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English Learning Goals, 4-6

	Year 4	Year 5	Year 6
Text Types & Structures	<ul style="list-style-type: none"> · Students will be able to recognise, plan, draft, publish, and present a variety of texts using the appropriate generic structure. (AC Statements) 	<ul style="list-style-type: none"> · Students will demonstrate an understanding of literary texts using a range of text types for purpose and function, and that texts have correct structure and grammatical features. (AC Statements) · Students interpret meaning by understanding and analysing the organisation and structure of texts. (AC Statements) 	<ul style="list-style-type: none"> · Students will identify and analyse the characteristics of different texts (AC Statements) · Students will understand the features, purpose and effects of literary text and comprehend, interpret, analyse and compare ideas and content from a variety of sources. (AC Statements)
Comprehension Strategies	<ul style="list-style-type: none"> · Students will identify and use a variety of strategies to comprehend different texts. (AC Statements) 	<ul style="list-style-type: none"> · Students will be able to predict what a sentence means by reading the start of the sentence (AC Statements) · Students will demonstrate their understanding of texts using comprehension strategies and present their knowledge in appropriate formats. (AC Statements) · Students will use reading strategies to become more effective readers and to access information in texts. (AC Statements) 	<ul style="list-style-type: none"> · Students will make connections between the text and student's own experience or other texts. (AC Statements) · Students will make connections between information in print and images. (AC Statements) · Students will find specific literal information. (AC Statements) · Students will use prior knowledge and textual information to make inference and predictions. (AC Statements)

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		<ul style="list-style-type: none"> · Students will develop meaning by asking questions, paraphrasing and interpreting cues in texts. (AC Statements) 	<ul style="list-style-type: none"> · Students will ask and answer questions, find the main idea in a text and summarise a text or part of a text. (AC Statements)
Opinions & Ideas	<ul style="list-style-type: none"> · Students will respond to a variety of texts expressing personal viewpoints and be able to make connections with other texts and personal experiences (AC Statements) · Students will acknowledge the viewpoints of others and be respectful when these may be different to their own. (AC Statements) 	<ul style="list-style-type: none"> · Students will listen to others' opinion and show respect for their opinions. (AC Statements) · Students will state opinions in a clear manner and validate these opinions (AC Statements) · Students will be able to identify opinions and information in texts using appropriate vocabulary and by justifying their opinions. (AC Statements) 	<ul style="list-style-type: none"> · Students will investigate how complex sentences can be used to elaborate, extend and explain ideas. (AC Statements) · Students will participate in and contribute to discussions to clarify and interrogate ideas, sharing and evaluating opinions. (AC Statements)
Language Devices	<ul style="list-style-type: none"> · Students will the various techniques and strategies authors use to engage the reader and influence their opinion. (AC Statements) 	<ul style="list-style-type: none"> · Students will convey an understanding of how language features help develop meaning in the contexts, vocabulary and tone of texts (AC Statements) · Students describe text construction through use of grammatical features and literary techniques to enhance texts. (AC Statements) 	<ul style="list-style-type: none"> · Students will add depth and detail to text using techniques of appropriate tense, innovation on text structure, vocabulary choice and sentence structure. (AC Statements) · Students will understand the effects of representing ideas and events in various historical, social and cultural contexts and be able to explain how language choices influence responses to different texts. (AC Statements)

