



Australian Curriculum: English – Literacy Network
Correlation Grid
Year 3

Strand	English Content Descriptions	Beasts and Monsters	On the Cutting Edge	Strange and Unusual	Astonishing Adventures
Language	Language variations and change				
	Understands Languages have different written and visual communication systems	●	●	●	●
	Language of Interaction				
	Understand that successful co-operation with others depends on social conventions and forms of address related to different social situations	●	●	●	●
	Examine how language can be varied to be more or less forceful	●	●	●	●
	Text Structures and organisation				
	Understands how different types of texts vary depending on their function and purpose	●	●	●	●
	Understands paragraphs are a key organisation feature of written texts	●	●	●	●
	Expressing and developing Ideas				
	Understands a clause is a unit of meaning usually containing a verb that is in agreement	●	●	●	●
Identify the effect on audiences of techniques, like camera angles, shot size, layouts in picture books, magazine, advertisements and film	●	●	●	●	
Understand how to use sound-letter relationships and knowledge of spelling rules compound words prefixes, suffixes etc	●	●	●	●	
Recognise high frequency sight words	●	●	●	●	
Literature	Literature and Context				
	Discuss texts in which characters, events and settings are portrayed in different ways and speculate on authors reasons	●	●	●	●
	Responding to Literature				
	Draw connections between personal experiences and the worlds of texts and share responses with others	●	●	●	●
	Develop criteria for establishing personal preferences for Literature	●	●	●	●
	Examining Literature				
	Discuss how language is used to describe the settings of texts, and explore how the settings shape the events and influence the mood of the narrative	●	●	●	●
	Discuss the nature and effects of some language devices used to enhance meaning and shape the readers reaction, including rhythm, poetry and prose	●	●	●	●
	Creating Literature				
	Create imaginative texts based on characters, settings and events from student’s own and other cultures using visual features, for example perspective, distance and angle	●	●	●	●
Create texts that adapt language features and patterns encountered in Literacy texts e.g. characterisation, rhyme, rhythm, mood, music and dialogue	●	●	●	●	
Literacy	Texts in context				
	Identify the point of view in a text and suggest alternate points of view	●	●	●	●
	Interacting with others				
	Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations	●	●	●	●
	Plan and deliver short presentations, providing some key details in logical sequence	●	●	●	●
	Use interactive skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday vocabulary, appropriate tone, pace, pitch and volume	●	●	●	●
	Interpreting, analysing, evaluating				
	Identify the audience and purpose of imaginative, informative and persuasive texts	●	●	●	●
	Read an increasing range of different text types by combining contextual semantics, grammatical and phonic knowledge, using text processing strategies e.g. Monitoring, predicting, confirming, re-reading, reading on and self-correcting	●	●	●	●
	Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structure and language features	●	●	●	●
Creating texts					
Plan, draft and publish imaginative, informative and persuasive texts, demonstrating increasing control over text structures and language features	●	●	●	●	
Re-read and edit texts for meaning, appropriate structures, grammatical choices and punctuation. Write using joined letters that are clearly formed and consistent in size	●	●	●	●	
Use software including word processing programs with growing speed and efficiency to structure and edit texts	●	●	●	●	



Australian Curriculum: English – Literacy Network
Correlation Grid
Year 4

Strand	English Content Descriptions	Life on the High Seas	To the Rescue	Extreme Sports	Accidental Inventions and Discoveries
Language	<p>Language for Interaction Understands that social interactions influence the way people engage with ideas and respond to others for example when exploring or clarifying the ideas of others, summarizes students' own view and reporting them to a large group</p> <p>Understands the differences between the language of opinion and feeling and the language of factual reporting or recording</p> <p>Text Structure and organisation Understands how texts vary in complexity and technically depending on the approach to the topic, the purpose of the intended audience</p> <p>Understands how texts are made cohesive through the use of linking devices including pronoun references and text connectives</p> <p>Expressing and developing Ideas Understand that the meaning of a sentence can be enriched through the use of noun and verb groups and prepositional phrases</p> <p>Investigate how quoted (direct) and reported (n-direct) speech work in different types of text</p> <p>Understand how adverbials (adverbs and prepositional phrases) work in different ways to provide circumstantial details about an activity</p> <p>Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of a still and moving image in a range of text types</p> <p>Incorporates new vocabulary from a range of sources into students' own texts including vocabulary encountered in research</p> <p>Understanding how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters</p>	●	●	●	●
Literature	<p>Literature and Context Makes connections between the ways different authors may represent similar storylines, ideas and relationships</p> <p>Responding to Literature Discuss literary experiences with others, sharing responses and expressing a point of view</p> <p>Use metalanguage to describe the effects of ideas, text structure and language features of a literary text</p> <p>Examining Literature Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' attention by using various techniques, for example, character development and plot tension</p> <p>Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example, nonsense words, spoonerisms, neologisms and puns</p> <p>Creating Literature Create Literary texts that explore students' own experiences and imagining</p> <p>Create literary texts by developing storylines, characters and settings</p>	●	●	●	●
Literacy	<p>Interacting with others 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</p> <p>Use interaction skills such as acknowledging another's point of view and linking students' responses 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</p> <p>Plan, rehearse and deliver presentations incorporating learning content and taking into account the particular purpose and audience</p> <p>Interpreting, analysing, evaluating Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text</p> <p>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</p> <p>Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts</p> <p>Creating texts 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 texts structures and language features</p> <p>Re-read and edit texts for meaning, appropriate structures, grammatical choices and punctuation Write using joined letters that are clearly formed and consistent in size</p> <p>Use software including word processing programs with growing speed and efficiency to structure and edit texts</p>	●	●	●	●



