



ENGLISH
Textual Concepts

Related Syllabus Content

Stage 2



Education
Public Schools

S2

S2

Students understand that opinions should be supported by information and ideas presented in a structured way.

They learn that

- opinions can be refined through negotiation with others.
- paragraphs contain a single idea
- paragraphs are made up of topic sentences and evidence
- certain language (eg. description, modality, aspects of images) carries a persuasive force.

Syllabus code	Syllabus content
S201ASL1RC3	use information to support and elaborate on a point of view
S204ARV1RRV8	summarise a paragraph and indicate the main idea, key points or key arguments in imaginative, informative and persuasive texts
S204ARV1RRV10	justify interpretations of a text, including responses to characters, information and ideas
S206BSL2RC2	discuss how writers and composers of texts engage the interest of the reader or viewer
S206BSL2RC5	use persuasive language to compose simple persuasive texts appropriate to a range of contexts
S207BWR2UA3	examine how evaluative language can be varied to be more or less forceful (ACELA1477)
S207BWR2RC2	express a point of view for a particular purpose in writing, with supporting arguments
S207BWR2RC3	make constructive statements that agree/disagree with an issue
S210CTICUA1	identify creative language features in imaginative, informative and persuasive texts that contribute to engagement
S210CTICIRC4	justify interpretations of a text, including responses to characters, information and ideas, eg 'The main character is selfish because ...'
S211DETRC10	justify personal opinions by citing evidence, negotiating with others and recognising opinions presented

S2

Students understand authority and authorship are different aspects of texts.

They learn that

- responses to and interpretations of a text may vary and may have more or less validity
- authors may shape interpretation of a text but may not be able to control it.

Syllabus code	Syllabus content
S204ARV1RRV5	recognise how aspects of personal perspective influence responses to texts
S205ASPRC4	experiment with spell check applications and develop an awareness of the limitations of their features in digital technology
S210CTICIRC5	make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1594, ACELT1602)
S211DETRC7	identify the point of view in a text and suggest alternative points of view (ACELY1675)

S2

Students understand that characters are represented in such a way as to have motives for actions.

They learn that characters

- may be judged by the reader, the other character constructs in the text, the narrator or the 'author'
- are constructed in a such a way as to invite an emotional reaction such as identification, empathy or antipathy.

Syllabus code	Syllabus content
S201ASL1RC5	retell or perform part of a story from a character's point of view
S202AWR1RC4	create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601, ACELT1794)
S202AWR1RC5	create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)
S204ARV1RRV10	justify interpretations of a text, including responses to characters, information and ideas
S207BWR2DA2	understand how characters, actions and events in imaginative texts can engage the reader or viewer
S210CTICIDA1	discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605)
S210CTICIRC4	justify interpretations of a text, including responses to characters, information and ideas, eg 'The main character is selfish because ...'
S211DETUA3	make connections between students' own experiences and those of characters and events represented in texts

S2 Related syllabus content | Code and convention

S2

Students appreciate that codes of communication are rules which provide access to information and ideas as well as opportunities for expression.

Students learn that

- there are choices of language and structure for expressing information and ideas
- codes and conventions vary according to mode, medium and type of text.
- all texts go through stages of refinement of language and structure for accuracy and effectiveness.

Syllabus code	Syllabus content
S201ASL1DA1	understand the ways in which spoken language differs from written language when adopting a range of roles
S201ASL1UA1	understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476)
S201ASL1UA2	understand and adopt the different roles in a debate, eg through experience of formal debates and role-playing
S201ASL1RC2	use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1688, ACELY1792)
S202AWR1UA1	plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1682, ACELY1694)
S202AWR1RC2	discuss aspects of planning prior to writing, eg knowledge of topic, specific vocabulary and language features
S202AWR1RC3	plan and organise ideas using headings, graphic organisers, questions and mind maps
S202AWR1RC5	create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)
S202AWR1RC8	reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683)
S202AWR1RC9	reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695)
S203AHandDTDA1	recognise that effective handwriting and presentation of work is required in order to communicate effectively for a range of audiences
S203AHandDTUA1	write using NSW Foundation Style cursive, as appropriate, and explore joins that facilitate fluency and legibility
S203AHandDTUA2	recognise that legibility requires consistent size, slope and spacing
S203AHandDTRC1	write using clearly-formed joined letters, and develop increased fluency and automaticity (ACELY1684, ACELY1696)
S203ARV1UAK1	use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604)
S203ARV1UAK2	understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491)
S204ARV1UAK3	know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480)

