

PART A

Curriculum, Teaching and Assessment

Sample pages

AC: English (V5): Foundation/Preparatory/ Kindergarten	Content descriptions	Sentence grammar, punctuation and spelling	Lesson	Achievement standards and assessment
	<p>Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430)</p> <p>Understand that some language in written texts is unlike everyday spoken language (ACELA1431)</p> <p>Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names and that capital letters and full stops signal the beginning and end of sentences (ACELA1432)</p> <p>Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality (ACELA1433)</p> <p>Recognise that texts are made up of words and groups of words that make meaning (ACELA1434)</p> <p>Recognise that sentences are key units for expressing ideas (ACELA1435)</p> <p>Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786)</p> <p>Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)</p> <p>Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (ACELA1439)</p> <p>Segment sentences into individual words and orally blend and segment onset and rime in single syllable spoken words, and isolate, blend and manipulate phonemes in single syllable words (ACELA1819)</p> <p>Recognise and name all upper and lower case letters (graphemes) and know the most common sound that each letter represents (ACELA1440)</p> <p>Write consonant-vowel-consonant (CVC) words by representing some sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words (ACELA1820)</p> <p>Understand how to use knowledge of letters and sounds including onset and rime to spell words (ACELA1438)</p> <p>Know how to read and write some high-frequency words and other familiar words (ACELA1817)</p> <p>Understand that words are units of meaning and can be made of more than one meaningful part (ACELA1818)</p> <p>Deliver short oral presentations to peers (ACELA1647)</p>	<p>Introduction to grammar Note: English is written using sentences, and sentences begin with a capital letter and end with a full stop (or ! or ?).</p> <p>1. Simple and compound sentences</p> <ul style="list-style-type: none"> List each animal name on a separate card Provide children with a list of words describing different ways animals move; e.g. <i>tramp, prowl, slither</i>, etc. Ask children to match animals to different ways of moving Ask children to act out the different ways of moving Undertake joint construction of simple two-word sentences; e.g. <i>Elephants tramp. Lions prowl. Snakes slither.</i> Join two (or three) simple sentences with <i>and</i> or <i>but</i>; e.g. <i>Elephants tramp and lions prowl but snakes slither.</i> <p>2. Prepositional phrases</p> <ul style="list-style-type: none"> Take children on a walk around the school grounds Based on where you go on the walk, develop a list of prepositional phrases; e.g. <i>in pairs at the door along the verandah down the stairs to the path</i> <p>(See Part C on teaching strategies.)</p> <p>3. Add prepositional phrases to the children's simple sentences e.g.</p> <p>4. Add adjectives e.g. Large elephants tramp along the wood verandah.</p>	<p>Receptive modes: Listening, reading and viewing By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience. They read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters and decoding and self-monitoring strategies. They recognise the letters of the English alphabet, in upper and lower case, and know and use the most common sounds represented by most letters. They read high-frequency words and blend sounds orally to read consonant-vowel-consonant words. They use appropriate interaction skills to listen and respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.</p> <p>Productive modes: Speaking, writing and creating Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events. In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, and orally blend and segment sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.</p> <p>Specifically, students:</p> <ul style="list-style-type: none"> repeat parts of texts, nursery rhymes, cumulative story lines, rhyming phrases, etc. (e.g. <i>Brown Bear Brown Bear</i>; many <i>Dr Seuss</i> stories and rhymes; <i>Old Woman Who Swallowed a Fly</i>; <i>The House that Jack Built</i>, etc.) write sentences using punctuation (caps, full stop, ? !) 	

<p>Specifically:</p> <ol style="list-style-type: none"> Students are introduced to all concepts of print. Texts tell a story and/or give information. Words are used in a particular order. Patterns of words make meaning. Words are made up of letters. There are spaces between words. Words are organised in phrases; e.g. <i>into the house</i>. Words are organised in sentences. Kernel sentences have a noun and verb; e.g. <i>Dogs bark</i>. Sentences have a capital letter and full stop (or ? or !). Some patterns of simple sentences/(phrases/clauses) include: <ul style="list-style-type: none"> noun + verb (kernel sentence) <i>Dogs bark.</i> adjective + noun <i>big dogs bark.</i> adjective + noun + verb <i>Big dogs bark.</i> adjective + noun + verb + adverb/adverbial phrase or clause <i>Big dogs bark loudly.</i> <i>Small dogs bark in the morning.</i> prepositional phrase (and position words) <i>Dogs bark in the morning at cars for fun.</i> Capital letters are used for names and places. Students learn to recognise high-frequency words. Students develop vocabulary and topic words. Students understand and use present, past and future tense. 	<p>Punctuation</p> <ul style="list-style-type: none"> Capital letter at beginning of sentence Full stop or ? or ! at end <p>Sounds, letters and words</p> <ul style="list-style-type: none"> Phonemic awareness Letter knowledge Words have letters and sounds in sequence Rhyming words and their use in onset and rime 	<ul style="list-style-type: none"> write simple recounts (using simple and kernel sentences) discuss stories and information texts understand procedures (e.g. recipes) discuss story preferences, with reasons write familiar words and phrases. <i>Note: Invented spelling shows some validity (e.g. <i>godbi</i> for <i>goodbye</i>, <i>tbgrn</i> for <i>toboggan</i>).</i> <p>See Part D for assessment and analysis of the following:</p> <ul style="list-style-type: none"> writing language use spelling. <p>Editing tasks for writing</p> <p><i>Meaning</i> Reread to see that your writing makes sense. Read to see if you left out any words. Check to see if the words are in the correct order.</p> <p><i>Structure</i> Complete two (or more) simple sentences. Add more information by adding "and" and another idea. Check the order of sentences. <i>Proofreading (copy-reading)</i> Underline words that your teacher can help you with. Use a red pen to check your capital letter and full stop. Use capital letters for proper names of people and places.</p>
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<p>AC: English (V5): Year 1</p>		
<p>Sentence grammar, punctuation and spelling</p>		
<p>Content descriptions</p> <p>Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others (ACELA1443)</p> <p>Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447)</p> <p>Understand patterns of repetition and contrast in simple texts (ACELA1448)</p> <p>Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449)</p>	<p>Lesson</p> <p>Introduction to grammar <i>Note:</i> English is written using sentences, and sentences begin with a capital letter and end with a full stop (or ! or ?).</p> <p><i>Simple sentences</i></p> <p>Pattern 1 Noun (subject) + verb <i>Elephants eat.</i></p> <p>Pattern 2 Adjective + noun (subject) + verb <i>Big elephants eat.</i></p>	<p>Achievement standards and assessment</p> <p>Receptive modes: Listening, reading and viewing By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify that texts serve different purposes and that this affects how they are organised. They describe characters, settings and events in different types of literature. Students read aloud, with developing fluency. They read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning.</p>

