

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 authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects	<i>Text cohesion</i> Understand that cohesive links can be made in texts by omitting or replacing words	<i>Language variation and change</i> Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English
		<i>Punctuation</i> Understand the uses of commas to separate clauses	
Sub-strand	Expressing and developing ideas	Expressing and developing ideas	Language for interaction
	<i>Visual language</i> Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts	<i>Sentence and clause level grammar</i> Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas	<i>Language for social interactions</i> Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase
		<i>Word level grammar</i> Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases	<i>Evaluative language</i> Understand the uses of objective and subjective language and bias
Sub-strand		<i>Vocabulary</i> Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion	
		Phonics and word knowledge	
		<i>Phonic knowledge</i> Understand how to use phonic knowledge and accumulated understandings about blending, letter–sound relationships, common and uncommon letter patterns and phonic generalisations to recognise and write increasingly complex words	
		<i>Spelling</i> Understand how to use banks of known words, word origins, base words, prefixes, suffixes, spelling patterns and generalisations to spell new words, including technical words and words adopted from other languages	
Strand	Literature	Literature	Literature
Sub-strand	Examining literature	Creating literature	Literature and context
	<i>Features of literary texts</i> Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author’s individual style	<i>Experimentation and adaptation</i> Experiment with text structures and language features and their effects in creating literary texts	<i>Literature and context</i> Make connections between own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts
	<i>Language devices in literary texts</i> Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse	<i>Creating literary texts</i> Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways	
Sub-strand	Responding to literature		
	<i>Personal responses to the ideas, characters and viewpoints in texts</i> Analyse and evaluate similarities and differences in texts on similar topics, themes or plots		
	<i>Expressing preferences and evaluating texts</i> Identify and explain how choices in language, including modality, emphasis, repetition and metaphor, influence personal response to different texts		
Strand	Literacy	Literacy	Literacy
Sub-strand	Interpreting, analysing, evaluating	Texts in context	Interacting with others
	<i>Analysing and evaluating</i> Analyse strategies authors use to influence readers	<i>Texts and the contexts in which they are used</i> Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches	<i>Listening and speaking interactions</i> Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience
Sub-strand	Reading processes	Creating texts	Oral presentations
	Select, navigate and read increasingly complex texts for a range of purposes, applying appropriate text processing strategies to recall information and consolidate meaning	<i>Creating texts</i> Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience	Participate in formal and informal debates and plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis
	<i>Comprehension strategies</i> Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts		
		<i>Editing</i> Reread and edit own and others’ work using agreed criteria and explaining editing choices	
		<i>Handwriting</i> Develop a handwriting style that is legible, fluent and automatic and that can vary depending on context	
		<i>Use of software</i> Use a range of software, including word processing programs, learning new functions as required to create texts	

Achievement Standard		
<p>Reading and Viewing</p> <p>By the end of Level 6, students understand how to use knowledge of phonics when decoding unfamiliar words and the technical or derived words in increasingly complex texts. They understand how the use of text structures can achieve particular effects and can analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. They compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it.</p>	<p>Writing</p> <p>Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used. They use banks of known words and the less familiar words they encounter to create detailed texts elaborating upon key ideas for a range of purposes and audiences. They demonstrate understanding of grammar and make considered choices from an expanding vocabulary to enhance cohesion and structure in their writing. They also use accurate spelling and punctuation for clarity, provide feedback on the work of their peers and can make and explain editorial choices based on agreed criteria.</p>	<p>Speaking and Listening</p> <p>Students listen to discussions, clarifying content and challenging others' ideas. They understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used. They create detailed texts, elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.</p>