S2 Related syllabus content | Code and convention

S2 Related syllabus content | Code and convention

Syllabus code	Syllabus content
S204ARV1UAK4	skim a text for overall message and scan for particular information, eg headings, key words
S204ARV1UAK5	identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686)
S204ARV1DAG1	use graphological, phonological, syntactic and semantic strategies to respond to texts, eg knowledge of homophones, contractions, syllables, word families and common prefixes
S204ARV1DAG2	identify syllables in multisyllabic words in order to support decoding of longer words in context to make meaning
S204ARV1DAG3	recognise high frequency sight words (ACELA1486)
S204ARV1RRV1	read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1679, ACELY1691)
S204ARV1RRV4	use strategies to confirm predictions about author intent in imaginative, informative and persuasive texts
S204ARV1RRV6	recognise cohesive links in texts, eg pronouns that refer back to particular people or things, and understand how they contribute to meaning
S204ARV1RRV7	connect information by observing text connectives
S205ASPDA1	understand how accurate spelling supports the reader to read fluently and interpret written text
S205ASPUA1	understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters (ACELA1485, ACELA1779)
S205ASPUA2	recognise homophones and know how to use context to identify correct spelling (ACELA1780)
S205ASPUA3	understand how knowledge of word origins supports spelling
S205ASPRC1	use a variety of spelling strategies to spell high-frequency words correctly when composing imaginative and other texts
S205ASPRC2	use morphemic, visual, syntactic, semantic and phonological knowledge when attempting to spell unknown words
S205ASPRC3	discuss and use strategies for spelling difficult words
S205ASPRC4	experiment with spell check applications and develop an awareness of the limitations of their features in digital technology
S205ASPRC5	use knowledge of alphabetical order to locate information in texts, eg dictionaries, glossaries
S205ASPRC6	identify spelling errors in own writing and unknown texts and provide correct spelling
S206BSL2UA6	identify organisational patterns and language features of spoken texts appropriate to a range of purposes
S206BSL2UA7	understand the use of vocabulary in discussing and presenting spoken texts in familiar and unfamiliar contexts
S207BWR2UA1	understand how a range of language features can shape readers' and viewers' understanding of subject matter
S207BWR2UA2	describe how audience and purpose impact on language forms and features in imaginative, informative and persuasive texts
S208BRV2DA3	interpret how imaginative, informative and persuasive texts vary in purpose, structure and topic

S2 Related syllabus content | Code and convention

S2 Related syllabus content | Code and convention

Syllabus code	Syllabus content
S208BRV2UA1	identify organisational patterns and language features of print and visual texts appropriate to a range of purposes
S208BRV2UA2	identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)
S208BRV2UA3	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)
S208BRV2UA5	identify the features of online texts that enhance navigation (ACELA1790)
S208BRV2UA7	recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492)
S208BRV2UA9	identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793)
S208BRV2RRV4	identify and interpret the different forms of visual information, including maps, tables, charts, diagrams, animations and images
S209BGPVDA1	understand that effective organisation of ideas in imaginative, informative and persuasive texts enhances meaning
S209BGPVUA1	understand that paragraphs are a key organisational feature of written texts (ACELA1479)
S209BGPVUA2	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)
S209BGPVUA4	understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495)
S209BGPVUA5	understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (ACELA1493)
S209BGPVUA6	identify and use grammatical features, eg pronouns, conjunctions and connectives, to accurately link ideas and information
S209BGPVUA7	understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (ACELA1482)
S209BGPVUA8	experiment with punctuation to engage the reader and achieve purpose
S209BGPVUA9	investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494)
S209BGPVUA10	use apostrophes for contractions
S209BGPVUA11	identify a variety of connectives in texts to indicate time, to add information and to clarify understanding
S209BGPVRC1	compose a range of effective imaginative, informative and persuasive texts using language appropriate to purpose and audience
S209BGPVRC2	use grammatical features to create complex sentences when composing texts
S210CTICIEP1	share responses to a range of texts and identify features which increase reader enjoyment
S210CTICIDA2	identify and analyse the different organisational patterns and features to engage their audience
S211DETUA1	understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)

S2 Related syllabus content | Connotation, imagery and symbol

S2

Students understand that imagery is one way of connecting with an audience.

Students learn that

- figurative language has an effect on meaning
- imagery may be expressed through comparisons
- there are different types of figurative language in different types of texts and media and for different audiences and purposes.

Syllabus code	Syllabus content
S202AWR1UA2	understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns (ACELT1606)
S202AWR1RC5	create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)
S204ARV1RRV9	interpret text by discussing the differences between literal and inferred meanings
S207BWR2UA2	describe how audience and purpose impact on language forms and features in imaginative, informative and persuasive texts
S208BRV2UA6	recognise the use of figurative language in texts, eg similes, metaphors, idioms and personification, and discuss their effects
S208BRV2RRV3	discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose (ACELT1600)
S209BGPVRC3	experiment with figurative language when composing texts to engage an audience, eg similes, metaphors, idioms and personification
S210CTICUA1	identify creative language features in imaginative, informative and persuasive texts that contribute to engagement

S2 Related syllabus content | Context

S2

Students understand that texts can be responded to and composed differently in different personal, social and cultural contexts.