Content descriptions	Lesson	Achievement standards and assessment
<p>Identify the parts of a simple sentence that represent "What's happening?", "What state is being described?", "Who or what is involved?" and the surrounding circumstances (ACELA1451)</p> <p>Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452)</p> <p>Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454)</p> <p>Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)</p> <p>Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links (ACELA1450)</p> <p>Understand how to spell one and two syllable words with common letter patterns (ACELA1778)</p> <p>Segment consonant blends or clusters into separate phonemes at the beginnings and ends of one syllable words (ACELA1822)</p> <p>Recognise and know how to use simple grammatical morphemes to create word families (ACELA1455)</p> <p>Manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (ACELA1457)</p> <p>Use short vowels, common long vowels, consonant blends when writing, and blend these to read one-syllable words (ACELA1458)</p> <p>Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound (ACELA1459)</p> <p>Specifically: As per preparatory/kindergarten year, plus:</p> <p>B.1 Types of texts Texts have purposes that shape structure Texts tell stories and give information</p> <p>B.2 Paragraphs Develop recognition of paragraphs</p> <p>B.3 Sentence knowledge and construction Understand that patterns of words make meaning Learn about phrases and sentences</p> <p>B.4 Punctuation Capital letter and full stop for sentence Capitals for names and places</p>	<p>Pattern 3 Adjective + noun (subject) + verb + noun (object) <i>Big elephants eat hay.</i></p> <p>Pattern 4 Adjective + noun (subject) + verb + noun (object) + adverb/adverbial <i>Big elephants eat hay in the field.</i> (Adverbial as a prepositional phrase)</p> <p>Pattern 5 Adjective + noun (subject) + verb + noun (object) + two adverbials (phrase and word) <i>Big elephants eat hay in the field hungrily.</i> Tell children some verbs do not have nouns immediately after them: e.g. <i>Fish swim.</i> (See Part B on verbs.) Teachers substitute nouns and verbs using the patterns above to construct new sentences. For example: <i>From simple to complex sentences</i> Introduce joining words: <i>because, as, if, so that, when, where</i> <i>Main clause and subordinate (or dependent) clause*</i> *Use the expressions "main clause" and "other clause" <i>Big elephants eat hay because they do not eat meat.</i> <i>Big elephants eat hay when they are hungry.</i> <i>Big elephants eat hay so that they can grow big.</i> <i>Big elephants eat hay although they would like apples better.</i> <i>Main clause and/or main clause</i> <i>Big elephants eat hay but they do not eat meat.</i> <i>Big elephants eat hay and drink water.</i> <i>Big elephants eat hay or they go hungry.</i> (See Parts B and C on clauses.)</p> <p>Punctuation Capital at beginning of sentence Full stop or ? or ! at end</p>	<p>They recall key ideas and recognise literal and implied meaning in texts.</p> <p>They listen to others when taking part in conversations, using appropriate language features and interaction skills.</p> <p>Productive modes: Speaking, writing and creating Students understand how characters in texts are developed and give reasons for personal preferences.</p> <p>They create texts that show understanding of the connection between writing, speech and images.</p> <p>They create short texts for a small range of purposes.</p> <p>They interact in pair, group and class discussions, taking turns when responding.</p> <p>They make short presentations on familiar topics.</p> <p>When writing, students provide details about ideas or events, and details about the participants in those events.</p> <p>They accurately spell high-frequency words and words with regular spelling patterns.</p> <p>They use capital letters and full stops and correctly form all upper- and lower-case letters.</p> <p>Specifically, students:</p> <ul style="list-style-type: none"> • write sentences using punctuation (caps, full stop, ? !) • write recounts, procedures and personal notes/letters • discuss stories and information • discuss story preferences, with reasons • write familiar words and phrases • use invented spelling (of unfamiliar words) that is valid (e.g. <i>goodbi for goodbye, tbgn for tobaggan</i>). <p>See Part D for checklists on the following:</p> <ul style="list-style-type: none"> • writing • language use • spelling. <p>Editing tasks for writing <i>Meaning</i> Check that the topic sentence is clear to the reader. Check that your words suit the title and topic. Read to see if you have left out any words. Check that the words are in the correct order. <i>Structure</i> Separate your paragraphs with a line space. Write simple sentences. Add more information by adding "and" and another idea.</p>

<p>B.5 Parts of speech Verbs; present, past and future tense Degree of adjectives Joining words</p> <p>B.6 Cohesion Logical sequence Pronoun substitution; pronoun use</p> <p>B.7 Vocabulary Develop topic words and vocabulary choices</p> <p>B.8 Figurative language Alliteration; simile (<i>like</i>)</p> <p>B.9 Evaluative/modal language <i>Could have; must have</i> Degree of adjectives</p> <p>B.10 Conventions of English usage and style Demonstrate use of conventions</p> <p>B.11 Spelling Recognise high-frequency words Spell high-frequency words from the list Spell CVC, and some CVCC words Spell selected topic words</p> <p>B.12 Editing and proofreading See assessment column Check punctuation and spelling Check word sequence and for missing words</p> <p>B.13 Language dialects and uses Difference between spoken and written English Introduction to words and sounds of other languages</p>	<p>Capital letter for proper name of person and place</p> <p>Spelling PAT: segmenting and blending Write all letters without copying Spell most CVC and VC words Spell very common Dolch list words Invented spelling shows:</p> <ul style="list-style-type: none"> consonants are in order most vowels are evident <p>Use onset and rime</p>	<p>Add more information by using a joining word and another idea. Check the order of sentences in your paragraph. <i>Proofreading (copy-reading)</i> Check your spelling. Underline words that your teacher can help you with. Use a red pen to check your capital letter and full stop. Use capital letters for all proper names of people and places. Check that plurals do not have an unnecessary apostrophe. Check the spelling of homophones (<i>their; there</i>). Read for correct use of verb tense. Use a caret ^ or v to show missing word or information.</p>
<p>Sentence grammar, punctuation and spelling</p>		
<p>AC: English (V5): Year 2</p> <p>Content descriptions</p> <p>Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462)</p> <p>Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)</p> <p>Understand how texts are made cohesive through language features, including word associations, synonyms, and antonyms (ACELA1464)</p> <p>Recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465)</p>	<p>Lesson</p> <p>Introduction to the parts of sentences English is written using sentences, and sentences begin with a capital letter and end with a full stop (or ! or ?).</p> <p><i>Simple sentences</i></p> <p>Pattern 1 Noun (subject) + verb</p> <p>Pattern 2 Adjective + noun (subject) + verb</p>	<p>Achievement standards and assessment</p> <p>Receptive modes: Listening, reading and viewing By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters and events, or to communicate factual information. They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information. They monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context. They use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency.</p>

Content descriptions	Lesson	Achievement standards and assessment
<p>Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466)</p> <p>Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (ACELA1467)</p> <p>Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives (ACELA1468)</p> <p>Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469)</p> <p>Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470)</p> <p>Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one- and two-syllable words including some compound words (ACELA1471)</p> <p>Build morphemic word families using knowledge of prefixes and suffixes (ACELA1472)</p> <p>Orally manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution in combination with use of letters in reading and writing (ACELA1474)</p> <p>Use knowledge of letter patterns and morphemes to read and write high-frequency words and words whose spelling is not predictable from their sounds (ACELA1823)</p> <p>Use most letter-sound matches including vowel digraphs, less common long vowel patterns, letter clusters and silent letters when reading and writing words of one or more syllable (ACELA1824)</p> <p>Understand that a sound can be represented by various letter combinations (ACELA1825)</p>	<p>Pattern 3 Adjective + noun (subject) + verb + noun (object)</p> <p>Pattern 4 Adjective + noun (subject) + verb + noun (object) + circumstance (prepositional phrase)</p> <p>Pattern 5 Adjective + noun (subject) + verb + noun (object) + circumstance (prepositional phrase) + adverb/adverbial</p> <p><i>Big elephants eat hay in the field hungrily.</i></p> <p>Pattern 6 Adjective and noun as a noun group (noun as subject of later verb) + "with" phrase <i>Big elephants with floppy ears . . .</i></p> <p>Pattern 7 Adjective and noun as a noun group (noun as subject of later verb) + "with" phrase + "that" clause <i>Big elephants with floppy ears that hang down their sides . . .</i></p> <p>Pattern 8 Adjective and noun as a noun group (noun as subject of later verb) + "with" phrase + "that" clause + simile <i>Big elephants with floppy ears that hang down their sides like wet socks . . .</i></p> <p>Pattern 9 Adjective and noun as a noun group (noun as subject of later verb) + "with" phrase + "that" clause + simile + verb + (other patterns, e.g. . . .) <i>Big elephants with floppy ears that hang down their sides like wet socks wander across the plains of Africa.</i></p> <p>Teacher to substitute nouns and verbs using the patterns above to construct new sentences. For example:</p> <p><i>From simple to complex sentences</i> Introduce joining words: <i>because, as, if, so that, when, where</i></p>	<p>Achievement standards and assessment</p> <p>They identify literal and implied meaning, main ideas and supporting detail.</p> <p>Students make connections between texts by comparing content.</p> <p>They listen for particular purposes.</p> <p>They listen for and manipulate sound combinations and rhythmic sound patterns.</p> <p>Productive modes: Speaking, writing and creating</p> <p>When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary.</p> <p>They explain their preferences for aspects of texts using other texts as comparisons.</p> <p>They create texts that show how images support the meaning of the text.</p> <p>Students create texts, drawing on their own experiences, their imagination and information they have learned.</p> <p>They use a variety of strategies to engage in group and class discussions and make presentations.</p> <p>They accurately spell words with regular spelling patterns and spell words with less common long vowel patterns.</p> <p>They use punctuation accurately, and write words and sentences legibly using unjoined upper- and lower-case letters.</p> <p>Specifically, students:</p> <ul style="list-style-type: none"> • write sentences using required punctuation • write recounts, procedures and personal notes/letters • write narratives, poems and persuasive texts • discuss and write stories and information texts • discuss story preferences, with reasons • write familiar words and phrases • use invented spelling (of unfamiliar words) that is valid. <p>See Part D for checklists on the following:</p> <ul style="list-style-type: none"> • writing • language use • spelling <p>Editing tasks for writing <i>Meaning</i></p> <p>Check topic sentence is clear to the reader.</p> <p>Improve detail in (one or all) paragraphs of your draft.</p> <p>Check that your words suit the title and topic.</p> <p>Provide two samples of alliteration.</p> <p>Reread to see that what you have written makes sense.</p> <p>Read to see if you have left out any words.</p> <p>Read to check that the words are in the correct order.</p>
<p>Specifically:</p> <p>Note: In Year 2, the focus is on developing understanding of the concepts listed below, and on use of the activities. <u>Metalinguage that is underlined is to be introduced and developed.</u></p>		
<p>B.1 Types of texts</p> <p>Students are introduced to all five types of text</p> <p>Types of texts have identifiable structures</p> <p>Texts use suitable language features</p>		
<p>B.2 Paragraphs</p> <p>Paragraphs have one or more sentences</p> <p>First sentence is the <u>topic sentence</u> (begin TEEL)</p> <p>Simple summary writing</p>		

<p>B.3 Sentence knowledge and construction Simple, complex and compound Statements, questions and commands Groups, phrases and clauses Patterns of simple sentences Noun group Noun group and phrase; noun group and clause Clause: must have a verb Adjectival phrase and clause Prepositional phrase</p> <p>B.4 Punctuation Boundary markers: titles; comma for lists Apostrophes of omission and possession</p> <p>B.5 Parts of speech Verb: doing, being, etc.; helping; verb group Noun: proper, concrete and abstract Adjective and adverb Position, referring and joining words</p> <p>B.6 Cohesion Pronoun as referring word Relative pronoun in adjectival clause Logical relationships of place and time Word associations (synonyms, word sets)</p> <p>B.7 Vocabulary Experiment with new words and choices Derive vocabulary from familiar and new topics Select vocabulary for purpose and audience Explore use of vocabulary by characters in a story Explore connotation and multiple meanings</p> <p>B.8 Figurative language Alliteration, simile, onomatopoeia</p> <p>B.9 Evaluative and modal language Could have; must have Degree of adjectives</p> <p>B.10 Conventions of English usage and style Subject-verb agreement; noun-pronoun agreement</p> <p>B.11 Spelling Dolch 200 or equivalent School spelling program Phonics and morphemes</p> <p>B.12 Editing and proofreading See assessment column</p> <p>B.13 Language dialects and uses Alphabetical order to third letter in a word Use of indexes and dictionaries Diagrams, tables and charts</p>	<p><i>Main clause and subordinate (or dependent) clause*</i> * Use the expressions "main clause" and "other clause" Big elephants eat hay because they do not eat meat. Big elephants eat hay when they are hungry. Big elephants eat hay so that they can grow big. Big elephants eat hay although they would like apples better. <i>Main clause and/or main clause</i> Big elephants eat hay but they do not eat meat. Big elephants eat hay and drink water. Big elephants eat hay or they go hungry. (See Parts B and C on clauses.)</p> <p>Punctuation Capital at beginning of sentence Full stop or ? or ! at end Capital letter for proper name of person and place Apostrophe of omission (can't) Apostrophe of possession (Sue's) Concept of plural</p> <p>Spelling Spell most required words Spell required Dolch list words Invented spelling shows: • consonants are in order • vowels are mostly correct Use onset and rime independently Phonics and morphemes Apply Look/explore, Say, Cover, Write, Check Strategy for level of spelling development</p>	<p>Structure Separate your paragraphs with a line space. Write simple, compound and complex sentences. Check the order of sentences in each paragraph. Vary types of sentence in a paragraph. <i>Proofreading (copy-reading)</i> Check your spelling. Underline words that your teacher can help you with. Use a red pen to check your punctuation. Mark the boundaries of your sentences. Use capital letters for all proper names of people and places. Check that all punctuation is placed within the speech marks. Check that plurals do not have an unnecessary apostrophe. Check that each subject agrees with its verb in number. Check that pronouns agree in number. Check the spelling of homophones (their; there). Check use of plurals such as mice, oxen, agendas, roofs, hooves. Use a caret ^ or v to show missing word or information.</p>
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Sentence grammar, punctuation and spelling

AC: English (V5): Year 3

Content descriptions	Lesson	Achievement standards and assessment
<p>Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example tense and types of sentences) (ACELA1478)</p> <p>Understand that paragraphs are a key organisational feature of written texts (ACELA1479)</p> <p>Examine how evaluative language can be varied to be more or less forceful (ACELA1477)</p> <p>Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480)</p> <p>Identify the features of online texts that enhance navigation (ACELA1790)</p> <p>Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (ACELA1481)</p> <p>Understand that verbs represent different processes, for example doing, thinking, saying and relating and that these processes are anchored in time through tense (ACELA1482)</p> <p>Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (ACELA1483)</p> <p>Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484)</p> <p>Understand how to use letter-sound relationships and less common letter patterns to spell words (ACELA1485)</p> <p>Recognise and know how to write most high-frequency words including some homophones (ACELA1486)</p> <p>Understand how to apply knowledge of letter-sound relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns (ACELA1826)</p> <p>Know how to use common prefixes and suffixes, and generalisations for adding a suffix to a base word (ACELA1827)</p> <p>Specifically: Note: All concepts and terms listed are to be developed and used in longer and more complex sentences and texts. <u>Students are required to use underlined metalanguage terms when discussing texts.</u> In Year 3, the focus is also on developing understanding of the concepts listed below, and on use of activities. As per Years 1 and 2, plus: B.1 Types of texts All types of texts: purposes and contexts Choosing language features to suit</p>	<p>Introduction to the parts of sentences English is written using sentences, and sentences begin with a capital letter and end with a full stop (or ! or ?).</p> <p><i>Simple sentences</i></p> <p>Pattern 1 Noun (subject) + verb</p> <p>Pattern 2 Adjective + noun (subject) + verb</p> <p>Pattern 3 Adjective + noun (subject) + verb + noun (object)</p> <p>Pattern 4 Adjective + noun (subject) + verb + noun (object) + circumstance (prepositional phrase)</p> <p>Pattern 5 Adjective + noun (subject) + verb + noun (object) + circumstance + adverb/adverbial</p> <p>Pattern 6 Adjective and noun as a noun group (noun as subject of later verb) + "with" phrase (adjectival phrase) <i>Big elephants with floppy ears . . .</i></p> <p>Pattern 7 Adjective and noun as a noun group (noun as subject of later verb) + "with" phrase + "that" clause (adjectival clause) <i>Big elephants with floppy ears that hang down their sides . . .</i></p> <p>Pattern 8 Adjective and noun as a noun group (noun as subject of later verb) + adjectival phrase + adjectival clause + simile (<i>like</i>: as . . . as) <i>Big elephants with floppy ears that hang down their sides like wet socks (or as flat as pancakes) . . .</i></p>	<p>Receptive modes: Listening, reading and viewing By the end of Year 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 extra information. They use phonics and word knowledge to fluently read more complex words. They 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. They listen to others' views and respond appropriately, using interaction skills.</p> <p>Productive modes: Speaking, writing and creating Students 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. Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters. Students 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. 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 including consonant and vowel clusters and high-frequency words to spell accurately. 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>Specifically, students:</p> <ul style="list-style-type: none"> write sentences using all required punctuation write a variety of sentences: simple, compound, complex write recounts, procedures and personal notes/letters

<p>B.2 Paragraphs Topic sentences and introduction to <u>theme</u> Links between paragraphs</p> <p>B.3 Sentence knowledge and construction All patterns as shown in central column <u>Compound sentences</u> Clause: must have a verb <u>Complex sentence and joining word</u> Main noun and subject of verb <u>Adjectival phrase and clause</u> Noun group before and after the verb Adverb and/or adverbial phrase/clause</p> <p>B.4 Punctuation Boundary markers as usual, plus: Comma: after vocative (<i>John, can you tell me ...?</i>) Comma: use within quotations/speech Apostrophe of omission Apostrophe of possession (singular and plural) for nouns and pronouns Possessive pronouns: do not use an apostrophe <u>Direct and indirect (or reported) speech</u></p> <p>B.5 Parts of speech Verb and verb group Main verb and helping verb (<i>is going, has gone</i>) Tense: past, future, present; simple and continuous Verbs: doing, seeing, thinking, feeling, being, having Nouns: naming words for persons, places, things, etc. Nouns: common, proper, concrete, abstract, collective Adjectives and adverbs Degree of adjectives and adverbs Adverbs: tell how, when, where and why <u>Adverbial phrase: prepositional phrase</u> Adverbs and adverbial phrases/clauses <u>Preposition and prepositional phrase</u> Joining word (conjunction) Articles: definite and indefinite (<i>the, a, an</i>)</p> <p>B.6 Cohesion Logical relationships of time and place <u>Comparison and contrast</u> Use of text connectives Word associations (synonyms, word sets) Pronoun: referring word Related and repeated words through a text (word sets) Demonstrative pronoun (<i>this, these, those</i>) (compare demonstrative adjective: <i>this book, etc.</i>) Relative pronoun used in adjectival clause</p> <p>B.7 Vocabulary Concept of number: singular and plural Vocabulary development and choice, inc. connotation</p>	<p>Pattern 9 Adjective and noun as a noun group (noun as subject of later verb) + adjectival phrase + adjectival clause + simile + verb and (other patterns; e.g. prepositional phrases) <i>Big elephants with floppy ears that hang down their sides like wet sacks wander across the plains of Africa.</i></p> <p>Pattern 10 Introduction of noun group after the verb: <i>Big elephants wander the dusty plains with slow steps that kick up the dirt as if they were making their own duststorms.</i></p> <p><i>From simple to complex sentences</i> Introduce joining words: <i>because, as, if, although, so that, when, where</i> (show all on a word wall)</p> <p><i>Main clause and subordinate (or dependent) clause*</i> * Use the expressions "main clause" and "other clause" <i>Big elephants eat hay because they do not eat meat.</i> <i>Big elephants eat hay when they are hungry.</i> <i>Big elephants eat hay so that they can grow big.</i> <i>Big elephants eat hay although they would like apples better.</i></p> <p><i>Main clause and/or main clause</i> <i>Big elephants eat hay but they do not eat meat.</i> <i>Big elephants eat hay and drink water.</i> <i>Big elephants eat hay or they go hungry.</i> (See Parts B and C on clauses.)</p> <p>Punctuation Capital at beginning of sentence Full stop or ? or ! at end Capital letter for proper name of person and place Apostrophe of omission (<i>can't</i>) Apostrophe of possession (<i>Sue's</i>) Concept of plural</p>	<ul style="list-style-type: none"> • write narratives, poems and persuasive texts • demonstrate knowledge and purpose of texts • write summaries from texts and lessons • discuss and write stories and information texts • discuss story preferences, with reasons • write familiar words and phrases • use invented spelling (of unfamiliar words) that is valid. <p>See Part D for checklists on the following:</p> <ul style="list-style-type: none"> • writing • language use • spelling. <p>Editing tasks for writing <i>Meaning</i> Rework your introduction to improve purpose and direction of your draft. Rework your conclusion; use a summary. Check that the topic sentence is clear to the reader; e.g. <i>Farm animals include sheep, cattle and chickens.</i> Expand the message in each paragraph; use TEEL. Check that word choice suits the title and topic. Use ordinals (<i>first, second . . .</i>) and text connectives (e.g. <i>however, nevertheless, consequently, therefore, subsequently, together with, etc.</i>). Replace repeated words. Provide two similes to assist description. Provide two samples of alliteration. Check that writing is appropriate for your intended audience. Appeal to your reader by asking a rhetorical question in persuasive text. Check that what you have written makes sense. Add, delete, change and rearrange to improve meaning.</p> <p>Structure Separate paragraphs with a line space. Vary paragraph lengths for effect and for managing detail. Add information to a simple sentence by adding a clause. Check the order of sentences in each paragraph. Proofreading (copy-reading) Check your spelling. Underline words that your teacher can help you with. Mark the boundaries of your sentences with capital letters and full stops (or ? or !). Use capital letters for all proper names of people and places.</p>
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Content descriptions	Lesson	Achievement standards and assessment
<p>Experimentation with new words and choices Vocabulary of familiar and new topics Vocabulary selected for purpose and audience Vocabulary use by characters in story</p> <p>B.8 Figurative language Alliteration, simile, onomatopoeia Introduction to metaphor</p> <p>B.9 Evaluative and modal language Degree of adjectives and adverbs Use of modal verbs Use of <i>may</i> (permission) to <i>must</i> (obligation) Emotional language</p> <p>B.10 Conventions of English usage and style Subject-verb agreement Use of terms and concept: <u>subject and verb</u> Subject as noun or pronoun, or as main noun in noun group Noun-pronoun agreement Number (and with collective nouns) Quantifiers: <i>some, any, several</i> <i>Could have, must have, not could of, must of</i> Contractions: not used in formal texts <i>Different from (never than)</i></p> <p>B.11 Spelling As per school program or resource</p> <p>B.12 Editing and proofreading See assessment column</p> <p>B.13 Language dialects and uses Alphabetical order to third letter in a word Uses of indexes and dictionaries Diagrams: pie charts, tables, etc. Graphic organisers: introduce top-level structure Simple summary in own words (retellings, quickwrites) Exploring and developing social and interactional uses of language</p>	<p>Spelling Spell most required words Spell required Dolch list words Invented spelling shows: • consonants are in order • vowels are mostly correct Use onset and rime independently Phonics and morphemes Prefixes: <i>un-, re-, dis-, mis-</i> Suffixes: <i>-tion, -ation, -ful, -ous, -ly, -ment</i> Spelling: other letter combinations Inflections: <i>-ed, -ing, -er, -est, -s, -es</i> Apply <i>Look, Say, Cover, Write, Check</i> Strategy for level of spelling development</p>	<p>Use commas after each item in a list or series, but not before the final "and"; e.g. <i>They bought eggs, apples, milk and bread.</i> Check that all punctuation is placed within the speech or quotation marks. Underline apostrophes in green, and tick if they have been used correctly. Check that plurals do not have an unnecessary apostrophe. Do not use contractions and abbreviations in formal writing. Check that each subject agrees with its verb in number. Check that pronouns agree in number. Check the spelling of homophones (<i>their; there</i>). Read for correct use of verb tense. Check use of plurals such as <i>mice, oxen, agendas, roofs, hooves</i>. Use a caret ^ or v to show missing word or information.</p>

Sample pages

Sentence grammar, punctuation and spelling		
Content descriptions	Lesson	Achievement standards and assessment
<p>Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)</p> <p>Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491)</p>	<p>Introduction to the parts of sentences English is written using sentences, and sentences begin with a capital letter and end with a full stop (or ! or ?).</p>	<p>Receptive modes: Listening, reading and viewing By the end of Year 4, students understand that texts have different text structures depending on purpose and context. They explain how language features, images and vocabulary are used to engage the interest of audiences.</p>

