

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
	<p><i>Purpose, audience and structure of different types of texts</i> Understand how texts vary in purpose, structure and topic as well as the degree of formality</p> <p><i>Concepts of print and screen</i> Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation</p>	<p><i>Text cohesion</i> Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold</p> <p><i>Punctuation</i> Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns</p>	<p><i>Language variation and change</i> Understand that the pronunciation, spelling and meanings of words have histories and change over time</p>
Sub-strand	Expressing and developing ideas	Expressing and developing ideas	Language for interaction
	<p><i>Visual language</i> Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations</p>	<p><i>Sentence and clause level grammar</i> Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause</p> <p><i>Word level grammar</i> Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea</p> <p><i>Vocabulary</i> Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts</p>	<p><i>Language for social interactions</i> Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships</p> <p><i>Evaluative language</i> Understand how to move beyond making bare assertions and take account of differing perspectives and points of view</p>
Sub-strand	Phonics and word knowledge	Phonics and word knowledge	
	<p><i>Spelling</i> Understand how to use banks of known words, syllabification, spelling patterns, word origins, base words, prefixes and suffixes, to spell new words, including some uncommon plurals</p>	<p><i>Phonic knowledge</i> Recognise and write less familiar words that share common letter patterns but have different pronunciations</p>	
Strand	Literature	Literature	Literature
Sub-strand	Examining literature	Creating literature	
	<p><i>Features of literary texts</i> Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses</p> <p><i>Language devices in literary texts</i> Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes</p>	<p><i>Experimentation and adaptation</i> Create literary texts that experiment with structures, ideas and stylistic features of selected authors</p> <p><i>Creating literary texts</i> Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced</p>	
Sub-strand	Literature and context		
	<p><i>Literature and context</i> Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts</p>		Responding to literature
Sub-strand	Responding to literature		
	<p><i>Expressing preferences and evaluating texts</i> Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences</p>		<p><i>Personal responses to the ideas, characters and viewpoints in texts</i> Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others</p>
Strand	Literacy	Literacy	Literacy
Sub-strand	Texts in context	Creating texts	Interacting with others
	<p><i>Texts and the contexts in which they are used</i> Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context</p>	<p><i>Creating texts</i> Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience</p>	<p><i>Listening and speaking interactions</i> Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences, and present and justify a point of view or recount an experience using interaction skills</p>
Sub-strand	Interpreting, analysing, evaluating	Editing	Oral presentations
	<p><i>Reading processes</i> Navigate and read imaginative, informative and persuasive texts by interpreting structural features, including tables of content, glossaries, chapters, headings and subheadings and applying appropriate text processing strategies, including monitoring meaning, skimming and scanning</p> <p><i>Comprehension strategies</i> Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources</p>	<p>Reread and edit own and others' work using agreed criteria for text structures and language features</p>	<p>Participate in informal debates and plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements</p>
	<p><i>Analysing and evaluating</i> Analyse the text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text</p>	<p><i>Handwriting</i> Develop a handwriting style that is becoming legible, fluent and automatic</p> <p><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</p>	

Achievement Standard		
<p>Reading and Viewing By the end of Level 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. When reading, they confidently encounter and can decode less familiar words.</p>	<p>Writing Students use language features to show how ideas can be extended. They develop and explain a point of view about a text. They create imaginative, informative and persuasive texts for different purposes and audiences. When writing, they demonstrate understanding of grammar and sentence types, and they select specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning.</p>	<p>Speaking and Listening Students listen and ask questions to clarify content. They use language features to show how ideas can be extended. They develop and explain a point of view about a text selecting information, ideas and images from a range of resources. They create a variety of sequenced texts for different purposes and audiences. They make presentations for defined purposes using multimodal elements, and contribute actively to class and group discussions, taking into account other perspectives.</p>