Students learn that

- contexts to be considered should include the context of composition and the context of response
- the context of composition includes such elements as the purpose of the text, its intended audience, its mode and its medium
- language and forms of texts vary according to the context of composition
- responses are framed by the immediate context of the actual responder.

Syllabus code	Syllabus content
S201ASL1DA1	understand the ways in which spoken language differs from written language when adopting a range of roles
S201ASL1DA3	understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488)
S201ASL1RC6	adapt language to suit familiar situations, eg giving instructions to a younger child
S202AWR1DA1	identify key elements of planning, composing, reviewing and publishing in order to meet the demands of composing texts on a particular topic for a range of purposes and audiences
S202AWR1DA3	recognise and discuss issues related to the responsible use of digital communication
S202AWR1UA1	plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1682, ACELY1694)
S202AWR1RC4	create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601, ACELT1794)
S204ARV1UAK5	identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686)
S204ARV1RRV4	use strategies to confirm predictions about author intent in imaginative, informative and persuasive texts
S204ARV1RRV5	recognise how aspects of personal perspective influence responses to texts
S206BSL2DA1	discuss ways in which spoken language differs from written language and how spoken language varies according to different audiences, purposes and contexts
S206BSL2DA3	understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (ACELA1487)
S206BSL2DA4	understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475)
S206BSL2DA5	identify purposes for listening in a variety of formal and informal situations
S206BSL2UA7	understand the use of vocabulary in discussing and presenting spoken texts in familiar and unfamiliar contexts
S206BSL2RC1	plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689)
S206BSL2RC2	discuss how writers and composers of texts engage the interest of the reader or viewer
S206BSL2RC5	use persuasive language to compose simple persuasive texts appropriate to a range of contexts

S2 Related syllabus content | Context

S2 Related syllabus content | Context

Syllabus code	Syllabus content
S207BWR2DA1	identify and analyse the purpose and audience of imaginative, informative and persuasive texts
S207BWR2UA2	describe how audience and purpose impact on language forms and features in imaginative, informative and persuasive texts
S207BWR2UA5	understand how audience and purpose influence the choice of vocabulary
S207BWR2RC1	discuss how texts, including their own, are adjusted to appeal to different audiences, how texts develop the subject matter and how they serve a wide variety of purposes
S207BWR2RC4	compare and review written and visual texts for different purposes and audiences
S208BRV2DA1	identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)
S208BRV2DA2	understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)
S208BRV2DA3	interpret how imaginative, informative and persuasive texts vary in purpose, structure and topic
S208BRV2UA1	identify organisational patterns and language features of print and visual texts appropriate to a range of purposes
S208BRV2UA2	identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)
S208BRV2RRV1	discuss personal choices of texts for enjoyment
S208BRV2RRV2	respond to a wide range of literature and analyse purpose and audience
S209BGPVRC1	compose a range of effective imaginative, informative and persuasive texts using language appropriate to purpose and audience
S210CTICIRC2	use visual representations, including those digitally produced, to represent ideas, experience and information for different purposes and audiences
S210CTICIRC5	make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1594, ACELT1602)
S211DETEP1	recognise how texts draw on a reader's or viewer's experience and knowledge to make meaning and enhance enjoyment
S211DETEP2	recognise how aspects of personal perspective influence responses to texts
S211DETD1	draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)
S211DETD2	discuss how people from different times and cultures may respond differently to characters, actions and events in texts
S211DETUA2	identify and compare the differences between texts from a range of cultures, languages and times
S211DETUA3	make connections between students' own experiences and those of characters and events represented in texts
S211DETRC1	consider and discuss ideas drawn from their world and the worlds of their texts
S211DETRC4	respond to and appreciate how Dreaming stories form part of an oral tradition for Aboriginal and Torres Strait Islander peoples
S211DETRC5	discuss aspects of literature from a range of cultures to explore common experiences and ideas as well as recognising difference
S211DETRC7	identify the point of view in a text and suggest alternative points of view (ACELY1675)

S2 Related syllabus content | Context

S2 Related syllabus content | Context

Syllabus code	Syllabus content
S211DETRC9	describe and discuss ethical issues encountered in texts
S211DETRC11	draw on the literature and ideas from other countries and times to compose imaginative and informative texts
S212ERLDA1	recognise how own texts can be influenced by a rich text environment
S212ERLDA2	identify different ways of learning in English and consider own preferences
S212ERLRC1	develop criteria for establishing personal preferences for literature (ACELT1598)
S212ERLRC3	discuss the roles and responsibilities when working as a member of a group and understand the benefits of working collaboratively with peers to achieve a goal

S2

Students understand that types of texts arise from similarity of purpose and vary according to the mode and medium of their delivery.

Syllabus code	Syllabus content
S202AWR1RC5	create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)
S204ARV1RRV4	use strategies to confirm predictions about author intent in imaginative, informative and persuasive texts
S207BWR2RC1	discuss how texts, including their own, are adjusted to appeal to different audiences, how texts develop the subject matter and how they serve a wide variety of purposes
S208BRV2UA2	identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)
S208BRV2UA5	identify the features of online texts that enhance navigation (ACELA1790)
S210CTICIDA2	identify and analyse the different organisational patterns and features to engage their audience
S210CTICIRC5	make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1594, ACELT1602)

S2 Related syllabus content | Intertextuality

S2

Students understand that when one text draws on another composing and responding are enriched.

Students learn that

- stories may be changed for different situations
- some aspects of stories may be inserted into other stories
- they can see their own story in terms of other stories.

Syllabus code	Syllabus content
S201ASL1RC5	retell or perform part of a story from a character's point of view
S211DETRC11	draw on the literature and ideas from other countries and times to compose imaginative and informative texts

S2

Students understand that pleasure can be gained by sharing ideas and feelings about texts.

Students learn that

- texts are a way of encountering ideas
- imaginative texts are expressions of real world ideas
- texts can be a source of emotional satisfaction.

Syllabus code	Syllabus content
S210CTICIEP1	share responses to a range of texts and identify features which increase reader enjoyment
S210CTICIEP2	respond to texts by identifying and discussing aspects of texts that relate to their own experience
S210CTICIDA1	discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605)
S210CTICIUA1	identify creative language features in imaginative, informative and persuasive texts that contribute to engagement
S211DETEP1	recognise how texts draw on a reader's or viewer's experience and knowledge to make meaning and enhance enjoyment
S211DETDAA2	discuss how people from different times and cultures may respond differently to characters, actions and events in texts
S211DETRC1	consider and discuss ideas drawn from their world and the worlds of their texts
S211DETRC4	respond to and appreciate how Dreaming stories form part of an oral tradition for Aboriginal and Torres Strait Islander peoples
S211DETRC8	discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)
S211DETRC9	describe and discuss ethical issues encountered in texts

S2

Students understand that narratives may be interpreted in various ways.

They learn that

- characters and events may be drawn differently for different purposes audiences, modes and media
- stories may be interpreted through action, character and setting
- stories present a view of the world.

Syllabus code	Syllabus content
S201ASL1RC5	retell or perform part of a story from a character's point of view
S202AWR1RC4	create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601, ACELT1794)
S202AWR1RC5	create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)
S206BSL2RC2	discuss how writers and composers of texts engage the interest of the reader or viewer
S207BWR2DA2	understand how characters, actions and events in imaginative texts can engage the reader or viewer
S208BRV2UA8	discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (ACELT1599)
S210CTICIDA1	discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605)
S210CTICIUA1	identify creative language features in imaginative, informative and persuasive texts that contribute to engagement
S210CTICIUA2	identify and discuss how vocabulary establishes setting and atmosphere
S211DETRC4	respond to and appreciate how Dreaming stories form part of an oral tradition for Aboriginal and Torres Strait Islander peoples

S2 Related syllabus content | Perspective

S2

Students recognise that their understanding of the worlds in texts are shaped by their own personal experience and their own culture.

Students learn that views of the world in texts

- may differ from each other
- are based on selections
- may be represented in various ways in different modes and media.

Syllabus code	Syllabus content
S202AWR1RC4	create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601, ACELT1794)
S204ARV1RRV5	recognise how aspects of personal perspective influence responses to texts
S207BWRD2A1	identify and analyse the purpose and audience of imaginative, informative and persuasive texts
S210CTICIEP1	share responses to a range of texts and identify features which increase reader enjoyment
S210CTICIEP2	respond to texts by identifying and discussing aspects of texts that relate to their own experience
S210CTICIRC1	create literary texts that explore students' own experiences and imagining (ACELT1607)
S210CTICIRC2	use visual representations, including those digitally produced, to represent ideas, experience and information for different purposes and audiences
S211DETEP1	recognise how texts draw on a reader's or viewer's experience and knowledge to make meaning and enhance enjoyment
S211DETEP2	recognise how aspects of personal perspective influence responses to texts
S211DETD1	draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)
S211DETD2	discuss how people from different times and cultures may respond differently to characters, actions and events in texts
S211DETRC2	compose a variety of texts, eg simple poetry, that include aspects of home and local community life
S211DETRC9	describe and discuss ethical issues encountered in texts

Students learn that point of view influences interpretation of texts.

Students understand that

- different points of view affect a story
- different modes and media convey point of view in different ways.
- meanings of stories may change when viewed through the eyes of different characters in the story or different responders to the story.

Syllabus Code	Related syllabus content
S201ASL1RC5	retell or perform part of a story from a character's point of view
S202AWR1RC4	create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601, ACELT1794)
S204ARV1UAK1	use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604)
S207BWR2DA2	understand how characters, actions and events in imaginative texts can engage the reader or viewer
S207BWR2UA1	understand how a range of language features can shape readers' and viewers' understanding of subject matter
S208BRV2UA2	identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)
S208BRV2UA4	explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1483, ACELA1496)
S208BRV2UA9	identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793)
S209BGPVUA9	investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494)
S210CTICIDA1	discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605)
S210CTICIRC5	make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1594, ACELT1602)
S211DETRC3	experiment with visual, multimodal and digital technologies to represent aspects of experience and relationships
S211DETRC7	identify the point of view in a text and suggest alternative points of view (ACELY1675)

Students understand that representations are varied and reflect individual experiences and contexts.

They learn that representations

- are deliberately constructed for particular audiences and purposes and vary according to the capabilities of mode or medium
- may reflect stereotypic ideas rather than actuality
- vary because of different composers or situations.

Syllabus Code	Related syllabus content
S201ASL1RC4	demonstrate understanding of ideas and issues in texts through dramatic representation, role-play and simulations
S202AWR1DA2	experiment and share aspects of composing that enhance learning and enjoyment
S202AWR1RC3	plan and organise ideas using headings, graphic organisers, questions and mind maps
S202AWR1RC4	create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601, ACELT1794)
S202AWR1RC6	experiment with visual, multimodal and digital processes to represent ideas encountered in texts
S203AHandDTRC2	use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1685, ACELY1697)
S204ARV1RRV8	summarise a paragraph and indicate the main idea, key points or key arguments in imaginative, informative and persuasive texts
S204ARV1RRV10	justify interpretations of a text, including responses to characters, information and ideas
S206BSL2RC1	plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689)
S206BSL2RC4	plan and deliver short presentations, providing some key details in logical sequence (ACELY1677)
S207BWR2UA4	use images in imaginative, informative and persuasive texts to enhance meaning
S207BWR2RC1	discuss how texts, including their own, are adjusted to appeal to different audiences, how texts develop the subject matter and how they serve a wide variety of purposes
S209BGPVDA1	understand that effective organisation of ideas in imaginative, informative and persuasive texts enhances meaning
S210CTICIRC1	create literary texts that explore students' own experiences and imagining (ACELT1607)
S210CTICIRC2	use visual representations, including those digitally produced, to represent ideas, experience and information for different purposes and audiences
S210CTICIRC4	justify interpretations of a text, including responses to characters, information and ideas, eg 'The main character is selfish because ...'
S210CTICIRC5	make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1594, ACELT1602)
S211DETD3	recognise the ways that stories depict Australians who are significant at a local and community level

S2 Related syllabus content | Representation

Syllabus Code	Related syllabus content
S211DETUA3	make connections between students' own experiences and those of characters and events represented in texts
S211DETRC2	compose a variety of texts, eg simple poetry, that include aspects of home and local community life
S211DETRC3	experiment with visual, multimodal and digital technologies to represent aspects of experience and relationships
S211DETRC5	discuss aspects of literature from a range of cultures to explore common experiences and ideas as well as recognising difference
S211DETRC6	respond to short films, documentaries and multimedia texts that express familiar and new aspects of the broader world

Students understand the impact of language choices and deliberately plan and refine their compositions accordingly.

Students learn that

- there are rules for the development of style
- topics may invite particular words and images
- words, sentences and images vary for particular purposes, audiences and effects.

Syllabus Code	Related syllabus content
S202AWR1UA2	understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns (ACELT1606)
S202AWR1RC2	discuss aspects of planning prior to writing, eg knowledge of topic, specific vocabulary and language features
S202AWR1RC4	create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601, ACELT1794)
S202AWR1RC5	create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)
S202AWR1RC8	reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683)
S202AWR1RC9	reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695)
S203ARV1DA2	draw on experiences, knowledge of the topic or context to work out the meaning of unknown words
S206BSL2RC2	discuss how writers and composers of texts engage the interest of the reader or viewer
S206BSL2RC4	plan and deliver short presentations, providing some key details in logical sequence (ACELY1677)
S206BSL2RC6	enhance presentations by using some basic oral presentation strategies, eg using notes as prompts, volume and change in emphasis
S207BWRDA2	understand how characters, actions and events in imaginative texts can engage the reader or viewer
S207BWRUA1	understand how a range of language features can shape readers' and viewers' understanding of subject matter
S207BWRUA2	describe how audience and purpose impact on language forms and features in imaginative, informative and persuasive texts
S207BWRUA3	examine how evaluative language can be varied to be more or less forceful (ACELA1477)
S207BWRUA4	use images in imaginative, informative and persuasive texts to enhance meaning
S207BWRUA5	understand how audience and purpose influence the choice of vocabulary
S207BWRRC1	discuss how texts, including their own, are adjusted to appeal to different audiences, how texts develop the subject matter and how they serve a wide variety of purposes
S208BRVDA2	understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)

S2 Related syllabus content | Style

Syllabus Code	Related syllabus content
S208BRV2UA3	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)
S208BRV2UA6	recognise the use of figurative language in texts, eg similes, metaphors, idioms and personification, and discuss their effects
S208BRV2UA8	discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (ACELT1599)
S208BRV2RRV3	discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose (ACELT1600)
S209BGPVDA1	understand that effective organisation of ideas in imaginative, informative and persuasive texts enhances meaning
S209BGPVDA2	understand that choice of vocabulary impacts on the effectiveness of texts
S209BGPVUA2	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)
S209BGPVUA4	understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495)
S209BGPVUAKV1	learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484)
S209BGPVUAKV2	experiment with vocabulary choices to engage the listener or reader
S209BGPVRC4	incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)
S210CTICIDA1	discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605)
S210CTICIU2	identify and discuss how vocabulary establishes setting and atmosphere
S210CTICIRC1	create literary texts that explore students' own experiences and imagining (ACELT1607)
S210CTICIRC2	use visual representations, including those digitally produced, to represent ideas, experience and information for different purposes and audiences
S210CTICIRC5	make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1594, ACELT1602)
S211DETD3	recognise the ways that stories depict Australians who are significant at a local and community level
S211DETUA1	understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)
S211DETRC2	compose a variety of texts, eg simple poetry, that include aspects of home and local community life
S211DETRC3	experiment with visual, multimodal and digital technologies to represent aspects of experience and relationships
S211DETRC4	respond to and appreciate how Dreaming stories form part of an oral tradition for Aboriginal and Torres Strait Islander peoples

S2

Students understand that ideas in texts may be made into thematic statements that tell us about human experience.

They learn that

- the ideas of a text are suggested through particular details such as events, character behaviour and relationships
- some ideas are so powerful that they reappear in many texts.

Syllabus Code	Related syllabus content
S204ARV1RRV3	use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1680, ACELY1692)
S204ARV1RRV10	justify interpretations of a text, including responses to characters, information and ideas
S208BRV2RRV2	respond to a wide range of literature and analyse purpose and audience
S210CTICIEP2	respond to texts by identifying and discussing aspects of texts that relate to their own experience
S210CTICIRC4	justify interpretations of a text, including responses to characters, information and ideas, eg 'The main character is selfish because ...'
S210CTICIRC5	make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1594, ACELT1602)
S211DETRC1	consider and discuss ideas drawn from their world and the worlds of their texts
S211DETRC5	discuss aspects of literature from a range of cultures to explore common experiences and ideas as well as recognising difference
S211DETRC9	describe and discuss ethical issues encountered in texts

S2

In responding and composing students use comprehension strategies to build literal and inferred meanings to expand content knowledge, integrating and linking ideas.

Code	Descriptor
S201ASL1DA1	understand the ways in which spoken language differs from written language when adopting a range of roles
S201ASL1DA2	interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)
S204ARV1DA2	draw on experiences, knowledge of the topic or context to work out the meaning of unknown words
S204ARV1UAK2	understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491)
S204ARV1UAK3	know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480)
S204ARV1UAK4	skim a text for overall message and scan for particular information, eg headings, key words
S204ARV1DAG1	use graphological, phonological, syntactic and semantic strategies to respond to texts, eg knowledge of homophones, contractions, syllables, word families and common prefixes
S204ARV1DAG2	identify syllables in multisyllabic words in order to support decoding of longer words in context to make meaning
S204ARV1DAG3	recognise high frequency sight words (ACELA1486)
S204ARV1RRV1	read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1679, ACELY1691)
S204ARV1RRV2	read texts, including poems and scripted drama, using appropriate expression, eg pitch, pause, emphasis and attending to punctuation
S204ARV1RRV3	use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1680, ACELY1692)
S204ARV1RRV4	use strategies to confirm predictions about author intent in imaginative, informative and persuasive texts
S204ARV1RRV5	recognise how aspects of personal perspective influence responses to texts
S204ARV1RRV8	summarise a paragraph and indicate the main idea, key points or key arguments in imaginative, informative and persuasive texts
S204ARV1RRV9	interpret text by discussing the differences between literal and inferred meanings
S204ARV1RRV10	justify interpretations of a text, including responses to characters, information and ideas
S205ASPDA1	understand how accurate spelling supports the reader to read fluently and interpret written text

