



ENGLISH
Textual Concepts

RELATED SYLLABUS CONTENT

Stage 1

S1

S1 Related syllabus content // ARGUMENT

S1

Students understand that ideas, information and images need to be expressed in a clear and organised way.

They learn that

- certain phrases (eg I think that...I know that...) project opinion
- images can reinforce ideas
- arguments are expressed through different types of texts, modes and media.

SYLLABUS CODE	SYLLABUS CONTENT
S1O1ASL1RC6	formulate open and closed questions appropriate to the context
S1O1ASL1RC7	use a comment or a question to expand on an idea in a discussion
S1O1ASL1RC8	use some persuasive language to express a point of view
S1O2AWR1UA1	create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1661, ACELY1671)
S1O2AWR1RC1	plan, compose and review simple imaginative, informative and persuasive texts on familiar topics
S1O2AWR1RC6	draw on personal experience and topic knowledge to express opinions in writing
S1O4ARV1RRVT7	predict author intent, series of events and possible endings in an imaginative, informative and persuasive text
S1O4ARV1RRVT10	sequence a summary of events and identify key facts or key arguments in imaginative, informative and persuasive texts
S1O4ARV1RRVT11	compare opinions about characters, events and settings in and between texts (ACELT1589)
S1O4ARV1RRVT13	distinguish between fact and opinion in persuasive texts
S1O6BSL2RC4	rephrase questions to seek clarification
S1O6BSL2RC6	explain personal opinions orally using supporting reasons, simple inferences and reasonable prediction
S1O7BWR2UA2	describe some differences between imaginative informative and persuasive texts (ACELY1658)
S1O7BWR2UA3	compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)
S1O8BRV2DA2	identify how imaginative, informative and persuasive texts can vary in purpose, structure and topic
S111DETRC7	respond to a range of texts, eg short films, documentaries and digital texts, that include issues about their world, including home life and the wider community

S1 Related syllabus content // AUTHORITY

S1

Students understand that authority operates within frameworks.

They learn that

- authority is expressed differently according to context
- authors may approach subjects and composition in different ways
- responders have a role in making meaning in and through texts.

SYLLABUS CODE	SYLLABUS CONTENT
S1O2AWR1DA3	develop an awareness of issues relating to the responsible use of digital communication
S1O2AWR1RC7	experiment with publishing using different modes and media to enhance planned presentations
S1O6BSL2UA2	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)
S111DETEP1	recognise and begin to understand that their own experience helps shape their responses to and enjoyment of texts
S111DETRC6	express preferences for specific texts and authors and listen to the opinions of others (ACELT1583)

S1 Related syllabus content // CHARACTER

S1

Students understand that characters are composed of imagined thoughts, words and actions.

They learn that characters

- are constructed through different modes and media
- reflect lived experience
- invite positive or negative responses.

SYLLABUS CODE	SYLLABUS CONTENT
S1O1ASL1RC4	use role-play and drama to represent familiar events and characters in texts
S1O2AWR1RC3	create events and characters using different media that develop key events and characters from literary texts (ACELT1593)
S1O4ARV1RRVT11	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)
S1O4ARV1RRVT11	compare opinions about characters, events and settings in and between texts (ACELT1589)
S111DETD1	discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1581, ACELT1587)
S111DETRC2	discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)

S1 Related syllabus content // CODE AND CONVENTION

S1

Students understand that codes and conventions provide structures for making meaning.

They learn that

- words fall into categories that make communication easier
- words are arranged in patterns which may make some meanings predictable
- patterns of words and images that are effective for making meaning become conventions.

SYLLABUS CODE	SYLLABUS CONTENT
S1O1ASL1DA3	understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others
S1O1ASL1UA1	understand that there are different ways of asking for information, making offers and giving commands (ACELA1446)
S1O1ASL1UA2	use turn-taking, questioning and other behaviours related to class discussions
S1O1ASL1UA3	identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)
S1O1ASL1RC6	formulate open and closed questions appropriate to the context
S1O1ASL1RC7	use a comment or a question to expand on an idea in a discussion
S1O1ASL1RC8	use some persuasive language to express a point of view
S1O2AWR1UA1	create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1661, ACELY1671)
S1O2AWR1RC1	plan, compose and review simple imaginative, informative and persuasive texts on familiar topics
S1O2AWR1RC8	reread and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1662, ACELY1672)
S1O3AHandDTDA1	understand that handwriting and presentation of work needs to reflect audience and purpose in order to communicate effectively
S1O3AHandDTUA1	develop clear and consistent writing using NSW Foundation Style as appropriate
S1O3AHandDTUA2	understand that the position and size of letters supports consistent handwriting
S1O3AHandDTUA3	understand how the formation of letters can be used to begin transition to cursive writing
S1O3AHandDTRC1	write legibly and with growing fluency using unjoined upper case and lower case letters (ACELY1663, ACELY1673)
S1O3AHandDTRC2	use appropriate strategies when writing, eg maintaining correct body position, holding/using writing tools or using assistive digital technologies
S1O4ARV1UA1	recognise grammatical patterns to enhance comprehension, eg action verbs, words or groups of words that tell who, what, when, where and how

SYLLABUS CODE	SYLLABUS CONTENT
S1O4ARV1UA2	recognise a clause as a complete message or thought expressed in words, noun–pronoun agreement, conjunctions
S1O4ARV1UA3	understand that nouns represent people, places, things and ideas and can be, for example, common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives (ACELA1468)
S1O4ARV1UA4	understand patterns of repetition and contrast in simple texts (ACELA1448)
S1O4ARV1UA5	identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is involved?' and the surrounding circumstances (ACELA1451)
S1O4ARV1UA6	understand how sentence punctuation is used to enhance meaning and fluency
S1O4ARV1UA7	identify word families and word origins to understand the meaning of unfamiliar words, eg base words, rhyming words and synonyms
S1O4ARV1DAGPSSK1	recognise sound–letter matches including common vowel and consonant digraphs and consonant blends (ACELA1458)
S1O4ARV1DAGPSSK2	understand the variability of sound–letter matches (ACELA1459)
S1O4ARV1DAGPSSK3	recognise most sound–letter matches including silent letters, vowel/consonant digraphs and many less common sound–letter combinations (ACELA1474)
S1O4ARV1DAGPSSK4	automatically recognise irregular high-frequency words, eg 'come' and 'are'
S1O4ARV1DAGPSSK5	use phonological, graphological, syntactic and semantic cues to decode and make meaning from written texts, eg using an increasing repertoire of high-frequency and sight words, segmenting words into syllables
S1O4ARV1DAGPSSK6	manipulate sounds in spoken words including phoneme deletion and substitution (ACELA1457)
S1O4ARV1RRVT1	read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading (ACELY1659)
S1O4ARV1RRVT3	read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting (ACELY1669)
S1O4ARV1RRVT4	read with fluency and expression, responding to punctuation and attending to volume, pace, intonation and pitch
S1O4ARV1RRVT5	use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1660, ACELY1670)
S1O4ARV1RRVT7	predict author intent, series of events and possible endings in an imaginative, informative and persuasive text
S1O4ARV1RRVT8	discuss the use of text connectives, eg sequencing ideas, indicating time
S1O4ARV1RRVT9	identify the cohesive links between pronouns and people and things
S1O4ARV1RRVT10	sequence a summary of events and identify key facts or key arguments in imaginative, informative and persuasive texts

SYLLABUS CODE	SYLLABUS CONTENT
S105ASPUA1	know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words (ACELA1778)
S105ASPUA2	understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words (ACELA1471)
S105ASPUA3	recognise common prefixes and suffixes and how they change a word's meaning (ACELA1455, ACELA1472)
S105ASPUA4	begin to understand how knowledge of word origins supports spelling and vocabulary
S105ASPRC1	spell high-frequency and common sight words accurately when composing texts
S105ASPRC2	spell known words using letter names
S105ASPRC3	isolate and write the initial, medial and final sound of a word
S105ASPRC4	exchange one letter in a written word with a different letter to make a new word
S105ASPRC5	use double consonants where appropriate, eg 'hopping'
S105ASPRC6	begin to use a dictionary for spelling activities and word meaning
S105ASPRC7	recognise when a word is spelt incorrectly
S105ASPRC8	use morphemic and phonological knowledge when spelling
S106BSL2UA1	identify organisational patterns and features of predictable spoken texts
S106BSL2RC1	make short presentations using some introduced text structures and language, for example opening statements (ACELY1657)
S106BSL2RC5	listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585)
S106BSL2RC6	explain personal opinions orally using supporting reasons, simple inferences and reasonable prediction
S107BWR2UA1	understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1447, ACELA1463)
S107BWR2UA2	describe some differences between imaginative informative and persuasive texts (ACELY1658)
S108BRV2DA2	identify how imaginative, informative and persuasive texts can vary in purpose, structure and topic
S108BRV2DA3	understand that texts can draw on readers' or viewers' knowledge of texts to make meaning and enhance enjoyment, eg comparing fairytales
S108BRV2UA1	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)
S108BRV2UA2	understand how text structure contributes to the meaning of texts
S108BRV2UA3	know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466)
S109BGPVDA1	understand that ideas in texts can be organised to enhance meaning using sentences and paragraphs

SYLLABUS CODE	SYLLABUS CONTENT
S1O9BGPVUA1	understand that paragraphs are used to organise ideas
S1O9BGPVUA2	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)
S1O9BGPVUA3	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)
S1O9BGPVUA4	recognise that a preposition placed in front of a noun group can show where, when, eg 'on the box' (where), 'before my birthday' (when)
S1O9BGPVUA5	recognise that time connectives sequence information in texts
S1O9BGPVUA6	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)
S1O9BGPVUA7	recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465)
S1O9BGPVUA8	experiment with the use of quoted speech/direct speech (direct) and reported (indirect) speech
S1O9BGPVUAKV1	understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms (ACELA1464)
S1O9BGPVRC1	begin to organise ideas into paragraphs when composing texts
S1O9BGPVRC2	compose sentences effectively using basic grammatical features and punctuation conventions
S1O9BGPVRC3	use subject–verb and noun–pronoun agreement when composing texts and responding to texts orally and in writing
S110CTICUA1	identify that different texts have different organisational patterns and features for a variety of audiences
S110CTICRC2	predict and discuss ideas drawn from picture books and digital stories
S111DETD2	recognise simple ways meaning in texts is shaped by structure and perspective
S111DETUA2	identify features of texts from a range of cultures, including language patterns and style of illustration
S111DETRC4	identify, explore and discuss symbols of Aboriginal and Torres Strait Islander culture and recognise recurring characters, settings and themes in Dreaming stories

S1 Related syllabus content // CONNOTATION,IMAGERY & SYMBOL

S1

Students understand that language can appeal to the senses.

They learn that

- use simple figurative language and word play
- recognise some cultural symbols.

SYLLABUS CODE	SYLLABUS CONTENT
S1O6BSL2RC5	listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585)
S1O9BGPVUAKV2	recognise, discuss and use creative word play, eg alliteration and onomatopoeia
S110CTICDA1	recognise and begin to understand how composers use creative features to engage their audience
S110CTICDA2	identify and compare the imaginative language used by composers
S110CTICUA2	identify creative language features in imaginative texts that enhance enjoyment, eg illustrations, repetition
S111DETRC4	identify, explore and discuss symbols of Aboriginal and Torres Strait Islander culture and recognise recurring characters, settings and themes in Dreaming stories

S1 Related syllabus content // CONTEXT

S1

Students understand that the communication of information and ideas varies according to purpose and audience and the mode and medium through which it is delivered.

They learn that

- the language and forms of text vary according to audience and purpose
- the language and forms of text vary according to mode and medium
- that different groups and cultures are represented in texts.

SYLLABUS CODE	SYLLABUS CONTENT
S1O1ASL1DA1	understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (ACELA1461)
S1O1ASL1DA2	listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)
S1O1ASL1UA1	understand that there are different ways of asking for information, making offers and giving commands (ACELA1446)
S1O1ASL1UA2	use turn-taking, questioning and other behaviours related to class discussions
S1O1ASL1UA4	explore different ways of expressing emotions, including verbal, visual, body language and facial expressions
S1O1ASL1RC1	communicate with increasing confidence in a range of contexts
S1O1ASL1RC6	formulate open and closed questions appropriate to the context
S1O1ASL1RC9	use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1788, ACELY1789)
S1O1ASL1RC10	demonstrate attentive listening across a range of school contexts, eg assemblies, welcome to and acknowledgement of country, and school performances
S1O1ASL1RC11	contribute appropriately to class discussions
S1O2AWR1DA3	develop an awareness of issues relating to the responsible use of digital communication
S1O2AWR1UA1	create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1661, ACELY1671)
S1O2AWR1RC4	compose a range of written forms of communication, including emails, greeting cards and letters
S1O2AWR1RC6	draw on personal experience and topic knowledge to express opinions in writing
S1O3AHandDTDA1	understand that handwriting and presentation of work needs to reflect audience and purpose in order to communicate effectively
S1O4ARV1DA1	understand how readers' self-selection and enjoyment of texts is informed by personal interests
S1O4ARV1RRVT5	use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1660, ACELY1670)

SYLLABUS CODE	SYLLABUS CONTENT
S1O4ARV1RRVT6	use background knowledge of a topic to make inferences about the ideas in a text
S1O6BSL2DA1	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)
S1O6BSL2DA2	understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460)
S1O6BSL2DA4	recognise a range of purposes and audiences for spoken language with increasing independence
S1O6BSL2DA5	recognise different oral texts, eg conversations at home, in the classroom and playground
S1O6BSL2DA6	develop an understanding of different forms of communication technologies available for hearing and visually impaired people and people with other disabilities
S1O6BSL2UA2	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)
S1O7BWR2DA1	identify the audience of imaginative, informative and persuasive texts (ACELY1668)
S1O7BWR2DA2	discuss some of the different purposes for written and visual texts
S1O7BWR2UA4	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)
S1O7BWR2RC1	draw on personal experience and feelings as subject matter to compose imaginative and other texts for different purposes
S1O7BWR2RC2	compose and review written and visual texts for different purposes and audiences
S1O8BRV2DA1	recognise a range of purposes and audiences for imaginative, informative and persuasive print and visual texts
S1O8BRV2DA2	identify how imaginative, informative and persuasive texts can vary in purpose, structure and topic
S1O8BRV2DA4	discuss possible author intent and intended audience of a range of texts
S1O8BRV2RRVT2	respond to a range of literature and discuss purpose and audience
S110CTICRC4	recognise similarities between texts from different cultural traditions, eg representations of dragons in traditional European and Asian texts
S110CTICRC5	recognise the place of ancestral beings in Aboriginal and Torres Strait Islander Dreaming stories
S110CTICRC6	jointly adapt a well-known text for a different audience and purpose
S111DETEP1	recognise and begin to understand that their own experience helps shape their responses to and enjoyment of texts
S111DETD1	discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1581, ACELT1587)
S111DETD3	respond to texts drawn from a range of cultures and experiences (ACELY1655)
S111DETUA1	discuss aspects of imaginative texts such as setting and dialogue, making connections with students' own experiences

SYLLABUS CODE	SYLLABUS CONTENT
S111DETUA2	identify features of texts from a range of cultures, including language patterns and style of illustration
S111DETRC2	discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)
S111DETRC3	discuss the place of Dreaming stories in Aboriginal and Torres Strait Islander
S111DETRC5	identify, explore and discuss the morals of stories from a variety of cultures, eg Asian stories, and identify their central messages
S112ERLDA1	develop an understanding of how a rich text environment underpins learning

S1 Related syllabus content // GENRE

S1

Students recognise that particular types of texts can be identified through features and structures.

SYLLABUS CODE	SYLLABUS CONTENT
S1O2AWR1UA1	create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1661, ACELY1671)
S1O4ARV1DA2	discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)
S1O4ARV1RRVT7	predict author intent, series of events and possible endings in an imaginative, informative and persuasive text
S1O8BRV2DA2	identify how imaginative, informative and persuasive texts can vary in purpose, structure and topic
S111DETEP2	identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)

S1 Related syllabus content // INTERTEXTUALITY

S1

Students understand that some texts are connected with other texts.

They learn that

- some texts draw on other texts.

SYLLABUS CODE	SYLLABUS CONTENT
S108BRV2DA3	understand that texts can draw on readers' or viewers' knowledge of texts to make meaning and enhance enjoyment, eg comparing fairytales
S110CTICRC1	recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)
S110CTICRC6	jointly adapt a well-known text for a different audience and purpose

S1 Related syllabus content // LITERARY VALUE

S1

Students understand that there are specific aspects of texts that enhance enjoyment.

They learn that

- texts are a way into the world of the imagination
- texts of literary value can be enjoyed many times.

SYLLABUS CODE	SYLLABUS CONTENT
S1O2AWR1DA2	experiment in all aspects of composing to enhance learning and enjoyment
S1O6BSL2UA3	identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462)
S1O8BRV2RRVT1	select a widening range of texts for enjoyment and pleasure and discuss reasons for their choice
S110CTICEP1	engage in wide reading of self-selected and teacher-selected texts, including digital texts, for enjoyment, and share responses
S110CTICUA2	identify creative language features in imaginative texts that enhance enjoyment, eg illustrations, repetition
S111DETEP2	identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)

S1 Related syllabus content // NARRATIVE

S1

Students understand that through narrative they enter and create other worlds.

They learn that stories

- are constructed for particular audiences and purposes
- are usually made up of a sequence of events
- have patterns that set up expectations and allow prediction of actions and attitudes
- can have messages and evoke feelings
- can be varied in the telling
- present a view of their world.

SYLLABUS CODE	SYLLABUS CONTENT
S1O2AWR1RC1	plan, compose and review simple imaginative, informative and persuasive texts on familiar topics
S1O2AWR1RC3	create events and characters using different media that develop key events and characters from literary texts (ACELT1593)
S1O4ARV1UA4	understand patterns of repetition and contrast in simple texts (ACELA1448)
S1O4ARV1RRVT7	predict author intent, series of events and possible endings in an imaginative, informative and persuasive text
S1O4ARV1RRVT10	sequence a summary of events and identify key facts or key arguments in imaginative, informative and persuasive texts
S1O4ARV1RRVT11	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)
S1O4ARV1RRVT11	compare opinions about characters, events and settings in and between texts (ACELT1589)
S1O6BSL2RC3	retell familiar stories and events in logical sequence, including in home language
S1O7BWR2UA2	describe some differences between imaginative informative and persuasive texts (ACELY1658)
S1O7BWR2UA3	compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)
S1O7BWR2RC3	discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1584, ACELT1591)
S1O7BWR2RC4	make inferences about character motives, actions, qualities and characteristics when responding to texts
S1O8BRV2DA2	identify how imaginative, informative and persuasive texts can vary in purpose, structure and topic
S110CTICRC2	predict and discuss ideas drawn from picture books and digital stories
S110CTICRC4	recognise similarities between texts from different cultural traditions, eg representations of dragons in traditional European and Asian texts
S110CTICRC5	recognise the place of ancestral beings in Aboriginal and Torres Strait Islander Dreaming stories
S110CTICRC6	jointly adapt a well-known text for a different audience and purpose

