

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 and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors	<i>Text cohesion</i> Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts	<i>Language variation and change</i> Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating
		<i>Punctuation</i> Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses	
Sub-strand	Expressing and developing ideas	Expressing and developing ideas	
	<i>Visual language</i> Analyse how point of view is generated in visual texts by means of choices, including gaze, angle and social distance	<i>Sentence and clause level grammar</i> Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information	
	<i>Vocabulary</i> Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language	<i>Word level grammar</i> Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns	
Sub-strand	Language for interaction	Phonics and word knowledge	Language for interaction
	<i>Evaluative language</i> Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources	<i>Spelling</i> Understand how to use spelling rules and word origins to learn new words and how to spell them	<i>Language for social interactions</i> Understand how accents, styles of speech and idioms express and create personal and social identities
Strand	Literature	Literature	Literature
Sub-strand	Examining literature	Creating literature	Literature and context
	<i>Features of literary texts</i> Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches	<i>Experimentation and adaptation</i> Experiment with text structures and language features and their effects in creating literary texts	<i>Literature and context</i> Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts
	<i>Language devices in literary texts</i> Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry	<i>Creating literary texts</i> Create literary texts that adapt stylistic features encountered in other texts	
Sub-strand	Responding to literature		Responding to literature
	<i>Expressing preferences and evaluating texts</i> Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts		<i>Personal responses to the ideas, characters and viewpoints in texts</i> Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view
	<i>Expressing preferences and evaluating texts</i> Discuss aspects of texts, including their aesthetic and social value, using relevant and appropriate metalanguage		
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> Analyse and explain the effect of technological innovations on texts, particularly media texts	<i>Creating texts</i> Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas to a specific audience	<i>Listening and speaking interactions</i> Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, using interaction skills when sharing interpretations or presenting ideas and information
Sub-strand	Interpreting, analysing, evaluating	Editing	Oral presentations
	<i>Reading processes</i> Use prior knowledge and text processing strategies to interpret a range of types of texts	<i>Editing</i> Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact	<i>Oral presentations</i> Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing, using body language, voice qualities and other elements to add interest and meaning
	<i>Comprehension strategies</i> Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources	<i>Handwriting</i> Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods	
	<i>Analysing and evaluating</i> Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose	<i>Use of software</i> Use a range of software, including word processing programs, to create, edit and publish written and multimodal texts	
Achievement Standard			
	Reading and Viewing By the end of Level 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning. They explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints.	Writing Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features, text structures, and images from other texts can be combined for effect. They create structured and coherent texts for a range of purposes and audiences. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, use accurate spelling and punctuation.	Speaking and Listening Students listen for and explain different perspectives in texts. They understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect. They create texts structured and coherent texts for a range purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience.