

	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
<b>Language</b>	<p><b>Language variation and change</b></p> <p>Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)</p> <p>Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501)</p> <p>Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)</p> <p><b>Text structure and organisation</b></p> <p>Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)</p> <p>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 (ACELA1505)</p> <p>Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (ACELA1506)</p> <p>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 (ACELA1797)</p> <p><b>Expressing and developing ideas</b></p> <p>Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507)</p> <p>Understand how noun groups/phrases</p>	<p><b>Language variation and change</b></p> <p>Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (ACELA1515)</p> <p><b>Language for interaction</b></p> <p>Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516)</p> <p>Understand the uses of objective and subjective language and bias (ACELA1517)</p> <p><b>Text structure and organisation</b></p> <p>Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)  </p> <p>Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520)</p> <p>Understand the uses of commas to separate clauses (ACELA1521)</p> <p><b>Expressing and developing ideas</b></p> <p>Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522)</p> <p>Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523)</p> <p>Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in</p>	<p><b>Language variation and change</b></p> <p>Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating (ACELA1528)</p> <p><b>Language for interaction</b></p> <p>Understand how accents, styles of speech and idioms express and create personal and social identities (ACELA1529)</p> <p>Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources (ACELA1782)</p> <p><b>Text structure and organisation</b></p> <p>Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors (ACELA1531)</p> <p>Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts (ACELA1763)</p> <p>Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses (ACELA1532)</p> <p><b>Expressing and developing ideas</b></p> <p>Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence and increase the density of information (ACELA1534)</p>	<p><b>Language variation and change</b></p> <p>Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return (ACELA1540)</p> <p><b>Language for interaction</b></p> <p>Understand how conventions of speech adopted by communities influence the identities of people in those communities (ACELA1541)</p> <p>Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (ACELA1542)</p> <p><b>Text structure and organisation</b></p> <p>Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication (ACELA1543)</p> <p>Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims (ACELA1766)</p> <p>Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives(ACELA1809)</p> <p>Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts(ACELA1544)</p> <p><b>Expressing and developing ideas</b></p> <p>Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or</p>	<p><b>Language variation and change</b></p> <p>Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing (ACELA1550)</p> <p><b>Language for interaction</b></p> <p>Understand that roles and relationships are developed and challenged through language and interpersonal skills (ACELA1551)</p> <p>Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor (ACELA1552)</p> <p><b>Text structure and organisation</b></p> <p>Understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553)</p> <p>Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas (ACELA1770)</p> <p>Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (ACELA1556)</p> <p><b>Expressing and developing ideas</b></p> <p>Explain how authors creatively use the structures of sentences and clauses for particular effects (ACELA1557)</p> <p>Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text(ACELA1559)</p> <p>Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning</p>	<p><b>Language variation and change</b></p> <p>Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve (ACELA1563)</p> <p><b>Language for interaction</b></p> <p>Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1564)</p> <p>Understand that people’s evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (ACELA1565)</p> <p><b>Text structure and organisation</b></p> <p>Compare the purposes, text structures and language features of traditional and contemporary texts in different media (ACELA1566)</p> <p>Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (ACELA1567)</p> <p>Understand conventions for citing others, and how to reference these in different ways (ACELA1568)</p> <p><b>Expressing and developing ideas</b></p> <p>Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts(ACELA1569)</p> <p>Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction (ACELA1570)</p> <p>Evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572)</p>

<p><b>Language (cont'd)</b></p>	<p>and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508)</p> <p>Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations (ACELA1511)</p> <p>Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)</p> <p>Understand how to use banks of known words, as well as word origins, prefixes and suffixes, to learn and spell new words (ACELA1513)</p> <p>Recognise uncommon plurals, for example 'foci' (ACELA1514)</p>	<p>factual and persuasive texts (ACELA1524)</p> <p>Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)</p> <p>Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages (ACELA1526)</p>	<p>Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (ACELA1536)</p> <p>Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (ACELA1764)</p> <p>Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language (ACELA1537)</p> <p>Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them (ACELA1539)</p>	<p>clause(ACELA1545)</p> <p>Understand the effect of nominalisation in the writing of informative and persuasive texts(ACELA1546)</p> <p>Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning (ACELA1548)</p> <p>Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts(ACELA1547)</p> <p>Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations (ACELA1549)</p>	<p>(ACELA1560)</p> <p>Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (ACELA1561)</p> <p>Understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech (ACELA1562)</p>	<p>Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences(ACELA1571)</p> <p>Understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those based on uncommon Greek and Latin roots (ACELA1573)</p>
<p><b>Literature</b></p>	<p><b>Literature and context</b></p> <p>Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)</p> <p><b>Responding to literature</b></p> <p>Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)</p> <p>Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795)</p> <p><b>Examining literature</b></p> <p>Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)</p> <p>Understand, interpret and experiment</p>	<p><b>Literature and context</b></p> <p>Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)</p> <p><b>Responding to literature</b></p> <p>Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)</p> <p>Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)</p> <p><b>Examining literature</b></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 (ACELT1616)</p> <p>Identify the relationship between</p>	<p><b>Literature and context</b></p> <p>Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)</p> <p><b>Responding to literature</b></p> <p>Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620)</p> <p>Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)</p> <p>Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803)</p>	<p><b>Literature and context</b></p> <p>Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT1626)</p> <p>Explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors(ACELT1806)</p> <p><b>Responding to literature</b></p> <p>Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts(ACELT1627)</p> <p>Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups (ACELT1628)</p> <p>Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts(ACELT1807)</p>	<p><b>Literature and context</b></p> <p>Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts(ACELT1633)</p> <p><b>Responding to literature</b></p> <p>Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text(ACELT1771)</p> <p>Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context(ACELT1634)</p> <p>Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts(ACELT1635)</p> <p><b>Examining literature</b></p> <p>Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual</p>	<p><b>Literature and context</b></p> <p>Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts(ACELT1639)</p> <p><b>Responding to literature</b></p> <p>Reflect on, extend, endorse or refute others' interpretations of and responses to literature (ACELT1640)</p> <p>Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (ACELT1641)</p> <p>Evaluate the social, moral and ethical positions represented in texts(ACELT1812)</p> <p><b>Examining literature</b></p> <p>Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text(ACELT1642)</p>