SYLLABUS CODE	SYLLABUS CONTENT
S111DETD A1	discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1581, ACELT1587)
S111DETUA1	discuss aspects of imaginative texts such as setting and dialogue, making connections with students' own experiences
S111DETRC2	discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)
S111DETRC3	discuss the place of Dreaming stories in Aboriginal and Torres Strait Islander
S111DETRC4	identify, explore and discuss symbols of Aboriginal and Torres Strait Islander culture and recognise recurring characters, settings and themes in Dreaming stories
S111DETRC5	identify, explore and discuss the morals of stories from a variety of cultures, eg Asian stories, and identify their central messages
S112ERLUA2	discuss some of the ways that story can be reflected in a variety of media, eg film, music and dance

S1 Related syllabus content // PERSPECTIVE

S1

Students understand that personal experience and interest shape their opinions and choices.

They learn that

- opinions can be shared, developed and questioned.

SYLLABUS CODE	SYLLABUS CONTENT
S1O1ASL1DA2	listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)
S1O2AWR1RC6	draw on personal experience and topic knowledge to express opinions in writing
S1O4ARV1DA1	understand how readers' self-selection and enjoyment of texts is informed by personal interests
S1O4ARV1RRVT11	compare opinions about characters, events and settings in and between texts (ACELT1589)
S1O7BWR2RC1	draw on personal experience and feelings as subject matter to compose imaginative and other texts for different purposes
S111DETEP1	recognise and begin to understand that their own experience helps shape their responses to and enjoyment of texts
S111DETRC6	express preferences for specific texts and authors and listen to the opinions of others (ACELT1583)

S1 Related syllabus content // POINT OF VIEW

S1

Students understand that stories are told from a particular point of view.

They learn that

- point of view may be that of a narrator (who tells)
- the point of view may be that of a character (who sees, hears).

SYLLABUS CODE	SYLLABUS CONTENT
S1O1ASL1RC4	use role-play and drama to represent familiar events and characters in texts
S1O2AWR1RC3	create events and characters using different media that develop key events and characters from literary texts (ACELT1593)
S1O4ARV1RRVT11	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)
S1O7BWR2RC3	discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1584, ACELT1591)
S1O7BWR2RC4	make inferences about character motives, actions, qualities and characteristics when responding to texts
S1O8BRV2DA4	discuss possible author intent and intended audience of a range of texts
S110CTICRC3	use creative and imaginative features in role-play and drama
S110CTICRC6	jointly adapt a well-known text for a different audience and purpose
S111DETUA1	discuss aspects of imaginative texts such as setting and dialogue, making connections with students' own experiences
S111DETRC2	discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)
S112ERLUA2	discuss some of the ways that story can be reflected in a variety of media, eg film, music and dance

S1 Related syllabus content // REPRESENTATION

S1

Students understand that there may be different representations of the same objects, events, people, emotions and ideas.

They learn that differences in representation can occur

- through different contexts, modes and media or
- through different choices within these.

SYLLABUS CODE	SYLLABUS CONTENT
S1O1ASL1DA3	understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others
S1O1ASL1UA4	explore different ways of expressing emotions, including verbal, visual, body language and facial expressions
S1O1ASL1RC3	describe in detail familiar places and things
S1O1ASL1RC4	use role-play and drama to represent familiar events and characters in texts
S1O2AWR1UA1	create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1661, ACELY1671)
S1O2AWR1RC2	compose texts supported by visual information (eg diagrams and maps) on familiar topics
S1O2AWR1RC3	create events and characters using different media that develop key events and characters from literary texts (ACELT1593)
S1O3AHandDTRC3	construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1664, ACELY1674)
S1O4ARV1RRVT11	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)
S1O7BWR2RC3	discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1584, ACELT1591)
S1O8BRV2UA4	understand simple explanations in diagrammatic form, including flowcharts, hierarchies, life cycles
S110CTICRC1	recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)
S110CTICRC6	jointly adapt a well-known text for a different audience and purpose
S111DETD A1	discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1581, ACELT1587)
S111DETRC1	compose simple print, visual and digital texts that depict aspects of their own experience

S1 Related syllabus content // STYLE

S1

Students understand that language and its patterns vary in the different modes and media.

They learn that

- elements of language create effects in particular contexts, modes and media.