Australian Curriculum: English – Literacy Network
Correlation Grid
Year 5

Strand	English Content Descriptions	Body in Motion	Is Anyone Out There?	Natural Disasters	Undercover
Language	<p>Text Structure and organisation</p> <p>Understands how texts vary in purpose, structure and topic as well as the degree of formality</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</p> <p>Understands how possession is signalled through apostrophes and how to use apostrophes of possession for common and proper nouns</p> <p>Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub-pages for on-line texts and according to chronology or topic can be used to predict content and assist navigation</p> <p>Expressing and developing Ideas</p> <p>Understands the difference between main subordinate clauses and how these can be combined to create complex sentences through subordinate conjunctions to develop and expand ideas.</p> <p>Understand how noun and adjective groups can be expanded in a variety of ways to provide a fuller description of the person, thing or idea</p> <p>Explains sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations</p> <p>Understands the use of vocabulary to express greater precision of meaning, and know that words have different meanings in different contexts</p> <p>Understand how to use banks of known words as well as word origins, prefixes, suffixes and morphemes to learn and spell new words</p>	●	●	●	●
Literature	<p>Literature and Context</p> <p>Identify aspects of literary texts that convey details or information about a particular social, cultural and historical context</p> <p>Responding to Literature</p> <p>Present a point of view about a particular text using appropriate metalanguage and reflecting on the viewpoints of others</p> <p>Using metalanguage to describe the effect of ideas, text structure and language features on a particular audience</p> <p>Examining Literature</p> <p>Recognise that ideas in literature texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses</p> <p>Understand, interpret and experiment with sound devices and imagery, including similes, metaphor and personification, in narratives, shape poetry, songs, anthems and odes</p> <p>Creating Literature</p> <p>Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced</p>	●	●	●	●
Literacy	<p>Texts in context</p> <p>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</p> <p>Interacting with others</p> <p>Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to student's own experiences and present and justify a point of view</p> <p>Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes</p> <p>Interpreting, analysing, evaluating</p> <p>Identify and explain characteristics text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text</p> <p>Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning</p> <p>Use comprehension strategies to interpret and analyse information, integrating and linking ideas from a variety of print and digital sources</p> <p>Creating texts</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</p> <p>Reread and edit student's own and others' work using agreed criteria for texts structures and language features</p> <p>Use a range of software including word processing programs with fluency to construct, edit and publish written texts and select, edit and place visual, print and audio elements</p>	●	●	●	●



Australian Curriculum: English – Literacy Network
Correlation Grid
Year 6

Strand	English Content Descriptions	Forensic Science	A Continent of Ice and Snow	That's Unbelievable	Heroes and Heroines
Language	Language for Interaction Understand the use of objective and subjective language and bias	●	●	●	●
	Text Structure and organisation Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects	●	●	●	●
	Understand that cohesive links can be made in texts by omitting or replacing words	●	●	●	●
	Understand the uses of commas to separate clauses	●	●	●	●
	Expressing and developing Ideas Investigate how clauses can be combined in a variety of ways to elaborate, extend or explain ideas	●	●	●	●
	Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborate tenses and a range of adverbials	●	●	●	●
	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	●	●	●	●
	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion	●	●	●	●
	Understand how to use a bank of known words, word origins, base words, suffixes, prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages	●	●	●	●
Literature	Literature and Context Makes connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts	●	●	●	●
	Responding to Literature Analyse and evaluate similarities and differences in texts on similar topics, themes or plots	●	●	●	●
	Examining Literature 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	●	●	●	●
	Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse	●	●	●	●
	Creating Literature Create Literary texts that adapt or combine aspects of texts students have experienced in innovative ways	●	●	●	●
	Experiment with text structures and language features and their effects in creating literary texts, for example. using imagery, sentence variations, metaphors and word choices	●	●	●	●
Literacy	Texts in context Compare texts, including media texts that represent ideas and events in different ways, explaining the effects of the different approaches	●	●	●	●
	Interacting with others Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions	●	●	●	●
	Interpreting, analysing, evaluating Analyse how text structures and language features work together to meet the purpose of the text	●	●	●	●
	Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example tables of contents, glossary, chapters, headings and subheadings	●	●	●	●
	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources, including media and digital texts	●	●	●	●
	Analyse strategies authors use to influence readers	●	●	●	●
	Creating texts 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	●	●	●	●
	Re-read and edit students' and others work using agreed criteria and explaining editing choices	●	●	●	●
	Use a range of software including word processing programs, learning new functions as required to create a text	●	●	●	●