<p>Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492)</p> <p>Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793)</p> <p>Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (ACELA1493)</p> <p>Investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494)</p> <p>Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495)</p> <p>Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)</p> <p>Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words (ACELA1779)</p> <p>Read and write a large core of high-frequency words including homophones and know how to use context to identify correct spelling (ACELA1780)</p> <p>Understand how to use phonetic knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes (ACELA1828)</p> <p>Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)</p>	<p>Simple sentences</p> <p>Pattern 1 Noun (subject) + verb</p> <p>Pattern 2 Adjective + noun (subject) + verb</p> <p>Pattern 3 Adjective + noun (subject) + verb + noun (object)</p> <p>Pattern 4 Adjective + noun (subject) + verb + noun (object) + circumstance (prepositional phrase)</p> <p>Pattern 5 Adjective + noun (subject) + verb + noun (object) + circumstance + adverb/adverbial</p> <p>Pattern 6 Adjective and noun as a noun group (noun as subject of later verb) + "with" phrase (adjectival phrase) <i>Big elephants with floppy ears ...</i></p> <p>Pattern 7 Adjective and noun as a noun group (noun as subject of later verb) + "with" phrase + "that" clause (adjectival clause) <i>Big elephants with floppy ears that hang down their sides ...</i></p> <p>Pattern 8 Adjective and noun as a noun group (noun as subject of later verb) + adjectival phrase + adjectival clause + simile (like; as ... as) <i>Big elephants with floppy ears that hang down their sides like wet sacks (or as flat as pancakes) ...</i></p> <p>Pattern 9 Adjective and noun as a noun group (noun as subject of later verb) + adjectival phrase + adjectival clause + simile + verb and other patterns (e.g. prepositional phrases as circumstances and other adverbials or subordinate clauses) <i>Big elephants with floppy ears that hang down their sides like wet sacks wander across the plains slowly while the summer passes.</i></p>	<p>They describe literal and implied meaning connecting ideas in different texts.</p> <p>They fluently read texts that include varied sentence structures and unfamiliar vocabulary, including multisyllabic words.</p> <p>They express preferences for particular types of texts, and respond to others' viewpoints.</p> <p>They listen for and share key points in discussions.</p>
<p>Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words (ACELA1779)</p> <p>Read and write a large core of high-frequency words including homophones and know how to use context to identify correct spelling (ACELA1780)</p> <p>Understand how to use phonetic knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes (ACELA1828)</p> <p>Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)</p>	<p>Specifically, students:</p> <ul style="list-style-type: none"> write sentences using all required punctuation write a variety of sentences: simple, compound and complex write recounts, procedures and personal notes/letters write narratives, poems and persuasive texts demonstrate knowledge and purpose of texts write summaries from texts and lessons discuss and write stories and information texts discuss story preferences, with reasons write familiar words and phrases use invented spelling (of unfamiliar words) that is valid. <p>See Part D for checklists on the following:</p> <ul style="list-style-type: none"> writing language use spelling. <p>Editing tasks for writing <i>Meaning</i></p> <p>Rework your introduction to improve purpose and direction.</p> <p>Rework your conclusion; use a summary, reflections on issues and themes, and/or recommendations.</p> <p>State the topic of the first sentence clearly in the theme position.</p> <p>Expand the message in each paragraph: ref. TEEL.</p> <p>Supply reasons as well as examples in your persuasive and informational texts.</p> <p>Use text connectives and ordinals at the start of some paragraphs.</p>	<p>They create texts that show understanding of how images and detail can be used to extend key ideas.</p> <p>Students create structured texts to explain ideas for different audiences.</p> <p>They make presentations and contribute actively to class and group discussions, varying language according to context.</p> <p>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>Note: All concepts and terms listed are to be developed and used in longer and more complex sentences and texts. Students are required to use underlined metalanguage terms when discussing texts.</p> <p>As per Years 1–3 plus:</p> <p>B.1 Types of texts: All five types</p> <p>Identifiable structures of different types of texts depending on audience, purpose and contexts of use</p> <p>Language features suitable for type of text</p> <p>Characteristic features of imaginative (narrative), informative and persuasive texts</p> <p>Everyday texts (letters, invitations, etc.)</p> <p>Poetry texts: ballad, lyric, form poetry (haiku, cinquain, limerick, tanka, etc.), free verse</p> <p>B.2 Paragraphs A paragraph has one or more sentences</p> <p>Topic sentence and <u>theme</u> occur in first sentence of informative and persuasive texts</p> <p>Narrative texts have varied lengths of paragraphs</p> <p>Narrative texts start a new paragraph for a new speaker</p> <p>Students make links between selected paragraphs</p> <p>Students place the adverbial phrase/clause in the theme position</p> <p>Students learn summary writing</p>	<p>Specifically, students:</p> <ul style="list-style-type: none"> write sentences using all required punctuation write a variety of sentences: simple, compound and complex write recounts, procedures and personal notes/letters write narratives, poems and persuasive texts demonstrate knowledge and purpose of texts write summaries from texts and lessons discuss and write stories and information texts discuss story preferences, with reasons write familiar words and phrases use invented spelling (of unfamiliar words) that is valid. <p>See Part D for checklists on the following:</p> <ul style="list-style-type: none"> writing language use spelling. <p>Editing tasks for writing <i>Meaning</i></p> <p>Rework your introduction to improve purpose and direction.</p> <p>Rework your conclusion; use a summary, reflections on issues and themes, and/or recommendations.</p> <p>State the topic of the first sentence clearly in the theme position.</p> <p>Expand the message in each paragraph: ref. TEEL.</p> <p>Supply reasons as well as examples in your persuasive and informational texts.</p> <p>Use text connectives and ordinals at the start of some paragraphs.</p>	<p>They create texts that show understanding of how images and detail can be used to extend key ideas.</p> <p>Students create structured texts to explain ideas for different audiences.</p> <p>They make presentations and contribute actively to class and group discussions, varying language according to context.</p> <p>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>Note: All concepts and terms listed are to be developed and used in longer and more complex sentences and texts. Students are required to use underlined metalanguage terms when discussing texts.</p> <p>As per Years 1–3 plus:</p> <p>B.1 Types of texts: All five types</p> <p>Identifiable structures of different types of texts depending on audience, purpose and contexts of use</p> <p>Language features suitable for type of text</p> <p>Characteristic features of imaginative (narrative), informative and persuasive texts</p> <p>Everyday texts (letters, invitations, etc.)</p> <p>Poetry texts: ballad, lyric, form poetry (haiku, cinquain, limerick, tanka, etc.), free verse</p> <p>B.2 Paragraphs A paragraph has one or more sentences</p> <p>Topic sentence and <u>theme</u> occur in first sentence of informative and persuasive texts</p> <p>Narrative texts have varied lengths of paragraphs</p> <p>Narrative texts start a new paragraph for a new speaker</p> <p>Students make links between selected paragraphs</p> <p>Students place the adverbial phrase/clause in the theme position</p> <p>Students learn summary writing</p>	<p>Specifically, students:</p> <ul style="list-style-type: none"> write sentences using all required punctuation write a variety of sentences: simple, compound and complex write recounts, procedures and personal notes/letters write narratives, poems and persuasive texts demonstrate knowledge and purpose of texts write summaries from texts and lessons discuss and write stories and information texts discuss story preferences, with reasons write familiar words and phrases use invented spelling (of unfamiliar words) that is valid. <p>See Part D for checklists on the following:</p> <ul style="list-style-type: none"> writing language use spelling. <p>Editing tasks for writing <i>Meaning</i></p> <p>Rework your introduction to improve purpose and direction.</p> <p>Rework your conclusion; use a summary, reflections on issues and themes, and/or recommendations.</p> <p>State the topic of the first sentence clearly in the theme position.</p> <p>Expand the message in each paragraph: ref. TEEL.</p> <p>Supply reasons as well as examples in your persuasive and informational texts.</p> <p>Use text connectives and ordinals at the start of some paragraphs.</p>	<p>They create texts that show understanding of how images and detail can be used to extend key ideas.</p> <p>Students create structured texts to explain ideas for different audiences.</p> <p>They make presentations and contribute actively to class and group discussions, varying language according to context.</p> <p>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>