SYLLABUS CODE	SYLLABUS CONTENT
S1O1ASL1RC5	use intonation to emphasise the need to seek further clarification of a question
S1O1ASL1RC9	use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1788, ACELY1789)
S1O2AWR1RC1	plan, compose and review simple imaginative, informative and persuasive texts on familiar topics
S1O2AWR1RC5	use effective strategies to plan ideas for writing, eg making notes, drawing, using diagrams, planning a sequence of events or information
S1O7BWR2UA4	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)
S1O9BGPVDA1	begin to understand that choice of vocabulary adds to the effectiveness of text
S1O9BGPVRC4	demonstrate the use of more precise vocabulary to describe emotions and experiences when writing
S110CTICDA1	recognise and begin to understand how composers use creative features to engage their audience
S110CTICDA2	identify and compare the imaginative language used by composers
S110CTICUA2	identify creative language features in imaginative texts that enhance enjoyment, eg illustrations, repetition
S111DETEP2	identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)
S111DETUA1	discuss aspects of imaginative texts such as setting and dialogue, making connections with students' own experiences
S111DETUA2	identify features of texts from a range of cultures, including language patterns and style of illustration

S1 Related syllabus content // THEME

S1

Students understand that the ideas in texts invite them to reflect on their own behaviour and values.

They learn that

- the purpose of a text can be to convey a message
- the main idea of a text can be a moral.

SYLLABUS CODE	SYLLABUS CONTENT
S1O4ARV1RRVT6	use background knowledge of a topic to make inferences about the ideas in a text
S1O7BWR2UA1	understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1447, ACELA1463)
S1O8BRV2DA4	discuss possible author intent and intended audience of a range of texts
S1O8BRV2RRVT2	respond to a range of literature and discuss purpose and audience
S111DETRC4	identify, explore and discuss symbols of Aboriginal and Torres Strait Islander culture and recognise recurring characters, settings and themes in Dreaming stories
S111DETRC5	identify, explore and discuss the morals of stories from a variety of cultures, eg Asian stories, and identify their central messages

S1 Related syllabus content // UNDERSTANDING

S1

Students identify and interpret ideas and patterns in texts and make predictions about content and structure.

SYLLABUS CODE	SYLLABUS CONTENT
S1O1ASL1UA1	understand that there are different ways of asking for information, making offers and giving commands (ACELA1446)
S1O1ASL1RC5	use intonation to emphasise the need to seek further clarification of a question
S1O1ASL1RC6	formulate open and closed questions appropriate to the context
S1O1ASL1RC7	use a comment or a question to expand on an idea in a discussion
S1O1ASL1RC8	use some persuasive language to express a point of view
S1O2AWR1DA1	understand how planning, composing and reviewing contribute to effective imaginative, informative and persuasive texts
S1O2AWR1RC8	reread and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1662, ACELY1672)
S1O4ARV1UA1	recognise grammatical patterns to enhance comprehension, eg action verbs, words or groups of words that tell who, what, when, where and how
S1O4ARV1UA2	recognise a clause as a complete message or thought expressed in words, noun–pronoun agreement, conjunctions
S1O4ARV1UA3	understand that nouns represent people, places, things and ideas and can be, for example, common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives (ACELA1468)
S1O4ARV1UA4	understand patterns of repetition and contrast in simple texts (ACELA1448)
S1O4ARV1UA5	identify the parts of a simple sentence that represent ‘What’s happening?’, ‘Who or what is involved?’ and the surrounding circumstances (ACELA1451)
S1O4ARV1UA6	understand how sentence punctuation is used to enhance meaning and fluency
S1O4ARV1UA7	identify word families and word origins to understand the meaning of unfamiliar words, eg base words, rhyming words and synonyms
S1O4ARV1DAGPSSK1	recognise sound–letter matches including common vowel and consonant digraphs and consonant blends (ACELA1458)
S1O4ARV1DAGPSSK2	understand the variability of sound–letter matches (ACELA1459)
S1O4ARV1DAGPSSK3	recognise most sound–letter matches including silent letters, vowel/consonant digraphs and many less common sound–letter combinations (ACELA1474)