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<p>Speaking & Listening</p>	<ul style="list-style-type: none"> · Students will listen and understand verbal instruction which will enable them to carry out tasks efficiently. (AC Statements) 	<ul style="list-style-type: none"> · Students will choose vocab and sentence structures for particular purposes including formal and informal texts (AC Statements) 	<ul style="list-style-type: none"> · Students will participate in and contribute to discussions using appropriate conventions of spoken interactions. (AC Statements)
<p>Handwriting</p>	<ul style="list-style-type: none"> · Students will consistently join letters correctly to develop a neat cursive style (AC Statements) 	<ul style="list-style-type: none"> · Students will use correct handwriting forms with increasing fluency and legibility (AC Statements) 	<ul style="list-style-type: none"> · Students will develop a handwriting style that is legible and fluent and varies according to audience and purpose. (AC Statements)
<p>Creating Texts</p>	<ul style="list-style-type: none"> · Students will engage their audience by considering the use of vocabulary, imagery and presentation techniques. (AC Statements) · Students will recognise and use the technical aspects of writing to develop meaning (AC Statements) · Students will be able to recognise and write various texts taking into consideration purpose and audience. (AC Statements) 	<ul style="list-style-type: none"> · Students will construct texts confidently in different formats and choose which mode to present it to their audience. (AC Statements) · Students will construct texts that contain grammatical features and additional information. This is to develop greater detail in a text and demonstrate a higher level of meaning. (AC Statements) · Students will confidently create characters and settings and use descriptive language that clearly shows an understanding of narrative construction. (AC Statements) 	<ul style="list-style-type: none"> · Students will experiment with text structure and text processing strategies to plan, draft and publish text across various genres using a range of software and digital resources. (AC Statements)

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<p>Making Meaning</p>	<ul style="list-style-type: none"> · Students will recognise the many origins of the English language and use this to interpret meaning. (AC Statements) · Students will use their knowledge of text structure and language features to establish meaning at a literal and inferential level. (AC Statements) 	<ul style="list-style-type: none"> · Students will review texts to clarify their understanding and to communicate meaning by asking questions, paraphrasing and analysing texts. (AC Statements) 	<ul style="list-style-type: none"> · Students identify and explain how images like figures, tables, diagrams, maps and graphs contribute to understanding meaning in texts (AC Statements)
<p>Grammar & Punctuation</p>	<ul style="list-style-type: none"> · Students will develop their understanding of the grammatical language features that enhance the overall effectiveness of texts (AC Statements) 	<ul style="list-style-type: none"> · Students will identify grammatical features and additional information and explain how they add greater detail to a text. (AC Statements) 	<ul style="list-style-type: none"> · Students will understand and illustrate how to expand and sharpen ideas through careful choice of verbs, tenses, adverb, phrases and sentence structure. (AC Statements) · Students will understand and demonstrate correct use of a range of punctuation and identify correct punctuation when editing own and others' work. (AC Statements)
<p>Spelling</p>	<ul style="list-style-type: none"> · Students will use their knowledge of word families, spelling patterns and rules to effectively convey meaning (AC Statements) 	<ul style="list-style-type: none"> · Students will apply knowledge of spelling patterns and with familiar and unfamiliar words. (AC Statements) 	<ul style="list-style-type: none"> · Students will understand how to use banks of known words, word origins, base words, suffixes, prefixes, morphemes, spelling patterns and generalizations to learn and spell new words (AC Statements)

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Editing	· Students will independently proofread and edit their work enhance coherence and interest (AC Statements)	· Students demonstrate editing and presentation processes of text construction through rereading, peer editing and rewriting in different formats. (AC Statements)	· Students will reread and edit their own and others' work using agreed criteria and explaining editing choices (AC Statements)
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Year 4 Australian Curriculum Statements

Students will be able to recognise, plan, draft, publish, and present a variety of texts using the appropriate generic structure.

Students will be able to recognise and write various texts taking into consideration purpose and audience.

- Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)
- Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793)
- 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)
- Create literary texts by developing storylines, characters and settings (ACELT1794)
- Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686)
- Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689)
- 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 (ACELY1694)
- Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)



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Students will identify and use a variety of strategies to comprehend different texts.

Students will use their knowledge of text structure and language features to establish meaning at a literal and inferential level.

- Understand differences between the language of opinion and feeling and the language of factual reporting or recording ([ACELA1489](#))
- Use metalanguage to describe the effects of ideas, text structures and language features of literary texts ([ACELT1604](#))
- 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 ([ACELY1691](#))
- Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts ([ACELY1692](#))

Students will respond to a variety of texts expressing personal viewpoints and be able to make connections with other texts and personal experiences.

Students will realise that authors use a variety of techniques and strategies to engage the reader and influence their opinion.