Content descriptions	Lesson	Achievement standards and assessment
<p>B.3 Sentence knowledge and construction Statements, questions and commands Simple, complex and compound sentences Compound sentences of two or more clauses Complex sentences of two or more clauses A clause must have a verb Noun group before and after the verb Verb group (one or more words for the actual verb) See items in the central column</p> <p>B.4 Punctuation See items in the central column</p> <p>B.5 Parts of speech Verbs: doing, saying, thinking, feeling, being, having words Main verb and helping verbs (<i>have, are having</i>) Use of verb to be (<i>being verb</i>) (a) being verbs (<i>I am three.</i>) (b) helping verbs (<i>I am going to a party.</i>) Verb tenses: simple and continuous present, past, future Consistent use of tense Verbs: inflections for past tense and past participle Verbs: past tense (<i>has said</i>) Check correct use of the perfect tense (<i>had said</i>) Nouns: naming words for animals, places, ideas, things Nouns: have noun suffixes (<i>-ity, -ment, -or, -er, -ar, -ness, -ure</i>) Nouns: proper, common, concrete, abstract and collective nouns Adverbs: tell how, when, where and why (circumstances) Adverbial phrase: prepositional phrase (as circumstance) Adverb and adverbial phrase/clause (subordinate clause) Degree of adjectives and adverbs (positive, comparative and superlative) (both <i>-er</i> and <i>-est, and more/most</i>) Adjective in comparison simile (<i>as ... as ...</i>) Preposition and prepositional phrase Conjunction (joining word) Articles: <i>a, an, the</i> (definite and indefinite article) Pronoun: a referring word</p> <p>B.6 Cohesion Logical relationships of time and place, and of comparison and contrast Text connectives Word associations (synonyms, antonyms, repetitions, word sets) Related and repeated words through a text (word sets) Pronoun: a referring word Pronoun use in referent strings Demonstrative pronoun (<i>this, that, these, those</i>) (compare demonstrative adjective: <i>this book; that book</i>) Relative pronoun used in adjectival clause: <i>that</i> and <i>which</i>; only <i>who</i> for people</p>	<p>Pattern 10 Introduction of noun group after the verb: <i>Big elephants wander the dusty plains with slow steps that kick up the dirt as if they were making their own duststorms.</i> From simple to complex sentences Introduce joining words: <i>because, as, if, although, so that, when, where</i> (show all on a word wall) Main clause and subordinate clause (independent and dependent clauses) <i>Big elephants eat hay because they do not eat meat.</i> <i>Big elephants eat hay when they are hungry.</i> <i>Big elephants eat hay so that they can grow big.</i> <i>Big elephants eat hay although they would like apples better.</i> Main clause and/or main clause <i>Big elephants eat hay but they do not eat meat.</i> <i>Big elephants eat hay and drink water.</i> (See Parts B and C.)</p> <p>Punctuation Capital letters: all uses required in classroom texts Full stop or ? or ! at end of sentence Apostrophe of omission (<i>can't</i>) Apostrophe of possession (<i>the boy's; the girls'; child's; children's...</i>) Possessive pronouns do not have an apostrophe (<i>its</i>) Colon: for lists and with commas Comma: lists Comma: after greeting (<i>John, can you tell me...?</i>) Comma: after themed phrase or clause Comma: use within quotations/speech Quotation marks</p>	<p>Check that vocabulary choice is appropriate to the title and topics of your draft. Circle each pronoun in your draft, and tick each pronoun if it is doing its job. Replace pronouns and demonstratives for which the reference is not clear. Check demonstratives at the beginning of each sentence or paragraph. Use word association to avoid repetition. Strengthen nominalisations in reports and in other types of texts. Locate two nouns and add a "with" phrase (adjectival phrase) after each noun you select. Locate two nouns and add a "that/who" clause (adjectival clause) after each noun you select. Use subordinating conjunctions to add more information to two main or independent clauses. Use modal adjectives and adverbs if needed. Use modal groups if needed (e.g. <i>They might want to go.</i>) Check technical vocabulary in informative texts. Provide two similes to assist description. Replace one simile with a metaphor. Provide two samples of alliteration at appropriate places in your draft. Use another example of figurative language: e.g. personification, onomatopoeia. Check to see that your text is appropriate for your intended audience. Reread to see that what you have written makes sense. (Change accordingly.) Add, delete, change and rearrange to improve meaning. Read to see if any words have been left out. Read to check that the words are in the correct order. Structure Check that paragraphs are appropriate for the type of text. Separate paragraphs with a line space (printed text). Use a system of top-level structure to organise information in the paragraph.</p>