S2 Related syllabus content | Understanding

Code	Descriptor
S205ASPUA1	understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters (ACELA1485, ACELA1779)
S205ASPUA2	recognise homophones and know how to use context to identify correct spelling (ACELA1780)
S205ASPUA3	understand how knowledge of word origins supports spelling
S205ASPRC1	use a variety of spelling strategies to spell high-frequency words correctly when composing imaginative and other texts
S205ASPRC2	use morphemic, visual, syntactic, semantic and phonological knowledge when attempting to spell unknown words
S205ASPRC3	discuss and use strategies for spelling difficult words
S205ASPRC5	use knowledge of alphabetical order to locate information in texts, eg dictionaries, glossaries
S205ASPRC6	identify spelling errors in own writing and unknown texts and provide correct spelling
S206BSL2DA1	discuss ways in which spoken language differs from written language and how spoken language varies according to different audiences, purposes and contexts
S206BSL2DA4	understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475)
S206BSL2RC2	discuss how writers and composers of texts engage the interest of the reader or viewer
S207BWR2DA1	identify and analyse the purpose and audience of imaginative, informative and persuasive texts
S207BWR2DA2	understand how characters, actions and events in imaginative texts can engage the reader or viewer
S207BWR2UA1	understand how a range of language features can shape readers' and viewers' understanding of subject matter
S207BWR2UA2	describe how audience and purpose impact on language forms and features in imaginative, informative and persuasive texts
S207BWR2UA5	understand how audience and purpose influence the choice of vocabulary
S207BWR2C1	discuss how texts, including their own, are adjusted to appeal to different audiences, how texts develop the subject matter and how they serve a wide variety of purposes
S208BRV2DA1	identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)
S208BRV2DA2	understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)
S208BRV2DA3	interpret how imaginative, informative and persuasive texts vary in purpose, structure and topic
S208BRV2UA1	identify organisational patterns and language features of print and visual texts appropriate to a range of purposes
S208BRV2UA2	identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)
S208BRV2UA3	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)
S208BRV2UA4	explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1483, ACELA1496)

S2 Related syllabus content | Understanding

S2 Related syllabus content | Understanding

Code	Descriptor
S208BRV2UA5	identify the features of online texts that enhance navigation (ACELA1790)
S208BRV2UA6	recognise the use of figurative language in texts, eg similes, metaphors, idioms and personification, and discuss their effects
S208BRV2UA7	recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492)
S208BRV2UA9	identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793)
S208BRV2RRV3	discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose (ACELT1600)
S208BRV2RRV4	identify and interpret the different forms of visual information, including maps, tables, charts, diagrams, animations and images
S209BGPVDA1	understand that effective organisation of ideas in imaginative, informative and persuasive texts enhances meaning
S209BGPVDA2	understand that choice of vocabulary impacts on the effectiveness of texts
S209BGPVUA1	understand that paragraphs are a key organisational feature of written texts (ACELA1479)
S209BGPVUA2	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)
S209BGPVUA3	understand how to elaborate on ideas in texts through the use of prepositional phrases
S209BGPVUA4	understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495)
S209BGPVUA5	understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (ACELA1493)
S209BGPVUA6	identify and use grammatical features, eg pronouns, conjunctions and connectives, to accurately link ideas and information
S209BGPVUA7	understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (ACELA1482)
S209BGPVUA9	investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494)
S209BGPVUA10	use apostrophes for contractions
S209BGPVUA11	identify a variety of connectives in texts to indicate time, to add information and to clarify understanding
S209BGPVRC2	use grammatical features to create complex sentences when composing texts
S209BGPVRC4	incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)
S210CTICIDA1	discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605)
S210CTICIDA2	S210CTICIDA2 identify and analyse the different organisational patterns and features to engage their audience
S210CTICIUA1	identify creative language features in imaginative, informative and persuasive texts that contribute to engagement
S210CTICIUA2	identify and discuss how vocabulary establishes setting and atmosphere

S2 Related syllabus content | Understanding

S2 Related syllabus content | Understanding

Code	Descriptor
S211DETEP1	recognise how texts draw on a reader's or viewer's experience and knowledge to make meaning and enhance enjoyment
S211DETUA1	understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)
S211DETRC4	respond to and appreciate how Dreaming stories form part of an oral tradition for Aboriginal and Torres Strait Islander peoples

S2

Students identify particular elements of texts that are engaging and use these in their own composing. In their interpretations of texts they explore literal and inferred meanings. They distinguish aspects of their own perspective that shape their responses to and composition of texts.

S201ASL1RC4	demonstrate understanding of ideas and issues in texts through dramatic representation, role-play and simulations
S201ASL1RC7	respond appropriately to the reading of texts to demonstrate enjoyment and pleasure
S203ARV1DA1	discuss how a reader's self-selection of texts for enjoyment can be informed by reading experiences
S206BSL2RC3	listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)
S208BRV2RRV1	discuss personal choices of texts for enjoyment
S208BRV2RRV2	respond to a wide range of literature and analyse purpose and audience
S210CTICIEP1	share responses to a range of texts and identify features which increase reader enjoyment
S210CTICIEP2	respond to texts by identifying and discussing aspects of texts that relate to their own experience
S210CTICIRC1	create literary texts that explore students' own experiences and imagining (ACELT1607)
S210CTICIRC3	respond to a range of texts, eg through role-play or drama, for pleasure and enjoyment, and express thoughtful conclusions about those texts
S211DETEP2	recognise how aspects of personal perspective influence responses to texts
S211DETRC2	compose a variety of texts, eg simple poetry, that include aspects of home and local community life
S211DETRC6	respond to short films, documentaries and multimedia texts that express familiar and new aspects of the broader world
S211DETRC8	discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)
S211DETRC9	describe and discuss ethical issues encountered in texts
S212ERLUA2	appreciate how the reader or viewer can enjoy a range of literary experiences through texts

S2

Students discuss similarities and differences in texts from a range of cultures, considering ideas, characters and events drawn from their world and the world of texts. In their responding and composing they use and compare the language of written and spoken texts in different contexts.

