



Stage 3 New South Wales Syllabus Correlations for Springboard into Comprehension
Reading levels 11.5-12.5+ years (Year 6)

11.5–12.5 y/s

12.5+ y/s

Strand	English Content Descriptions	11.5–12.5 y/s	12.5+ y/s
Speaking and Listening			
EN3-1A	Students communicate effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features		
ACELA1501 ACELA1516	Develop and apply contextual knowledge Students are able to: <ul style="list-style-type: none"> 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) 	●	●
ACELT1795	Understand and apply knowledge of language forms and features Students are able to: <ul style="list-style-type: none"> use and describe language forms and features of spoken texts appropriate to a range of purposes, audiences and contexts use appropriate metalanguage to identify and describe relationships between and among texts use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795) 	● ● ●	● ● ●
ACELY1700, ACELY1710 ACELY1816 ACELY1709	Respond to and compose texts Students are able to: <ul style="list-style-type: none"> use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) identify and summarise key ideas and information from guest speakers, eg note-taking or using digital technologies 	● ● ●	● ● ●
Reading and Viewing			
EN3-3A	Students use an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies		
ACELA1504	Develop and apply contextual knowledge Students are able to: <ul style="list-style-type: none"> appreciate how demanding texts, eg extended novels and informative texts, contain increasing levels of complexity and abstraction to enhance enjoyment 	●	●
ACELY1708 ACELY1711 ACELA1505 ACELT1611 ACELA1524	Understand and apply knowledge of language forms and features Students are able to: <ul style="list-style-type: none"> analyse how text structures and language features work together to meet the purpose of a text (ACELY1711) recognise and compare how composers use a range of language features, including connectives, topic sentences and active and passive voice, to achieve their purposes 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) recognise how grammatical features help to build meaning in texts, including reference links and adverbial and adjectival phrases recognise evaluative language, including emotive language and modality understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611) 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) 	● ● ● ● ● ● ●	● ● ● ● ● ● ●
ACELY1712 ACELY1702 ACELY1703 ACELY1713	Respond to, read and view texts Students are able to: <ul style="list-style-type: none"> 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) 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 interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1703, ACELY1713) recognise how aspects of personal perspective influence responses to text summarise a text and evaluate the intended message or theme analyse and evaluate the way that inference is used in a text to build understanding in imaginative, informative and persuasive texts discuss aspects of literature that influence personal choice in reading 	● ● ● ● ● ● ●	● ● ● ● ● ● ●



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Responding and Composing			
EN3-5B	Students discuss how language is used to achieve a widening range of purposes for a widening range of audiences and contexts		
	<p>Develop and apply contextual knowledge</p> <p>Students are able to:</p> <ul style="list-style-type: none"> identify and discuss how own texts have been structured to achieve their purpose and discuss ways of using conventions of language to shape readers' and viewers' understanding of texts discuss how the intended audience, structure and context of an extended range of texts influence responses to texts 	●	●
ACELY1701 ACELA1797 ACELY1801	<p>Understand and apply knowledge of language forms and features</p> <p>Students are able to:</p> <ul style="list-style-type: none"> identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701) identify the ways in which language use in imaginative texts, including use of figurative language, character development, events and setting, creates interest for the reader or viewer investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation (ACELA1797) understand the uses of objective and subjective language and bias (ACELA1517) 	●	●
	<p>Respond to and compose texts</p> <p>Students are able to:</p> <ul style="list-style-type: none"> recognise the techniques used by writers to position a reader and influence their point of view identify and use a variety of strategies to present information and opinions across a range of texts consider and develop sustained arguments and discussions supported by evidence 	●	●
Grammar, Punctuation and Vocabulary			
EN3-6B	Students use knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies		
	<p>Develop and apply contextual knowledge</p> <p>Students are able to:</p> <ul style="list-style-type: none"> understand that language is structured to create meaning according to audience, purpose and context understand that choices in grammar, punctuation and vocabulary contribute to the effectiveness of texts 	●	●
ACELT1615 ACELA1508 ACELA1523 ACELY1698 ACELA1506 ACELA1521	<p>Understand and apply knowledge of language forms and features</p> <p>Students are able to:</p> <ul style="list-style-type: none"> identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615) 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) understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523) 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) identify a variety of connectives in texts to indicate time, add information, clarify understanding, show cause and effect and indicate condition/concession use complex punctuation to engage the reader and achieve purpose 	●	●
ACELA1525	<p>Understand and apply knowledge of vocabulary</p> <p>Students are able to:</p> <ul style="list-style-type: none"> investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525) 	●	●
	<p>Respond to and compose texts</p> <p>Students are able to:</p> <ul style="list-style-type: none"> use topic sentences and appropriately organise main (independent) and subordinate (dependent) ideas to enhance coherence in written texts select appropriate language for a purpose, eg descriptive, persuasive, technical, evaluative, emotive and colloquial, when composing texts use grammatical features, eg pronouns, conjunctions and connectives, to accurately link ideas and information to ensure meaning when composing texts 	●	●



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Thinking Imaginatively, Creatively, Interpretively and Critically			
EN3-7C	Students think imaginatively, creatively, interpretively and critically about information and ideas and identify connections between texts when responding to and composing text		
	Engage personally with texts Students are able to: <ul style="list-style-type: none"> recognise and explain creative language features in imaginative, informative and persuasive texts that contribute to engagement and meaning explain own preferences for a particular interpretation of a text, referring to text details and own knowledge and experience think critically about aspects of texts such as ideas and events 	● ● ●	● ● ●
ACELA1518	Understand and apply knowledge of language forms and features Students are able to: <ul style="list-style-type: none"> understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518) 	●	●
ACELT1618	Respond to and compose texts Students are able to: <ul style="list-style-type: none"> analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1618) 	●	●
Expressing Themselves			
EN3-8D	Students identify and consider how different viewpoints of their world, including aspects of culture, are represented in texts		
ACELT1610	Engage personally with texts Students are able to: <ul style="list-style-type: none"> recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610) 	●	●
ACELT1613	Develop and apply contextual knowledge Students are able to: <ul style="list-style-type: none"> make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613) 	●	●
	Understand and apply knowledge of language forms and features Students are able to: <ul style="list-style-type: none"> identify language features used to position the reader/viewer in a wide variety of communication activities for a range of purposes, including debates, formal talks, interviews, explanations, anecdotes and recitations 	●	●
ACELY1699	Respond to and compose texts Students are able to: <ul style="list-style-type: none"> 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) 	●	●
Reflecting on Learning			
EN3-9E	Students recognise, reflect on and assess their strengths as learners		
	Understand and apply knowledge of language forms and features Students are able to: <ul style="list-style-type: none"> discuss how the reader or viewer can enjoy and discover a wide range of literary experiences through texts 	●	●
	Respond to and compose texts Students are able to: <ul style="list-style-type: none"> formulate questions for specific purposes, eg to clarify and reflect discuss and reflect on the roles and responsibilities when working as a member of a group and evaluate the benefits of working collaboratively with peers to achieve a goal 	● ●	● ●