

## Springboard *into* Comprehension

### Australian Curriculum: English – Springboard into Comprehension Correlation Grid Year 1

Strand	English Content Descriptions	Level 11	Level 12	Level 13	Level 14	Level 15	Level 16
Language	<b>Text structure and organisation</b> Understand patterns of repetition and contrast in simple texts	●	●	●	●	●	●
	<b>Expressing and developing ideas</b> Explore differences in words that represent people, places and things (nouns and pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) 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	●	●	●	●	●	●
	<b>Sound and letter knowledge</b> Manipulate sounds in spoken words including phoneme deletion and substitution Recognise sound-letter matches including common vowel and consonant digraphs and consonant blends Understand the variability of sound-letter matches	●	●	●	●	●	●
			●	●			●
				●	●		●
Literature	<b>Responding to literature</b> Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences	●	●	●	●	●	●
	<b>Creating literature</b> Recreate texts imaginatively using drawing, writing, performance and digital forms of communication	●					
Literacy	<b>Texts in context</b> Respond to texts drawn from a range of cultures and experiences	●	●	●	●	●	●
	<b>Interacting with others</b> Engage in conversations and discussions using active listening behaviours, showing interest and contributing ideas, information and questions Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace Make short presentations using some introduced text structures and language, for example opening statements	●	●	●	●	●	●
	<b>Interpreting, analysing, evaluating</b> Read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example predicting, monitoring meaning and re-reading 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	●	●	●	●	●	●
	<b>Creating texts</b> 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	●	●	●	●	●	●

Strand	English Content Descriptions	Level 17	Level 18	Level 19	Level 20	Level 21	Level 22	Level 23
<b>Language</b>	<p><b>Language for interaction</b> Identify language that can be used for appreciating texts and the qualities of people and things</p> <p><b>Text structure and organisation</b> Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose Understand how texts are made cohesive through resources, for example word associations, synonyms and antonyms Know some features of text organisation including page and screen layouts, alphabetical order and different types of diagrams, for example timelines</p> <p><b>Expressing and developing ideas</b> Understand that nouns represent people, places, things and ideas and can be, for example, common, proper, concrete and abstract, and that noun groups/phrases can be expanded using articles and adjectives Understand how to use digraphs, long vowels, blends and silent letters to spell words, use morphemes and syllabification to break up simple words and use visual memory to write irregular words</p> <p><b>Sound and letter knowledge</b> Recognise most sound-letter matches including silent letters, vowel/consonant digraphs and many less common sound-letter combinations</p>							●
<b>Literature</b>	<p><b>Responding to literature</b> Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences</p> <p><b>Creating literature</b> Create events and characters using different media that develop key events and characters from literary texts</p>				●			
<b>Literacy</b>	<p><b>Interacting with others</b> Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions 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 Rehearse and deliver short presentations on familiar and new topics</p> <p><b>Interpreting, analysing, evaluating</b> 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, re-reading and self-correcting 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</p> <p><b>Creating texts</b> 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</p>	●	●	●	●	●	●	●

## Springboard *into* Comprehension

### Australian Curriculum: English – Springboard into Comprehension Correlation Grid Year 3

		Level 24	Level 25	Level 26	Level 27	Level 28	Level 29	Level 30
<b>Strand</b>	<b>English Content Descriptions</b>							
<b>Language</b>	<p><b>Text structure and organisation</b> Understand how different types of texts vary depending on their purpose and context Understand that paragraphs are a key organisational feature of written texts</p> <p><b>Expressing and developing ideas</b> Understand that verbs represent different processes (doing, thinking, saying and relating) and that these processes are anchored in time through tense Understand how to use sound-letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes etc. Recognise high-frequency sight words</p>	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●	● ● ● ● ●
<b>Literature</b>	<p><b>Responding to literature</b> Draw connections between personal experiences and the worlds of texts, and share responses with others</p> <p><b>Examining literature</b> Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative</p> <p><b>Creating literature</b> Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle Create texts that adapt language features and patterns encountered in literary texts, e.g. characterisation, rhyme, rhythm, mood, music and dialogue</p>	● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●
<b>Literacy</b>	<p><b>Interacting with others</b> 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 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</p> <p><b>Interpreting, analysing, evaluating</b> Read an increasing range of different types of texts by combining contextual, semantic, 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 structures and language features</p> <p><b>Creating texts</b> Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features</p>	● ● ● ● ● ● ●	● ● ● ● ● ● ●	● ● ● ● ● ● ●	● ● ● ● ● ● ●	● ● ● ● ● ● ●	● ● ● ● ● ● ●	● ● ● ● ● ● ●

Strand	English Content Descriptions	8.5–9.5 yrs	9.5–10.5 yrs
<b>Language</b>	<p><b>Language variation and change</b> 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</p> <p><b>Language for interaction</b> Understand differences between the language of opinion and feeling and the language of factual reporting or recording</p> <p><b>Text structure and organisation</b> Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives</p> <p><b>Expressing and developing ideas</b> Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research</p>	● ● ● ●	● ● ● ●
<b>Literature</b>	<p><b>Responding to literature</b> Discuss literary experiences with others, sharing responses and expressing a point of view</p> <p><b>Examining literature</b> 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>	● ●	● ●
<b>Literacy</b>	<p><b>Interacting with others</b> 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 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><b>Interpreting, analysing, evaluating</b> Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, crosschecking and reviewing Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts</p> <p><b>Creating texts</b> 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</p>	● ● ● ● ●	● ● ● ● ●

		10.5–11.5 yrs	11.5–12.5 yrs
<b>Strand</b>	<b>English Content Descriptions</b>		
<b>Language</b>	<p><b>Language variation and change</b> Understand that the pronunciation, spelling and meanings of words have histories and change over time</p> <p><b>Text structure and organisation</b> Understand how possession is signalled through apostrophes and how to use apostrophes with common and proper nouns</p> <p><b>Expressing and developing ideas</b> Understand how to use banks of known words as well as word origins, prefixes and suffixes to learn and spell new words</p>	● ● ●	● ● ●
<b>Literature</b>	<p><b>Responding to literature</b> Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences</p> <p><b>Examining literature</b> Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes</p> <p><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 Create literary texts that experiment with structures, ideas and stylistic features of selected authors</p>	● ● ● ●	● ● ● ●
<b>Literacy</b>	<p><b>Texts in context</b> Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions and objective and subjective language, and that these can change according to context</p> <p><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 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><b>Interpreting, analysing, evaluating</b> Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text Navigate and read texts for specific purposes, applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources</p> <p><b>Creating texts</b> 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>	● ● ● ● ● ● ●	● ● ● ● ● ● ●

		11.5–12.5 yrs	12.5 + yrs
<b>Strand</b>	<b>English Content Descriptions</b>		
<b>Language</b>	<p><b>Language for interaction</b> Understand the uses of objective and subjective language and bias</p> <p><b>Text structure and organisation</b> Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects</p> <p><b>Expressing and developing ideas</b> Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases 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</p>	● ● ● ● ●	● ● ● ● ●
<b>Literature</b>	<p><b>Literature and context</b> Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts</p> <p><b>Creating literature</b> Experiment with text structures and language features and their effects in creating literary texts, for example using imagery, sentence variation, metaphor and word choice</p>	● ●	● ●
<b>Literacy</b>	<p><b>Interacting with others</b> Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments and sharing and evaluating information, experiences and opinions 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 Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes and making appropriate choices for modality and emphasis</p> <p><b>Interpreting, analysing, evaluating</b> 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 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</p> <p><b>Creating texts</b> 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</p>	● ● ● ● ● ● ●	● ● ● ● ● ● ●