Australian Curriculum: English – Sprints Correlation Grid

Strand	English Content Descriptions	6.5–7.5 yrs (Green)	7.5–8.5 yrs (Yellow)	8.5–9.5 yrs (Purple)
Language	**Text structure and organisation**			
	Understand that the purposes texts serve shape their structure in predictable ways	●	●	●
	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	●	●	
	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		●	●
	Expressing and developing ideas			
	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)	●		
	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	●		
Literature	**Literature and context**			
	Discuss how authors create characters using language and images			●
	Responding to literature			
	Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences	●	●	●
	Draw connections between personal experiences and the worlds of texts, and share responses with others	●	●	●
	Examining literature			
	Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts	●	●	●
	Discuss the characters and settings of different texts and explore how language is used to present these features in different ways	●	●	●
	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	●		●
	Creating literature			
	Recreate texts imaginatively using drawing, writing, performance and digital forms of communication	●	●	●
	Create events and characters using different media that develop key events and characters from literary texts	●	●	●
	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			●
Literacy	**Texts in context**			
	Identify the point of view in a text and suggest alternative points of view			●
	Interacting with others			
	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	●	●	●
	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	●	●	●
	Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations	●	●	●
	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	●	●	●
	Interpreting, analysing, evaluating			
	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	●	●	●
	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	●	●	●
	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	●	●	●
	Creating texts			
	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	●	●	●
	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	●	●	●
	Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features	●		●