Students will acknowledge the viewpoints of others and be respectful when these may be different to their own.

- 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](#))
- Make connections between the ways different authors may represent similar storylines, ideas and relationships ([ACELT1602](#))
- 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 ([ACELY1688](#))

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- Discuss literary experiences with others, sharing responses and expressing a point of view ([ACELT1603](#))
- Create literary texts that explore students' own experiences and imagining ([ACELT1607](#))

Students will listen and understand verbal instructions which will enable them to carry out tasks efficiently.

Students will recognise the many origins of the English language and use this to interpret meaning.

- 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](#))
- 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](#))

Students will develop their understanding of the grammatical language features that enhance the overall effectiveness of texts.

Students will consistently join letters correctly to develop a neat cursive style.

Students will independently proofread and edit their work enhance coherence and interest.

Students will engage their audience by considering the use of vocabulary, imagery and presentation techniques.

- Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives ([ACELA1491](#))
- Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases ([ACELA1493](#))

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- Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495)
- 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 (ACELA1496) · Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)
- 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)
- Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695)
- Write using clearly-formed joined letters, and develop increased fluency and automaticity (ACELY1696)
- 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 (ACELY1697)

Students will recognise and use the technical aspects of writing to develop meaning.

Students will use their knowledge of word families, spelling patterns and rules to effectively convey meaning.

- Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492)
- Investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494)
- Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters (ACELA1779)
- Recognise homophones and know how to use context to identify correct spelling (ACELA1780)

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Year 5 Australian Curriculum Statements

Students will demonstrate an understanding of literary texts using a range of text types for purpose and function, and that have correct structure and grammatical features.

Students will confidently create characters and settings and use descriptive language that clearly shows an understanding of narrative construction.

Students will construct texts confidently in different formats and choose which mode to present it to their audience.

Students will choose vocab and sentence structures for particular purposes including formal and informal texts

- 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)
- 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)
- Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)

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- Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ([ACELY1701](#))
- 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](#))

Students will be able to predict what a sentence means by reading the start of the sentence.

Students will demonstrate their understanding of texts using comprehension strategies and present their knowledge in appropriate formats.

Students will use reading strategies to become more effective readers and to access information in texts.

- 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](#))
- 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](#))
- Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning ([ACELY1702](#))
- Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources ([ACELY1703](#))

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Students will be able to identify opinions and information in texts using appropriate vocabulary and by justifying their opinions.

Students will listen to others' opinion and show respect for their opinions.

Students will review texts to clarify their understanding and to construct meaning of texts by asking questions, paraphrasing and analysing texts.

Students will state opinions in a clear manner and validate these opinions

- Understand how to move beyond making bare assertions and take account of different perspectives and points of view. ([ACELA1502](#))
- Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others ([ACELT1609](#))
- Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences ([ACELT1609](#))
- Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses ([ACELT1610](#))
- 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](#))
- Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others ([ACELT1609](#))

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Students will convey an understanding of how language features help develop meaning in the contexts, vocabulary and tone of texts.

Students will develop meaning of language by asking questions, paraphrasing and interpreting cues in texts.

- Understand how texts vary in purpose, structure and topic as well as the degree of formality ([ACELA1504](#))
- Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts ([ACELA1512](#))
- 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](#))
- Use interaction skills, for example paraphrasing, questioning and interpreting nonverbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes ([ACELY1796](#))

Students construct meaning of texts by understanding and analysing the organisation and structure of all texts.

- Investigate how the organisation of texts into chapters, headings, subheadings, home pages and subpages for online texts and according to chronology or topic can be used to predict content and assist navigation ([ACELA1797](#))
- Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts ([ACELT1608](#))

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Students construct meaning of texts by identifying grammatical features and additional information to explain how they add greater detail to a text.

Students construct meaning of texts by constructing texts that contain grammatical features and additional information. This is to develop greater detail in a text and demonstrate a higher level of meaning.

- 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 ([ACELA1508](#))

Students construct meaning by understanding and applying knowledge of spelling patterns and using familiar and unfamiliar words.

