



## ENGLISH – Scope and sequence P–6

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>LANGUAGE</b>							
<b>Language variation and change</b>							
<b>Language variation and change</b> How English varies according to context and purpose, including cultural and historical context	Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community	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	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	Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning	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	Understand that the pronunciation, spelling and meanings of words have histories and change over time	Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English
<b>Language for interaction</b>							
<b>Language for interaction</b> How language used for different formal and informal social interactions is influenced by the purpose and audience	Explore how language is used differently at home and school depending on the relationships between people	Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others  Understand that there are different ways of asking for information, making offers and giving commands	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	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	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	Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase

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<b>Evaluative language</b> How language is used to express opinions and make evaluative judgments about people, places, things and texts	Understand that language can be used to explore ways of expressing needs, likes and dislikes	Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions	Identify language that can be used for appreciating texts and the qualities of people and things	Examine how evaluative language can be varied to be more or less forceful	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	Understand how to move beyond making bare assertions and take account of differing perspectives and points of view	Understand the uses of objective and subjective language and bias
<b>Text structure and organisation</b>							
<b>Purpose audience and structures of different types of texts</b> How texts serve different purposes and how the structures of types of texts vary according to the text purpose	Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes	Understand that the purposes texts serve shape their structure in predictable ways	Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose	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)	Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience	Understand how texts vary in purpose, structure and topic as well as the degree of formality	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects
<b>Text cohesion</b> How texts work as cohesive wholes through language features that link parts of the text together, such as paragraphs, connectives, nouns and associated pronouns	Understand that some language in written texts is unlike everyday spoken language	Understand patterns of repetition and contrast in simple texts	Understand how texts are made cohesive through language features, including word associations, synonyms, and antonyms	Understand that paragraphs are a key organisational feature of written texts	Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives	Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold	Understand that cohesive links can be made in texts by omitting or replacing words
<b>Punctuation</b> How punctuation works to perform different functions in a text.	Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences	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	Recognise that capital letters signal proper nouns and commas are used to separate items in lists	Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters	Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech	Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns	Understand the use of commas to separate clauses

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<b>Concepts of print and screen</b> Different conventions that apply to how text is presented on a page or screen	Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality	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	Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines	Identify the features of online texts that enhance navigation	Identify features of online texts that enhance readability including text, navigation, links, graphics and layout	Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation	This sequence ends at Year 5
<b>Expressing and developing ideas</b>							
<b>Sentences and clause-level grammar</b> What a clause is and how simple, compound and complex sentences are constructed through one clause (simple) or by combining clauses using different types of conjunctions (compound and complex)	Recognise that sentences are key units for expressing ideas	Identify the parts of a simple sentence that represent ‘What is happening?’, ‘What state is being described?’, ‘Who or what is involved?’ and the surrounding circumstances	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	Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement	Understand that the meaning of sentences can be enriched through the use of noun groups/ phrases and verb groups/phrases and prepositional phrases  Investigate how quoted (direct) and reported (indirect) speech work in different types of text	Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause	Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas
<b>Word-level grammar</b> Different classes of words used in English (nouns, verbs, etc), the functions they perform in sentences and when they are combined in particular recognisable groups such as phrases and noun groups	Recognise that texts are made up of words and groups of words that make meaning	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)	Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/ phrases can be expanded using articles and adjectives	Understand that verbs represent different processes, for example; doing, thinking, saying, and relating and that these processes are anchored in time through tense	Understand how adverb groups/ phrases and prepositional phrases work in different ways to provide circumstantial details about an activity	Understand how noun groups/phrases and adjective groups/ phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea	Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases

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<b>Visual language</b> How images work in texts to communicate meanings, especially in conjunction with other elements such as print and sound	Explore the different contribution of words and images to meaning in stories and informative texts	Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning	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	Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments	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	Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations	Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts
<b>Vocabulary</b> Meanings of words, including everyday and specialist meanings, and how words take their meanings from the context of the text	Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school	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	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	Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs	Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research	Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion
<b>Phonics and word knowledge</b>							
<b>Phonological and phonemic awareness</b> of the ability to identify the discrete sounds in speech (phonemes), and to reproduce and manipulate them orally	Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words  Segment sentences into individual words and orally blend and segment onset and rime in single syllable spoken words, and isolate, blend and manipulate phonemes in single syllable words	Segment consonant blends or clusters into separate phonemes at the beginnings and ends of one syllable words  Manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words	Orally manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution in combination with use of letters in reading and writing	From Year 3 onwards, knowledge about phonological and phonemic awareness continues to be applied when making connections between the sounds (phonemes) in spoken words and the letters (graphemes) in written words			

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<p><b>Alphabet and phonic knowledge</b> The relationship between sounds and letters (graphemes) and how these are combined when reading and writing</p>	<p>Recognise and name all upper and lower case letters (graphemes) and know the most common sound that each letter represents</p> <p>Write consonant- vowel- consonant (CVC) words by representing some sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words</p>	<p>Use short vowels, common long vowels, consonant blends when writing, and blend these to read one-syllable words</p> <p>Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound</p>	<p>Use most letter-sound matches including vowel digraphs, less common long vowel patterns, letter clusters and silent letters when reading and writing words of one or more syllable</p> <p>Understand that a sound can be represented by various letter combinations</p>	<p>Understand how to apply knowledge of letter-sound relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns</p>	<p>Understand how to use phonic knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes</p>	<p>Understand how to use phonic knowledge to read and write less familiar words that share common letter patterns but have different pronunciations</p>	<p>Understand how to use phonic knowledge and accumulated understandings about blending, letter- sound relationships, common and uncommon letter patterns and phonic generalisations to read and write increasingly complex words</p>
<p><b>Spelling</b> Knowledge about how sounds (phonemes) of words are represented by letters or letter patterns, knowledge of meaning units within words (morphemes) and word origins</p>	<p>Understand how to use knowledge of letters and sounds including onset and rime to spell words</p> <p>Know how to read and write some high-frequency words and other familiar words</p> <p>Understand that words are units of meaning and can be made of more than one meaningful part</p>	<p>Understand how to spell one and two syllable words with common letter patterns</p> <p>Use visual memory to read and write high-frequency words</p> <p>Recognise and know how to use simple grammatical morphemes to create word families</p>	<p>Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words</p> <p>Use knowledge of letter patterns and morphemes to read and write high- frequency words and words whose spelling is not predictable from their sounds</p> <p>Build morphemic word families using knowledge of prefixes and suffixes</p>	<p>Understand how to use letter-sound relationships and less common letter patterns to spell words</p> <p>Recognise and know how to write most high frequency words including some homophones</p> <p>Know how to use common prefixes and suffixes, and generalisations for adding a suffix to a base word</p>	<p>Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words</p> <p>Read and write a large core of high frequency words including homophones and know how to use context to identify correct spelling</p>	<p>Understand how to use knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations to spell new words</p> <p>Explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word</p>	<p>Understand how to use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words</p>

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<b>LITERATURE</b>							
<b>Literature and context</b>							
How texts reflect the context of culture and situation in which they are created	Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences	Discuss how authors create characters using language and images	Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created	Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons	Make connections between the ways different authors may represent similar storylines, ideas and relationships	Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts	Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts
<b>Responding to literature</b>							
<b>Personal responses to the ideas, characters and viewpoints in texts</b> An individual response to the ideas, characters and viewpoints in literary texts, including relating texts to their own experiences	Respond to texts, identifying favourite stories, authors and illustrators	Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences	Compare opinions about characters, events and settings in and between texts	Draw connections between personal experiences and the worlds of texts, and share responses with others	Discuss literary experiences with others, sharing responses and expressing a point of view	Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others	Analyse and evaluate similarities and differences in texts on similar topics, themes or plots
<b>Expressing preferences and evaluating texts</b> Expressing personal preference for different texts and types of texts, and identifying the features of texts that influence personal preference	Share feelings and thoughts about the events and characters in texts	Express preferences for specific texts and authors and listen to the opinions of others	Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences	Develop criteria for establishing personal preferences for literature	Use metalanguage to describe the effects of ideas, text structures and language features of literary texts	Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences	Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts

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<b>Examining literature</b>							
<p><b>Features of literary texts</b> The key features of literary texts and how they work to construct a literary work, such as plot, setting, characterisation, mood and theme</p>	<p>Identify some features of texts including events and characters and retell events from a text</p> <p>Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry</p>	<p>Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts</p>	<p>Discuss the characters and settings of different texts and explore how language is used to present these features in different ways</p>	<p>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</p>	<p>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</p>	<p>Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses</p>	<p>Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style</p>
<p><b>Language devices in literary texts, including figurative language</b> Language devices that authors use and how these creative meanings and effects in literary texts, especially devices in poetry</p>	<p>Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures</p>	<p>Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme</p>	<p>Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs</p>	<p>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</p>	<p>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</p>	<p>Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes</p>	<p>Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse</p>
<b>Creating literature</b>							
<p><b>Creating literary texts</b> Creating their own literary texts based on ideas, features and structures of texts experienced</p>	<p>Retell familiar literary texts through performance, use of illustrations and images</p>	<p>Recreate texts imaginatively using drawing, writing, performance and digital forms of communication</p>	<p>Create events and characters using different media that develop key events and characters from literary texts</p>	<p>Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle</p>	<p>Create literary texts that explore students' own experiences and imagining</p>	<p>Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced</p>	<p>Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways</p>

