexts in which they are used</i> Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts	<i>Creating texts</i> Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features	<i>Listening and speaking interactions</i> Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills
<b>Sub-strand</b>	<b>Interpreting, analysing, evaluating</b>	<i>Editing</i> Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure	<i>Oral presentations</i> Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular audiences and purposes such as informative, persuasive and imaginative, including multimodal elements
	<i>Reading processes</i> Read different types of texts for specific purposes by combining phonic, semantic, contextual and grammatical knowledge using text processing strategies, including monitoring meaning, skimming, scanning and reviewing		
	<i>Comprehension strategies</i> Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts	<i>Handwriting</i> Handwrite using clearly-formed joined letters, and develop increased fluency and automaticity	
	<i>Analysing and evaluating</i> Compare and evaluate two texts presenting the same ideas and analyse why one is more comprehensible or engaging than the other	<i>Use of software</i> Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements	

Achievement Standard		
<p><b>Reading and Viewing</b></p> <p>By the end of Level 4, students understand that texts have different structures depending on the purpose and context. They explain how language features, images and vocabulary are used to engage the interest of audiences and can describe literal and implied meaning connecting ideas in different texts. They express preferences for particular types of texts, and respond to others' viewpoints.</p>	<p><b>Writing</b></p> <p>Students use language features to create coherence and add detail to their texts. They make use of their increasing knowledge of phonics, and they understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create well-structured texts to explain ideas for different audiences. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, rereading and editing their work to improve meaning.</p>	<p><b>Speaking and Listening</b></p> <p>Students can collaborate, listen for key points in discussions and use information to carry out tasks. They use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context.</p>