Students make meaning of text construction through use of grammatical features and literary techniques to enhance texts.

- Understand that the pronunciation of words have histories and change over time. ([ACELA1500](#))
- Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns ([ACELA1506](#))
- Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause ([ACELA1507](#))
- Understand how to use banks of known words, as well as word origins, prefixes and suffixes, to learn and spell new words ([ACELA1513](#))
- Recognise uncommon plurals, for example 'foci' ([ACELA1514](#))
- Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes ([ACELT1611](#))

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Students will use correct handwriting forms with increasing fluency and legibility.

Students make meaning of editing and presentation processes of text construction through rereading, peer editing and rewriting in different formats.

- Reread and edit student's own and others' work using agreed criteria for text structures and language features ([ACELY1705](#))
- Develop a handwriting style that is becoming legible, fluent and automatic([ACELY1706](#))
- 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](#))

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Year 6 Australian Curriculum Statements

Students will understand and illustrate how to expand and sharpen ideas through careful choice of verbs, tenses, adverb, phrases and sentence structure.

Students will understand and demonstrate correct use of a range of punctuation and identify correct punctuation when editing own and others' work

- Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases ([ACELA1523](#))
- Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses ([ACELA1532](#))

Students will identify and analyse the characteristics of different texts.

Students will experiment with text structure and text processing strategies to plan, draft and publish text across various genres using a range of software and digital resources.

Students will make connections between the text and student's own experience or other texts

Students will find specific literal information Students will use prior knowledge and textual information to make inference and predictions.

Students will ask and answer questions, find the main idea in a text and summarise a text or part of a text.

- Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways ([ACELT1618](#))

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- 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](#))
- 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](#))
- Use a range of software, including word processing programs, learning new functions as required to create texts ([ACELY1717](#))
- 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](#))
- Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts ([ACELT1613](#))
- Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts ([ACELY1713](#))
- Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse

Students will add depth and detail to text using techniques of appropriate tense, innovation on text structure, vocabulary choice and sentence structure.

Students will understand the effects of representing ideas and events in various historical, social and cultural contexts and be able to explain how language choices influence responses to different texts.

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Students will understand the features, purpose and effects of literary text and comprehend, interpret, analyse and compare ideas and content from a variety of sources.

Students will investigate how complex sentences can be used to elaborate, extend and explain ideas.

- Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches ([ACELY1708](#))
- Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas ([ACELA1522](#))
- Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects ([ACELA1518](#))
- Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts ([ACELT1615](#))
- Understand that cohesive links can be made in texts by omitting or replacing words ([ACELA1520](#))
- Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion ([ACELA1525](#))
- Analyse and evaluate similarities and differences in texts on similar topics, themes or plots ([ACELT1614](#))
- Analyse strategies authors use to influence readers ([ACELY1801](#))
- 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](#))

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Students will participate in and contribute to discussions using appropriate conventions of spoken interactions.

Students will participate in and contribute to discussions to clarify and interrogate ideas, sharing and evaluating opinions.

- 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 ([ACELY1816](#))
- 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](#))
- Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions ([ACELY1709](#))
- Understand the uses of objective and subjective language and bias ([ACELA1517](#))
- Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase ([ACELA1516](#))
- Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English ([ACELA1515](#))

Students will develop a handwriting style that is legible and fluent and varies according to audience and purpose.

- Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose ([ACELY1716](#))

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Students identify and explain how images like figures, tables, diagrams, maps and graphs contribute to understanding meaning in texts.

Students will make connections between information in print and images

- 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 ([ACELA1524](#))
- Analyse how text structures and language features work together to meet the purpose of a text ([ACELY1711](#))

Students will understand how to use banks of known words, word origins, base words, suffixes, prefixes, morphemes, spelling patterns and generalizations to learn and spell new words.

- Understand the uses of commas to separate clauses ([ACELA1521](#))
- 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](#))

Students will reread and edit their own and others' work using agreed criteria and explaining editing choices.

- Reread and edit students' own and others' work using agreed criteria and explaining editing choices ([ACELY1715](#))

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