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<b>Experimentation and adaptation</b> Creating a variety of texts, including multimodal texts, adapting ideas and devices from literary texts	Innovate on familiar texts through play	Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary	Innovate on familiar texts by experimenting with character, setting or plot	Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue	Create literary texts by developing storylines, characters and settings	Create literary texts that experiment with structures, ideas and stylistic features of selected authors	Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice

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<b>LITERACY</b>							
<b>Texts in context</b>							
<b>Texts and the contexts in which they are used</b> How texts relate to their contexts and reflect the society and culture in which they were created	Identify some familiar texts and the contexts in which they are used	Respond to texts drawn from a range of cultures and experiences	Discuss different texts on a similar topic, identifying similarities and differences between the texts	Identify the point of view in a text and suggest alternative points of view	Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts	Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context	Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches
<b>Interacting with others</b>							
<b>Listening and speaking interactions</b> Purposes and contexts through which students engage in listening and speaking interactions	Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions	Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions	Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations	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	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions
<b>Listening and speaking interactions</b> Skills students use when engaging in listening and speaking interactions	Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact	Use interaction skills including turn- taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace	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	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	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	Use interaction skills, for example paraphrasing, questioning and interpreting non- verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience

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<b>Oral presentations</b> Formal oral presentations that students engage in, including presenting recounts and information, and presenting and arguing a point of view	Deliver short oral presentations to peers	Make short presentations using some introduced text structures and language, for example opening statements	Rehearse and deliver short presentations on familiar and new topics	Plan and deliver short presentations, providing some key details in logical sequence	Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences	Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis
<b>Interpreting, analysing, evaluating</b>							
<b>Purpose and audience</b> Recognising and analysing differences between different types of texts	Identify some differences between imaginative and informative texts	Describe some differences between imaginative informative and persuasive texts	Identify the audience of imaginative, informative and persuasive texts	Identify the audience and purpose of imaginative, informative and persuasive texts	Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text	Analyse how text structures and language features work together to meet the purpose of a text
<b>Reading processes</b> Strategies for using and combining contextual, semantic, grammatical and phonic knowledge to decode texts, including predicting, monitoring, cross-checking, self-correcting, skimming and scanning	Read decodable and predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge	Read decodable and predictable texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and re-reading	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	Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting	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	Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning	Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings
<b>Comprehension strategies</b> Strategies of constructing meaning from texts, including literal and inferential meaning	Use comprehension strategies to understand and discuss texts listened to, viewed or read independently	Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features	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	Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features	Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts	Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts

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<b>Analysing and evaluating texts</b> Analysis and evaluation of how text structures and language features construct meaning and influence readers/viewers	This sequence starts at Year 6						Analyse strategies authors use to influence readers
<b>Creating texts</b>							
<b>Creating texts</b> Creating different types of spoken, written and multimodal texts, using knowledge of text structures and language features	Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge	Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence- level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams	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	Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose	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	Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience	Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience
<b>Editing</b> Editing texts for meaning, structure and grammatical features	Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops	Re-read student's own texts and discuss possible changes to improve meaning, spelling and punctuation	Re-read and edit text for spelling, sentence-boundary punctuation and text structure	Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation	Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure	Re-read and edit student's own and others' work using agreed criteria for text structures and language features	Re-read and edit students' own and others' work using agreed criteria and explaining editing choices
<b>Handwriting</b> Developing a fluent, legible handwriting style, beginning with unjoined letters and moving to joined handwriting	Produce some lower case and upper case letters using learned letter formations	Write using unjoined lower case and upper case letters	Write legibly and with growing fluency using unjoined upper case and lower case letters	Write using joined letters that are clearly formed and consistent in size	Write using clearly-formed joined letters, and develop increased fluency and automaticity	Develop a handwriting style that is becoming legible, fluent and automatic	Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose

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<b>Use of software</b> Using a range of software applications to construct and edit print and multimodal texts	Construct texts using software including word processing	Construct texts that incorporate supporting images using software including word processing programs	Construct texts featuring print, visual and audio elements using software, including word processing programs	Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements	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	Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements	Use a range of software, including word processing programs, learning new functions as required to create texts