<b>Literature (cont'd)</b>	with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)	words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617)	<b>Examining literature</b> Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)	<b>Examining literature</b> Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities (ACELT1629)	author's literary style (ACELT1636)	Compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses (ACELT1643)
	<b>Creating literature</b> Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612) Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)	<b>Creating literature</b> Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618) Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)	Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels (ACELT1623) <b>Creating literature</b> Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625) Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour (ACELT1805)	Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts(ACELT1630) Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (ACELT1767) <b>Creating literature</b> Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (ACELT1632) Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts(ACELT1768)	Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes(ACELT1637) Analyse text structures and language features of literary texts, and make relevant comparisons with other texts(ACELT1772) <b>Creating literature</b> Create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation (ACELT1773) Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and pun and the use of hyperlink (ACELT1638)	Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts(ACELT1774) <b>Creating literature</b> Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts(ACELT1814) Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience(ACELT1815) Create imaginative texts that make relevant thematic and intertextual connections with other texts(ACELT1644)
<b>Literacy</b>	<b>Texts in context</b> 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 (ACELY1698) <b>Interacting with others</b> 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 (ACELY1699) Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences	<b>Texts in context</b> Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708) <b>Interacting with others</b> Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) 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	<b>Texts in context</b> Analyse and explain the effect of technological innovations on texts, particularly media texts (ACELY1765) <b>Interacting with others</b> Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition (ACELY1719) Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning	<b>Texts in context</b> Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication (ACELY1729) <b>Interacting with others</b> Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives (ACELY1730) Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music,	<b>Texts in context</b> Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts(ACELY1739) <b>Interacting with others</b> Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways (ACELY1740) Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone,	<b>Texts in context</b> Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749) <b>Interacting with others</b> Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage (ACELY1750) Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly,

**Literacy (cont'd)**

<p>and purposes (ACELY1796)</p>	<p>(ACELY1816)</p>	<p>(ACELY1804)</p>	<p>images and sound for specific effects (ACELY1808)</p>	<p>pitch, and pace, and using elements such as music and sound effects (ACELY1811)</p>	<p>coherently and with effect, using logic, imagery and rhetorical devices to engage audiences(ACELY1813)</p>
<p>Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)</p>	<p>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 (ACELY1710)</p>	<p>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing (ACELY1720)</p>	<p>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints (ACELY1731)</p>	<p>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (ACELY1741)</p>	<p>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action (ACELY1751)</p>
<p><b>Interpreting, analysing, evaluating</b></p>	<p><b>Interpreting, analysing, evaluating</b></p>	<p><b>Interpreting, analysing, evaluating</b></p>	<p><b>Interpreting, analysing, evaluating</b></p>	<p><b>Interpreting, analysing, evaluating</b></p>	<p><b>Interpreting, analysing, evaluating</b></p>
<p>Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)</p>	<p>Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)</p>	<p>Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)</p>	<p>Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (ACELY1732)</p>	<p>Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts(ACELY1742)</p>	<p>Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences(ACELY1752)</p>
<p>Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)</p>	<p>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 (ACELY1712)</p>	<p>Use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722)</p>	<p>Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts(ACELY1733)</p>	<p>Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension (ACELY1743)</p>	<p>Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts(ACELY1753)</p>
<p>Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)</p>	<p>Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)</p>	<p>Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723)</p>	<p>Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author’s point of view(ACELY1734)</p>	<p>Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts(ACELY1744)</p>	<p>Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY1754)</p>
<p><b>Creating texts</b></p>	<p><b>Creating texts</b></p>	<p><b>Creating texts</b></p>	<p>Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener (ACELY1735)</p>	<p>Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts(ACELY1745)</p>	<p><b>Creating texts</b></p>
<p>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 (ACELY1704)</p>	<p>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 (ACELY1714)</p>	<p>Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)</p>	<p><b>Creating texts</b></p>	<p><b>Creating texts</b></p>	<p>Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1756)</p>
<p>Reread and edit student’s own and others’ work using agreed criteria for text structures and language features (ACELY1705)</p>	<p>Reread and edit students’ own and others’ work using agreed criteria and explaining editing choices (ACELY1715)</p>	<p>Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726)</p>	<p>Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736)</p>	<p>Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746)</p>	<p>Review, edit and refine students’ own and others’ texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (ACELY1757)</p>
<p>Develop a handwriting style that is becoming legible, fluent and automatic (ACELY1706)</p>	<p>Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose (ACELY1716)</p>	<p>Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (ACELY1727)</p>	<p>Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students’ own texts (ACELY1810)</p>	<p>Review and edit students’ own and hers’ texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features(ACELY1747)</p>	<p>Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user (ACELY1776)</p>
<p>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 (ACELY1707)</p>	<p>Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717)</p>	<p>Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728)</p>	<p>Use a range of software, including word processing programs, to create, edit and publish texts imaginatively (ACELY1738)</p>	<p>Use a range of software, including word processing programs, flexibly and imaginatively to publish texts (ACELY1748)</p>	