



Bethania Lutheran School

English Learning Goals, P-3

	Prep	Year 1	Year 2	Year 3
Text Types & Structures	<ul style="list-style-type: none"> Students compare and contrast different text types ranging from environmental print to stories and informative texts. (AC Statements) Students listen and respond to texts and communicate ideas about characters and events (AC Statements) 	<ul style="list-style-type: none"> Students identify differences between imaginative, informative and persuasive text (AC Statements) Students examine literature by listening reciting and performing. (AC Statements) 	<ul style="list-style-type: none"> Students will be able to identify differing text structures and language features in spoken, visual and written forms. (AC Statements) 	<ul style="list-style-type: none"> Students can identify the features of online and other texts that enhance navigation. (AC Statements)
Comprehension Strategies	<ul style="list-style-type: none"> Students make connections between their own experiences and the experiences of others by responding to different texts. (AC Statements) 	<ul style="list-style-type: none"> Use comprehension strategies (context, text structure and language features) to build literal and inferred meaning in texts, that they listen to and view. (AC Statements) 	<ul style="list-style-type: none"> Students will be able to analyse texts to build literal and inferred meaning (AC Statements) 	<ul style="list-style-type: none"> Students can use comprehension strategies to build literal and inferred meaning (AC Statements) Students can make and share text-to-self and text-to-world connections. (AC Statements)
Opinions & Ideas	<ul style="list-style-type: none"> Students can express their ideas in relation to their needs, opinions and responses to questions. (AC Statements) 	<ul style="list-style-type: none"> Students become critical readers by expressing preferences for specific text and listening to the opinion of others (AC Statements) 	<ul style="list-style-type: none"> Students will be able to discuss opinions and make connections between texts (AC Statements) Students will be able to deliver ideas and opinions (AC Statements) 	<ul style="list-style-type: none"> Students can identify choices they make to help select texts. (AC Statements) Students can identify the point of view and suggest other points of view in texts. (AC Statements)

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<p>Language Devices</p>	<ul style="list-style-type: none"> · Students choose appropriate vocabulary to use in different contexts. (AC Statements) 	<ul style="list-style-type: none"> · Students understand that different needs and purposes require different systems (sign language) means, (body language) and ways of communicating and expressing emotions. (AC Statements) · Students understand the use of formal and informal vocabulary in different context. (AC Statements) 	<ul style="list-style-type: none"> · Students will be able to identify language and language features that can be used for recognizing texts and make meaning (AC Statements) 	<ul style="list-style-type: none"> · Students can explain the effect on audiences of visual techniques used in various texts (AC Statements) · Students can discuss the effects that rhythm and onomatopoeia have in poetry and prose (AC Statements)
<p>Speaking & Listening</p>	<ul style="list-style-type: none"> · Students use eye contact, appropriate voice levels and body language when communicating with others. (AC Statements) 	<ul style="list-style-type: none"> · Students communicate by using interaction skills, active listening, contributing ideas, information and by questioning. (AC Statements) 	<ul style="list-style-type: none"> · Students will be able to listen for specific information (AC Statements) 	<ul style="list-style-type: none"> · Students can present information, communicating clearly and coherently, and demonstrate active listening behaviours when participating in discussions and presentations. (AC Statements)
<p>Handwriting</p>	<ul style="list-style-type: none"> · Students can form upper and lower case letters (AC Statements) 	<ul style="list-style-type: none"> · Students write using unjoined lower case and upper case letters. (AC Statements) 	<ul style="list-style-type: none"> · Students will be able to write legibly using Queensland handwriting font. (AC Statements) 	<ul style="list-style-type: none"> · Students can write using joined letters that are clearly formed and consistent in size (AC Statements)