<p>B.7 Vocabulary Development and choice, inc. <u>connotation</u> Experimentation with new words and choices <u>Morphemes</u> (common suffixes and prefixes) Vocabulary of familiar and new topics Technical terms in content area texts Vocabulary encountered in research Vocabulary selected for purpose and audience Vocabulary use by characters in story <u>Nonsense words</u>, spoonerisms, <u>puns</u>, word play</p> <p>B.8 Figurative language <u>Alliteration</u>, simile, onomatopoeia <u>Metaphor</u>, personification, <u>assonance</u> <u>Imagery</u></p> <p>B.9 Evaluative language and modality Degree of adjectives and adverbs Evaluative language: use of modal verbs (<i>may, can, might, could, would, should, must</i>) <u>Modality</u>: use of <i>may</i> (permission), <i>could</i> (possibility) to <i>must</i> (obligation/necessity) (→ low to high modality) <u>Emotional language</u> Differences in language of feeling and opinion Differences in fact and opinion Use of opinion statements and summarising verbs</p> <p>B.10 Conventions of English usage and style Subject-verb agreement (number) Use of terms <u>subject</u> and <u>verb</u> Noun or pronoun as subject: agrees with its verb Main noun in a noun group: agrees with its verb Noun-pronoun agreement Use of noun plurals in information text and for generalised participants (allows use of <i>they, them, their, theirs</i>) Concept of number: singular and plural Number (and with collective nouns) <u>Quantifiers</u>: <i>some, any, several, none, some</i> <i>Could have, must have, not could of, must of</i> Contractions: not used in formal texts <i>Different from</i> (never than)</p>	<p>Direct and indirect (or reported) speech Quotes inside other quotes Italics for titles (books, films, etc.) and for names of ships Sentence fragments Run-on sentences</p> <p>Spelling Spell most required words in the classroom list Spell 300 Dolch list words or equivalent Invented spelling of unfamiliar and challenging words should show that:</p> <ul style="list-style-type: none"> • consonants/blends are in order • vowels are mostly correct • common affixes are used correctly • syllables are understood <p>Phonological knowledge Complex vowel clusters in multisyllabic words (<i>thoroughness, straightforward</i>) Silent beginning consonant patterns in more complex words (<i>knead, knoll, wreathe, gnaw</i>) “-dge” and “-ge” word patterns (<i>edge, stage</i>) Diphthongs in more complex words: “oi/oy”; “ou/ow” (<i>voice employ; mountain/ chowder</i>) Vowel patterns in accented syllables Consonant clusters: <i>straight, throat, screen</i> Changing final “y” to “i” Doubling consonant at syllable break (<i>begin/beginning</i>) Plural possessive: <i>dogs’ bones; children’s toys</i> Comparative inflections: (-er, -est, -ier, -iest) Plurals: “o” variations: <i>radios, kangaroos, shampoos, zoos, pianos, banjos . . .</i> but <i>echoes, potatoes, tomatoes</i> Plurals: changing medial vowel: <i>man → men; woman → women; foot → feet; tooth → teeth</i> Homophones: e.g. <i>to, too, two</i></p>	<p>Check that headings and subheadings in longer texts help the reader to follow the overall topic and direction of your text. Vary paragraph lengths for effect and for managing detail. Use a variety of simple and complex sentences, and the occasional compound sentence. Vary sentence styles: (a) start some sentences with dependent clauses (<i>While we were driving to the beach, . . .</i>) (b) start some sentences with incomplete dependent clauses (<i>Driving to the beach, . . .</i>) (c) start some sentences with an adverbial (conditional or modal). Check the order of sentences in each paragraph. Check the sequence of each paragraph. Provide one parallel structure in the conclusion or in the introduction of persuasive texts. Enhance appearance and clarity of reports with numbers, bullets, indents, bold and italics. Check that format is appropriate for mode: text, PowerPoint, poster, screen. Proofreading (copy-reading) Check your spelling. Underline words that your teacher can help you with. Use a red pen to check your punctuation. Mark the boundaries of your sentences with capital letters and full stops (or ? or !). Use capital letters for all proper names of people and places. Use commas after dependent clauses or adverbials placed at the beginning of the sentence. Use commas around adjectival clauses in apposition. Use commas after each item in a list or series, but not before the final “and”; e.g. <i>They bought eggs, apples, milk and bread.</i> Use a colon to introduce a list of items in a text. Use a comma before tag questions; e.g. <i>This is correct, isn’t it?</i> Check that all punctuation is placed within the speech or quotation marks. Use single quotation marks for a quote within a quote or speech. Use italics for titles of books, films and names of ships and vessels. (Underline in handwritten text.)</p>
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Content descriptions	Lesson	Achievement standards and assessment
<p>B.11 Spelling See central column</p> <p>B.12 Editing and proofreading See assessment column</p> <p>B.13 Language dialects and uses Understand that English has many dialects (regional, social) Explore and develop social and interactional uses of language Understand that English vocabulary uses words from many other languages (loan words) Explore Latin influences (Latin roots) Explore vocal effects: tone, pace, pitch, volume Use metalanguage to describe language effects</p> <p>Language use is required for: Alphabetical order to fourth letter in a word Use of indexes and dictionaries Diagrams, tables and charts Use of top-level structure Use of graphic organisers Simple summary in own words (retellings, quickwrites and quickdraws)</p>	<p>Suffixes Simple: <i>-ful, -ly, -less, -ness</i> Noun suffixes: Old English <i>-ar, -er, -or, -er</i> (person) <i>-er</i> (instrument) <i>-er</i> (person from a place) <i>-or</i> (condition) Noun suffixes: Latin <i>-age</i> <i>-al, -el</i> <i>-ary, -ery, -ory</i> (places) <i>-ment; -tude; -ty, -ity</i> <i>-ion, -sion, -tion, -ation</i> Noun suffixes: Greek <i>-y; -isk; -ist</i> Adjective suffixes: Old English <i>-ful, -less, -some, -ward</i> Verbs: Old English <i>-en</i> (to make)</p> <p>Prefixes (units of meaning) Simple prefixes: <i>un-, re-, dis-, mis-</i> Prefixes: Old English <i>after-, fore-, mis-, un-</i> Prefixes: Latin <i>bi-, bis-</i></p> <p>Spelling behaviours Identify misspelt words in own written texts Use sources to spell words (wall charts, dictionaries) Develop visualisation of words Apply knowledge of affixes Use knowledge of generalisations and rules Apply <i>Look, Say, Cover, Write, Check Strategy</i> for level of spelling development</p>	<p>Underline apostrophes in green, and tick if they have been used correctly.</p> <p>Check that your plurals do not have an unnecessary apostrophe.</p> <p>Do not use contractions and abbreviations in formal writing.</p> <p>Check that each subject agrees with its verb in number.</p> <p>Check that pronouns agree in number, gender and case with the nouns to which they refer.</p> <p>Use plural pronouns wherever possible in informative texts.</p> <p>Check the spelling of homophones (<i>their; there</i>).</p> <p>Read for correct use of verb tense.</p> <p>Read for and check correctness for any shift in verb tense.</p> <p>Use an abbreviation list to check your use of abbreviations.</p> <p>Check use of plurals such as <i>mice, oxen, agendas, roofs, hooves</i>.</p> <p>Use a caret ^ or v to show missing word or information.</p>