Syllabus Code	Related syllabus content
S204ARV1UAK5	identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686)
S204ARV1RRV6	recognise cohesive links in texts, eg pronouns that refer back to particular people or things, and understand how they contribute to meaning
S204ARV1RRV7	connect information by observing text connectives
S206BSL2DA2	make connections between Standard Australian English and different methods of communication, including home language, sign language and body language
S207BWRR4	compare and review written and visual texts for different purposes and audiences
S210CTICIRC5	make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1594, ACELT1602)
S211DETD1	draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)
S211DETUA2	identify and compare the differences between texts from a range of cultures, languages and times
S211DETUA3	make connections between students' own experiences and those of characters and events represented in texts
S211DETRC1	consider and discuss ideas drawn from their world and the worlds of their texts
S211DETRC5	discuss aspects of literature from a range of cultures to explore common experiences and ideas as well as recognising difference

S2

Through responding and composing students interpret texts and justify opinions.

Syllabus Code	Related syllabus content
S204ARV1UAK1	use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604)
S207BWR2RC2	express a point of view for a particular purpose in writing, with supporting arguments
S207BWR2RC3	make constructive statements that agree/disagree with an issue
S207BWR2RC4	compare and review written and visual texts for different purposes and audiences
S208BRV2UA8	discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (ACELT1599)
S210CTICIRC4	justify interpretations of a text, including responses to characters, information and ideas, eg 'The main character is selfish because ...'
S211DETRC10	justify personal opinions by citing evidence, negotiating with others and recognising opinions presented

S2

Through working with textual concepts students identify aspects of texts that engage an audience and use them to experiment in their own compositions in different modes and media.

Syllabus Code	Related syllabus content
S201ASL1RC1	interact effectively in groups or pairs, adopting a range of roles
S202AWR1DA2	experiment and share aspects of composing that enhance learning and enjoyment
S202AWR1UA2	understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns (ACELT1606)
S202AWR1RC4	create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601, ACELT1794)
S202AWR1RC5	create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)
S202AWR1RC6	experiment with visual, multimodal and digital processes to represent ideas encountered in texts
S207BWR2UA3	examine how evaluative language can be varied to be more or less forceful (ACELA1477)
S209BGPVUA8	experiment with punctuation to engage the reader and achieve purpose
S209BGPVUAKV2	experiment with vocabulary choices to engage the listener or reader
S209BGPVRC3	experiment with figurative language when composing texts to engage an audience, eg similes, metaphors, idioms and personification
S211DETRC3	experiment with visual, multimodal and digital technologies to represent aspects of experience and relationships
S211DETRC11	draw on the literature and ideas from other countries and times to compose imaginative and informative texts

S2

Students are aware of processes of composition and can use this understanding to develop criteria for judgement of their own texts and those of their peers. They appraise their own work in order to refine its effectiveness and correct errors. They also consider their preferences in reading and learning.

Syllabus Code	Related syllabus content
S202AWR1DA1	identify key elements of planning, composing, reviewing and publishing in order to meet the demands of composing texts on a particular topic for a range of purposes and audiences
S202AWR1RC1	plan, compose and review imaginative and persuasive texts
S202AWR1RC2	discuss aspects of planning prior to writing, eg knowledge of topic, specific vocabulary and language features
S202AWR1RC7	identify elements of their writing that need improvement and review using feedback from teacher and peers
S204ARV1DA1	discuss how a reader's self-selection of texts for enjoyment can be informed by reading experiences
S212ERLDA1	recognise how own texts can be influenced by a rich text environment
S212ERLDA2	identify different ways of learning in English and consider own preferences
S212ERLDA3	develop criteria for the successful completion of tasks
S212ERLUA1	discuss different ways we learn to read and write
S212ERLRC1	develop criteria for establishing personal preferences for literature (ACELT1598)
S212ERLRC2	jointly develop and use criteria for assessing their own and others' presentations
S212ERLRC3	discuss the roles and responsibilities when working as a member of a group and understand the benefits of working collaboratively with peers to achieve a goal
S212ERLRC4	describe how some skills in speaking, listening, reading/viewing, writing/representing help the development of language learners
S212ERLRC5	reflect on own reading and identify the qualities of texts that have contributed to enjoyment of the text