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<p>Creating Texts</p>	<ul style="list-style-type: none"> · Students can create short texts to retell, record or report ideas with corresponding illustrations. (AC Statements) 	<ul style="list-style-type: none"> · Students compare how images are used to convey meaning in narrative and informative texts and look at how different words reflect the detail of the text. (AC Statements) · Students create literature by using a variety of modes to create texts. (AC Statements) · Create and present imaginative and informative texts using introduced and appropriate text structure with a variety of media. (AC Statements) · Students create texts by responding from a range of cultures and experiences. (AC Statements) 	<ul style="list-style-type: none"> · Students will be able to create imaginative and informative texts. (AC Statements) · Students will be able to construct texts using a technological word program. (AC Statements) 	<ul style="list-style-type: none"> · Students create visual and multimodal texts that use language features to convey settings and events (AC Statements) · Students can plan, draft and publish texts (insert text type). (AC Statements) · Students can construct and edit texts using a range of software. (AC Statements) · Students can create imaginative texts detailing characters, settings and events from a variety of cultures, and including visual features (AC Statements)
<p>Decoding</p>	<ul style="list-style-type: none"> · Students recognise the letters of the alphabet, all of the corresponding single sounds and some blends. (AC Statements) · Students can produce a rhyming word to correspond with a given word and can replicate a sound pattern. (AC Statements) 	<ul style="list-style-type: none"> · Students recognise and understand variability of sound – letter matches (AC Statements) · Students recognise and use morphemes, phonemes. (AC Statements) 	<ul style="list-style-type: none"> · Students will be able to recognise and reproduce sound combinations and rhythmic sound patterns (AC Statements) 	<ul style="list-style-type: none"> · Students can recognise high frequency sight words. (AC Statements)

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		<ul style="list-style-type: none"> Students read with developing phrasing, fluency contextual, semantic, grammatical & phonic knowledge using emerging text processing strategies. (AC Statements) 		
Making Meaning	<ul style="list-style-type: none"> Students read simple texts using picture clues, sound/letter knowledge, comprehension strategies and other concepts about text. (AC Statements) Students can recognise the difference between a letter, a word, a sentence and picture. (AC Statements) 	<ul style="list-style-type: none"> Students use patterns of repetition, contrast and the physical layout of texts to navigate and make meaning of a variety of texts. (AC Statements) Children make meaning by discussing how characters & events are portrayed, how texts are structured, the purpose of the text and by making personal connections to the texts (AC Statements) 	<ul style="list-style-type: none"> Students will be able to make meaning of texts by identifying literal and implied meaning in both the text and images. (AC Statements) 	<ul style="list-style-type: none"> Students can read a range of texts and demonstrate text processing strategies (AC Statements) Students understand and evaluate different audiences, purposes and ways of constructing meaning with a variety of texts (AC Statements)
Grammar & Punctuation	<ul style="list-style-type: none"> Students demonstrate understanding of basic punctuation in written text by experimenting with capitals and full stops. (AC Statements) Students recognise punctuation in short texts and can identify capitals and or full stops in their own text. (AC Statements) 	<ul style="list-style-type: none"> Students accurately spell words, use capital letters and recognise other types of punctuation to make meaning. (AC Statements) 	<ul style="list-style-type: none"> Students will be able to produce texts that include correct punctuation and text structure. (AC Statements) 	<ul style="list-style-type: none"> Students will understand and demonstrate spelling and grammar conventions in texts (insert text type). (AC Statements)

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Spelling	<ul style="list-style-type: none">· Students can write down some spoken words using their sound letter knowledge and copy known sight words. (AC Statements)	<ul style="list-style-type: none">· Students use their understanding of letters, sounds and words to decode, make meaning and write high frequency words using visual memory. (AC Statements)	<ul style="list-style-type: none">· Students will be able to use a range of strategies to spell words. (AC Statements)	<ul style="list-style-type: none">· Student will use sound-letter knowledge of spelling rules (AC Statements)
Editing		<ul style="list-style-type: none">· Students check the meaning of their text by rereading their own text and making adjustments (AC Statements)	<ul style="list-style-type: none">· Students will be able to self-correct and monitor meaning within spoken and written texts. (AC Statements)	<ul style="list-style-type: none">· Students can reread and edit a variety of texts. (AC Statements)

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Prep Australian Curriculum Statements

Students compare and contrast different text types ranging from environmental print to stories and informative texts

- 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 ([ACELA1430](#))
- Understand that some language in written texts is unlike everyday spoken language ([ACELA1431](#))
- Explore the different contribution of words and images to meaning in stories and informative texts([ACELA1786](#))
- 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 ([ACELT1785](#))
- Identify some familiar texts and the contexts in which they are used ([ACELY1645](#))
- Identify some differences between imaginative and informative texts ([ACELY1648](#))

Students can express their ideas in relation to their needs, opinions and responses to questions.