SYLLABUS CODE	SYLLABUS CONTENT
S1O4ARV1DAGPSSK4	automatically recognise irregular high-frequency words, eg 'come' and 'are'
S1O4ARV1DAGPSSK5	use phonological, graphological, syntactic and semantic cues to decode and make meaning from written texts, eg using an increasing repertoire of high-frequency and sight words, segmenting words into syllables
S1O4ARV1RRVT1	read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading (ACELY1659)
S1O4ARV1RRVT2	self-correct when meaning is interrupted in simple texts, eg pausing, repeating words and phrases, rereading and reading on
S1O4ARV1RRVT3	read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting (ACELY1669)
S1O4ARV1RRVT4	read with fluency and expression, responding to punctuation and attending to volume, pace, intonation and pitch
S1O4ARV1RRVT5	use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1660, ACELY1670)
S1O4ARV1RRVT6	use background knowledge of a topic to make inferences about the ideas in a text
S1O4ARV1RRVT7	predict author intent, series of events and possible endings in an imaginative, informative and persuasive text
S1O4ARV1RRVT8	discuss the use of text connectives, eg sequencing ideas, indicating time
S1O4ARV1RRVT9	identify the cohesive links between pronouns and people and things
S1O4ARV1RRVT10	sequence a summary of events and identify key facts or key arguments in imaginative, informative and persuasive texts
S1O4ARV1RRVT11	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)
S1O4ARV1RRVT11	compare opinions about characters, events and settings in and between texts (ACELT1589)
S1O5ASPUA1	know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words (ACELA1778)
S1O5ASPUA2	understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words (ACELA1471)
S1O5ASPUA3	recognise common prefixes and suffixes and how they change a word's meaning (ACELA1455, ACELA1472)
S1O5ASPUA4	begin to understand how knowledge of word origins supports spelling and vocabulary
S1O5ASPRC1	spell high-frequency and common sight words accurately when composing texts
S1O5ASPRC2	spell known words using letter names
S1O5ASPRC3	isolate and write the initial, medial and final sound of a word

SYLLABUS CODE	SYLLABUS CONTENT
S1O5ASPRC4	exchange one letter in a written word with a different letter to make a new word
S1O5ASPRC5	use double consonants where appropriate, eg 'hopping'
S1O5ASPRC6	begin to use a dictionary for spelling activities and word meaning
S1O5ASPRC7	recognise when a word is spelt incorrectly
S1O5ASPRC8	use morphemic and phonological knowledge when spelling
S1O6BSL2UA1	identify organisational patterns and features of predictable spoken texts
S1O6BSL2UA2	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)
S1O6BSL2UA3	identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462)
S1O6BSL2RC4	rephrase questions to seek clarification
S1O6BSL2RC8	recognise and respond to instructions from teachers and peers
S1O7BWR2UA1	understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1447, ACELA1463)
S1O7BWR2UA1	describe some differences between imaginative informative and persuasive texts (ACELY1658)
S1O7BWR2UA4	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)
S1O7BWR2RC4	make inferences about character motives, actions, qualities and characteristics when responding to texts
S1O8BRV2DA3	understand that texts can draw on readers' or viewers' knowledge of texts to make meaning and enhance enjoyment, eg comparing fairytales
S1O8BRV2UA1	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)
S1O8BRV2UA2	understand how text structure contributes to the meaning of texts
S1O8BRV2UA3	know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466)
S1O8BRV2UA4	understand simple explanations in diagrammatic form, including flowcharts, hierarchies, life cycles
S1O9BGPVDA1	understand that ideas in texts can be organised to enhance meaning using sentences and paragraphs
S1O9BGPVDA2	begin to understand that choice of vocabulary adds to the effectiveness of text
S1O9BGPVUA	understand and apply knowledge of language forms and features
S1O9BGPVUA1	understand that paragraphs are used to organise ideas
S1O9BGPVUA2	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)

SYLLABUS CODE	SYLLABUS CONTENT
S1O9BGPVUA3	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)
S1O9BGPVUAKV1	understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms (ACELA1464)
S1O9BGPVUAKV2	recognise, discuss and use creative word play, eg alliteration and onomatopoeia
S1O9BGPVRC1	begin to organise ideas into paragraphs when composing texts
S1O9BGPVRC2	compose sentences effectively using basic grammatical features and punctuation conventions
S1O9BGPVRC3	use subject–verb and noun–pronoun agreement when composing texts and responding to texts orally and in writing
S1O9BGPVRC4	demonstrate the use of more precise vocabulary to describe emotions and experiences when writing
S110CTICDA1	recognise and begin to understand how composers use creative features to engage their audience
S110CTICUA1	identify that different texts have different organisational patterns and features for a variety of audiences
S110CTICUA2	identify creative language features in imaginative texts that enhance enjoyment, eg illustrations, repetition
S110CTICRC2	predict and discuss ideas drawn from picture books and digital stories
S110CTICRC5	recognise the place of ancestral beings in Aboriginal and Torres Strait Islander Dreaming stories
S111DETRC3	discuss the place of Dreaming stories in Aboriginal and Torres Strait Islander
S111DETRC4	identify, explore and discuss symbols of Aboriginal and Torres Strait Islander culture and recognise recurring characters, settings and themes in Dreaming stories
S111DETRC5	identify, explore and discuss the morals of stories from a variety of cultures, eg Asian stories, and identify their central messages

S1 Related syllabus content // ENGAGING PERSONALLY

S1

Students become aware that their choices and preferences for texts and authors are shaped by their own experience and interests. They share different views, infer meaning, express and justify their own opinions and extend their experiences of texts.