Students choose appropriate vocabulary to use in different contexts.

Students use eye contact, appropriate voice levels and body language when communicating with others.

Students listen and respond to texts and communicate ideas about characters and events.

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- Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community ([ACELA1426](#))
- Explore how language is used differently at home and school depending on the relationships between people ([ACELA1428](#)) · Understand that language can be used to explore ways of expressing needs, likes and dislikes ([ACELA1429](#))
- Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school ([ACELA1437](#))
- Share feelings and thoughts about the events and characters in texts ([ACELT1783](#))
- Identify some features of texts including events and characters and retell events from a text ([ACELT1578](#))
- Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations ([ACELY1646](#))
- Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact ([ACELY1784](#))
- Deliver short oral presentations to peers ([ACELY1647](#))

Students make connections between their own experiences and the experiences of others by responding to different texts

- Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences ([ACELT1575](#))
- Respond to texts, identifying favourite stories, authors and illustrators ([ACELT1577](#))

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Students can write down some spoken words using their sound letter knowledge and copy known sight words.

Students can create short texts to retell, record or report ideas with corresponding illustrations

- Recognise that sentences are key units for expressing ideas ([ACELA1435](#)) · Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high frequency sight words and known

words ([ACELA1758](#))

- Know how to use onset and rime to spell words ([ACELA1438](#))
- Retell familiar literary texts through performance, use of illustrations and images ([ACELT1580](#))
- Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge ([ACELY1651](#))
- Produce some lower case and upper case letters using learned letter formations ([ACELY1653](#))
- Construct texts using software including word processing programs ([ACELY1654](#))

Students recognise the letters of the alphabet, all of the corresponding single sounds and some blends.

Students can produce a rhyming word to correspond with a given word and can replicate a sound pattern

- Recognise rhymes, syllables and sounds (phonemes) in spoken words ([ACELA1439](#))
- Recognise the letters of the alphabet and know there are lower and upper case letters ([ACELA1440](#))
- Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures ([ACELT1579](#))

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Students read simple texts using picture clues, sound/letter knowledge, comprehension strategies and other concepts about text.

Students can recognise the difference between a letter, a word, a sentence and picture.

- Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality ([ACELA1433](#))
- Recognise that texts are made up of words and groups of words that make meaning ([ACELA1434](#))
- Read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge ([ACELY1649](#))
- Use comprehension strategies to understand and discuss texts listened to, viewed or read independently ([ACELY1650](#))

Students demonstrate understanding of basic punctuation in written text by experimenting with capitals and full stops.

Students recognise punctuation in short texts and can identify capitals and or full stops in their own 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 ([ACELA1432](#))
- Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops ([ACELY1652](#))

Students can form upper and lower case letters

- Produce some lower case and upper case letters using learned letter formations ([ACELY1653](#))

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Year 1 Australian Curriculum Statements

Create and present imaginative and informative texts using introduced and appropriate text structure with a variety of media.

- Make short presentations using some introduced text structures and language, for example opening statements ([ACELY1657](#))
- 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 ([ACELY1661](#)) · Construct texts that incorporate supporting images using software including word processing programs ([ACELY1664](#))

Students examine literature by listening reciting and performing.

Students create literature by using a variety of modes to create texts.

Students create texts by responding from a range of cultures and experiences.

- Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme ([ACELT1585](#))
- Recreate texts imaginatively using drawing, writing, performance and digital forms of communication ([ACELT1586](#))
- Respond to texts drawn from a range of cultures and experiences ([ACELY1655](#))

Use comprehension strategies (context, text structure and language features) to build literal and inferred meaning in texts, that they listen to and view.

- 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 ([ACELY1660](#))

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Students become critical readers by expressing preferences for specific text and listening to the opinion of others.

Students compare how images are used to convey meaning in narrative and informative texts and look at how different words reflect the detail of the text.

Students identify differences between imaginative, informative and persuasive text.

Students use patterns of repetition, contrast and the physical layout of texts to navigate and make meaning of a variety of texts.

Students make meaning by discussing how characters & events are portrayed, how texts are structured, the purpose of the text and by making personal connections to the texts.

- Understand that the purposes texts serve shape their structure in predictable ways ([ACELA1447](#))
- Understand patterns of repetition and contrast in simple texts ([ACELA1448](#))
- Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links ([ACELA1450](#))
- Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) ([ACELA1452](#))
- Identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is involved?' and the surrounding circumstances ([ACELA1451](#))

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- Discuss how authors create characters using language and images ([ACELT1581](#))
- Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences ([ACELT1582](#))
- Express preferences for specific texts and authors and listen to the opinions of others ([ACELT1583](#))
- Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning ([ACELA1453](#))
- Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts ([ACELT1584](#))
- Describe some differences between imaginative informative and persuasive texts ([ACELY1658](#))

Students understand that different needs and purposes require different systems (sign language) means, (body language) and ways of communicating and expressing emotions.

Students communicate by using interaction skills, active listening, contributing ideas, information and by questioning.

Students understand the use of formal and informal vocabulary in different context.

- Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others ([ACELA1443](#))
- Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others ([ACELA1444](#))

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- Understand that there are different ways of asking for information, making offers and giving commands ([ACELA1446](#))
- Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions ([ACELA1787](#))
- Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts ([ACELA1454](#))
- Engage in conversations/discussions, using active listening behaviours, showing interest, and contributing ideas and questions ([ACELY1656](#))
- Use interaction skills including turn taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace ([ACELY1788](#))

Students write using unjoined lower case and upper case letters.

Students use their understanding of letters, sounds and words to decode, make meaning and write high frequency words using visual memory.

Students recognise and use morphemes, phonemes.

Students recognise and understand variability of sound – letter matches.

- Know that regular one syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high frequency words ([ACELA1778](#))
- Recognise and know how to use morphemes in word families for example 'play' in 'played' and 'playing' ([ACELA1455](#))

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- Manipulate sounds in spoken words including phoneme deletion and substitution ([ACELA1457](#))
- Recognise sound letter — matches including common vowel and consonant digraphs and consonant blends ([ACELA1458](#))
- Understand the variability of sound — letter matches ([ACELA1459](#))
- Write using unjoined lower case and upper case letters ([ACELY1663](#))

Students read with developing phrasing, fluency contextual, semantic, grammatical & phonic knowledge using emerging text processing strategies.

- Read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading ([ACELY1659](#))

Students accurately spell words, use capital letters and recognise other types of punctuation to make meaning.

Students check the meaning of their text by rereading their own text and making adjustments.

- Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands ([ACELA1449](#))
- Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation ([ACELY1662](#))

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Year 2 Australian Curriculum Statements

Students will be able to identify differing text structures and language features in spoken, visual and written forms.

- Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background ([ACELA1460](#))
- Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context ([ACELA1461](#))
- Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose ([ACELA1463](#))

Students will be able to discuss opinions and make connections between texts.

Students will be able to identify language and language features that can be used for recognizing texts and make meaning

- Identify language that can be used for appreciating texts and the qualities of people and things ([ACELA1462](#))
- Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose ([ACELA1470](#))
- Discuss the characters and settings of different texts and explore how language is used to present these features in different ways ([ACELT1591](#))
- Discuss different texts on a similar topic, identifying similarities and differences between the texts ([ACELY1665](#))

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- Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words ([ACELA1469](#))
- Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences ([ACELT1590](#))

Students will be able to deliver ideas and opinions

- 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 ([ACELY1789](#))
- Rehearse and deliver short presentations on familiar and new topics ([ACELY1667](#))

Students will be able to listen for specific information

- Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions([ACELY1666](#))

Students will be able to write legibly using Queensland handwriting font.

- Write legibly and with growing fluency using unjoined upper case and lower case letters ([ACELY1673](#))

Students will be able to create imaginative and informative texts.

- Create events and characters using different media that develop key events and characters from literary texts ([ACELT1593](#))
- 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 ([ACELY1671](#))

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- Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created ([ACELT1587](#))
- Identify the audience of imaginative, informative and persuasive texts ([ACELY1668](#))
- Compare opinions about characters, events and settings in and between texts ([ACELT1589](#))

Students will be able to construct texts using a technological word program

- Construct texts featuring print, visual and audio elements using software, including word processing programs ([ACELY1674](#))

Students will be able to recognise and reproduce sound combinations and rhythmic sound patterns

- Understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms ([ACELA1464](#))
- Recognise most sound–letter matches including silent letters, vowel/consonant digraphs and many less common sound–letter combinations ([ACELA1474](#))
- Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs ([ACELT1592](#))

Students will be able to make meaning of texts by identifying literal and implied meaning in both the text and images.