SYLLABUS CODE	SYLLABUS CONTENT
S1O1ASL1DA2	listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)
S1O1ASL1RC1	communicate with increasing confidence in a range of contexts
S1O1ASL1RC2	engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions
S1O1ASL1RC4	use role-play and drama to represent familiar events and characters in texts
S1O2AWR1RC6	draw on personal experience and topic knowledge to express opinions in writing
S1O4ARV1DA1	understand how readers' self-selection and enjoyment of texts is informed by personal interests
S1O6BSL2RC2	rehearse and deliver short presentations on familiar and new topics (ACELY1667)
S1O6BSL2RC3	retell familiar stories and events in logical sequence, including in home language
S1O6BSL2RC5	listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585)
S1O6BSL2RC6	explain personal opinions orally using supporting reasons, simple inferences and reasonable prediction
S1O6BSL2RC7	demonstrate active listening behaviours and respond appropriately to class discussions
S1O7BWR2RC1	draw on personal experience and feelings as subject matter to compose imaginative and other texts for different purposes
S1O8BRV2RRVT1	select a widening range of texts for enjoyment and pleasure and discuss reasons for their choice
S110CTICEP1	engage in wide reading of self-selected and teacher-selected texts, including digital texts, for enjoyment, and share responses
S110CTICEP2	recognise the way that different texts create different personal responses
S110CTICEP3	respond to a wide range of texts through discussing, writing and representing
S110CTICRC7	express a range of feelings in response to a text
S111DETEP2	identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)
S111DETUA1	discuss aspects of imaginative texts such as setting and dialogue, making connections with students' own experiences
S111DETRC1	compose simple print, visual and digital texts that depict aspects of their own experience
S111DETRC6	express preferences for specific texts and authors and listen to the opinions of others (ACELT1583)
S111DETRC7	respond to a range of texts, eg short films, documentaries and digital texts, that include issues about their world, including home life and the wider community

S1 Related syllabus content // CONNECTING

S1

Students make responses to texts based on personal experiences. They start to compare the purposes of texts and explore how the relationship of the visual to the written affects meaning.

SYLLABUS CODE	SYLLABUS CONTENT
S1O2AWR1RC2	compose texts supported by visual information (eg diagrams and maps) on familiar topics
S1O4ARV1DA2	discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)
S1O4ARV1RRVT11	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)
S1O4ARV1RRVT11	compare opinions about characters, events and settings in and between texts (ACELT1589)
S1O6BSL2DA3	make connections between different methods of communication, eg Standard Australian English, Aboriginal English, home language, sign language and body language
S1O7BWR2UA3	compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)
S110CTICDA2	identify and compare the imaginative language used by composers
S110CTICRC4	recognise similarities between texts from different cultural traditions, eg representations of dragons in traditional European and Asian texts
S111DETRC2	discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)

S1 Related syllabus content // ENGAGING CRITICALLY

S1

Students distinguish between fact and opinion.

SYLLABUS CODE	SYLLABUS CONTENT
S1O4ARV1RRVT13	distinguish between fact and opinion in persuasive texts
S1O7BWR2RC3	discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1584, ACELT1591)

S1 Related syllabus content // EXPERIMENTING

S1

Students create and recreate texts imaginatively in a range of modes and media.

SYLLABUS CODE	SYLLABUS CONTENT
S1O1ASL1UA3	identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)
S1O1ASL1UA4	explore different ways of expressing emotions, including verbal, visual, body language and facial expressions
S1O2AWR1DA2	experiment in all aspects of composing to enhance learning and enjoyment
S1O2AWR1UA1	create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1661, ACELY1671)
S1O2AWR1RC7	experiment with publishing using different modes and media to enhance planned presentations
S1O9BGPVUAKV2	recognise, discuss and use creative word play, eg alliteration and onomatopoeia
S110CTICRC1	recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)
S110CTICRC3	use creative and imaginative features in role-play and drama
S110CTICRC6	jointly adapt a well-known text for a different audience and purpose

S1 Related syllabus content // REFLECTING

S1

Students become aware that their own experiences and preferences shape their compositions and their responses to text. They articulate some approaches to responding, composing and assessing texts and ways to learn.

SYLLABUS CODE	SYLLABUS CONTENT
S1O1ASL1RC2	engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions
S112ERLDA1	develop an understanding of how a rich text environment underpins learning
S112ERLDA2	recognise and begin to understand that there are different ways of learning in English
S112ERLDA3	develop an awareness of criteria for the successful completion of tasks
S112ERLUA1	begin to discuss different ways we learn to read and write
S112ERLRC1	jointly develop criteria for assessing their own and others' presentations or compositions with teacher guidance
S112ERLRC2	identify helpful strategies during speaking, listening, reading, writing, and/or viewing and representing activities, eg writing conferences, class charts
S112ERLRC3	reflect on own reading: 'What reading have I done today/this week?', 'Which part of my reading do I like best?', 'What do I want/need to read about?'
S112ERLRC4	discuss the roles and responsibilities when working as a member of a group