Students will be able to analyse texts to build literal and inferred meaning

- 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 ([ACELY1670](#))

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· Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words ([ACELA1469](#))

Students will be able to produce texts that include correct punctuation and text structure.

· Recognise that capital letters signal proper nouns and commas are used to separate items in lists ([ACELA1465](#))

· Know some features of text organisation incl. page and screen layouts, alphabetical order & types of diagrams, eg. timelines ([ACELA1466](#))

· Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction ([ACELA1467](#))

· Understand that nouns represent people, places, things and ideas and can be, for example, common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives ([ACELA1468](#))

Students will be able to use a range of strategies to spell words.

· Understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words ([ACELA1471](#))

· Recognise common prefixes and suffixes and how they change a word's meaning ([ACELA1472](#))

Students will be able to self-correct and monitor meaning within spoken and written texts.

· Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting ([ACELY1669](#))

· Reread and edit text for spelling, sentence boundary punctuation and text structure ([ACELY1672](#))

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Year 3 Australian Curriculum Statements

**Students understand and evaluate different audiences, purposes and ways of constructing meaning with a variety of texts.
Students can identify the features of online texts that enhance navigation.**

Students can explain the effect on audiences of visual techniques used in various texts.

Students can explain the effects of some language devices used in poetry and prose

- Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning ([ACELA1475](#))
- Understand that paragraphs are a key organisational feature of written texts ([ACELA1479](#))
- Identify the features of online texts that enhance navigation ([ACELA1790](#))
- Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments ([ACELA1483](#))
- Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose ([ACELT1600](#))
- Identify the audience and purpose of imaginative, informative and persuasive texts ([ACELY1678](#))
- Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) ([ACELA1478](#))



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Students can use comprehension strategies to build literal and inferred meaning

- 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 ([ACELY1680](#))

Students can make and share text-to-self and text-to-world connections.

Students can identify the point of view and suggest other points of view in texts.

- Understand that successful cooperation with others depends on shared use of social conventions, including turn taking patterns, and forms of address that vary according to the degree of formality in social situations ([ACELA1476](#))
- Draw connections between personal experiences and the worlds of texts, and share responses with others ([ACELT1596](#))
- Identify the point of view in a text and suggest alternative points of view ([ACELY1675](#))
- Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations ([ACELY1676](#))
- Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons ([ACELT1594](#))

Students can reread and edit a variety of texts.

Students can construct and edit texts using a range of software.

- Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation ([ACELY1683](#))
- Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements ([ACELY1685](#))

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Students can create imaginative texts detailing characters, settings and events from a variety of cultures, and including visual features.

Students create visual and multimodal texts that use language features to convey settings and events.

Students can present information, communicating clearly and coherently, and demonstrate active listening behaviours when participating in discussions and presentations.

Students can plan, draft and publish texts (insert text type).

- Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle ([ACELT1601](#))
- Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue ([ACELT1791](#))
- 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 ([ACELY1792](#))
- Plan and deliver short presentations, providing some key details in logical sequence ([ACELY1677](#))
- 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 ([ACELY1682](#))

Students can write using joined letters that are clearly formed and consistent in size .

- Write using joined letters that are clearly formed and consistent in size ([ACELY1684](#))

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Student will use sound-letter knowledge of spelling rules.

Students will understand and demonstrate spelling and grammar conventions in texts (insert text type).

Students can recognise high frequency sight words.

- Understand how to use sound–letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example 'tion' ([ACELA1485](#))
- Recognise high frequency sight words ([ACELA1486](#))
- Examine how evaluative language can be varied to be more or less forceful ([ACELA1477](#))
- Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters ([ACELA1480](#))
- Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement ([ACELA1481](#))
- Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense ([ACELA1482](#))
- Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs ([ACELA1484](#))
- Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative ([ACELT1599](#))

strong in **values**
strength in **character** *living hope*



Bethania Lutheran School

Students can read a range of texts and demonstrate text processing strategies.

Students can identify choices they make to help select texts.

- 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 ([ACELY1679](#))
- Develop criteria for establishing personal preferences for literature ([ACELT1598](#))

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living