

'I can' statements

English | Foundation - Level 10



For students, parents and teachers

Foundation

Reading And Viewing <small>Foundation</small>	Writing <small>Foundation</small>	Listening and Speaking <small>Foundation</small>
<ul style="list-style-type: none"> <input type="checkbox"/> I can predict what might happen in different parts of a story <input type="checkbox"/> I can ask questions to make meaning from what I read <input type="checkbox"/> I can remember one or two events <input type="checkbox"/> I know that some books are similar <input type="checkbox"/> I can make connections between some books <input type="checkbox"/> I read short predictable texts using sounds/letters that I know, picture clues and some high frequency words <input type="checkbox"/> I can use the beginning of words to help me solve unknown words in texts <input type="checkbox"/> I can notice punctuation when I am reading <input type="checkbox"/> I can recognise high frequency words in texts <input type="checkbox"/> I can use the pictures to help me read <input type="checkbox"/> I can understand that a person wrote the book <input type="checkbox"/> I can understand that a person illustrates the book 	<ul style="list-style-type: none"> <input type="checkbox"/> I can write upper and lower case letters correctly most of the time <input type="checkbox"/> I can write left to right and go to the next line <input type="checkbox"/> I can stretch words and write the sounds I hear <input type="checkbox"/> I can draw pictures to match my writing <input type="checkbox"/> I can write my own name <input type="checkbox"/> I can reread my own writing most of the time <input type="checkbox"/> I can write twenty or more high frequency words <input type="checkbox"/> I know that writing comes from the thoughts in the writer's head <input type="checkbox"/> I can hold my pencil correctly <input type="checkbox"/> I can use known words in my writing <input type="checkbox"/> I know a capital letter is at the start of a sentence <input type="checkbox"/> I know that a full stop is at the end of a sentence 	<ul style="list-style-type: none"> <input type="checkbox"/> I can listen with focus <input type="checkbox"/> I can listen and follow simple instructions <input type="checkbox"/> I can show interest in listening to others <input type="checkbox"/> I can speak about a topic with enthusiasm <input type="checkbox"/> I can talk with confidence <input type="checkbox"/> I can tell stories in an interesting way <input type="checkbox"/> I can share my ideas <input type="checkbox"/> I can share my feelings <input type="checkbox"/> I can explain my ideas <input type="checkbox"/> I can speak politely <input type="checkbox"/> I can take my turn in talking <input type="checkbox"/> I can say words clearly

Level 1

Reading And Viewing <small>Level 1</small>	Writing <small>Level 1</small>	Listening and Speaking <small>Level 1</small>
<ul style="list-style-type: none"> <input type="checkbox"/> I can understand the different purposes of texts <input type="checkbox"/> I can make connections to personal experience when explaining characters and main events in short texts <input type="checkbox"/> I can identify the language features, images and vocabulary used to describe characters and events <input type="checkbox"/> I can read aloud with some unfamiliar words and pictures to help me <input type="checkbox"/> I can use what I know about sound and letters to solve unknown words <input type="checkbox"/> I can read many high frequency words <input type="checkbox"/> I can use capital letters and full stops to show where a sentence starts and ends <input type="checkbox"/> I can remember main ideas <input type="checkbox"/> I can recognise literal and some inferential meaning in texts. <input type="checkbox"/> I can understand and discuss the title, author and illustrator 	<ul style="list-style-type: none"> <input type="checkbox"/> I write left to right and top to bottom <input type="checkbox"/> I can draw a detailed picture to go with my writing <input type="checkbox"/> I can write more than one sentence <input type="checkbox"/> I can make my writing make sense <input type="checkbox"/> I can understand that a sentence must have a capital letter at the start and a full stop at the end <input type="checkbox"/> I can use capital letters for names of people and places <input type="checkbox"/> I can spell one hundred or more high frequency words correctly and quickly most of the time <input type="checkbox"/> I can use sounds in words to help me write unknown words <input type="checkbox"/> I can use some spelling patterns in my writing. <input type="checkbox"/> I can start to use my own ideas <input type="checkbox"/> I can begin to experiment with different genres <input type="checkbox"/> I can edit my writing with guidance <input type="checkbox"/> I can use feedback and goal setting to improve my writing 	<ul style="list-style-type: none"> <input type="checkbox"/> I can offer solutions to problems <input type="checkbox"/> I can speak at an appropriate volume <input type="checkbox"/> I can use polite speaking rules (please, thank you) <input type="checkbox"/> I can ask questions to explain <input type="checkbox"/> I can report interesting information <input type="checkbox"/> I can join in on songs rhymes and chants <input type="checkbox"/> I can listen to others read or talk <input type="checkbox"/> I can look at the audience when talking

Level 2

Reading And Viewing <small>Level 2</small>	Writing <small>Level 2</small>	Listening and Speaking <small>Level 2</small>
<ul style="list-style-type: none"> <input type="checkbox"/> I can understand how similar texts share features such as text structures and language features to describe characters, settings and events <input type="checkbox"/> I can read and experiment with different genres <input type="checkbox"/> I read texts that contain different sentence structures, some unfamiliar words, a lot of high frequency words and images that provide more information <input type="checkbox"/> I can use punctuation to add expression when I read aloud <input type="checkbox"/> I can identify literal and inferential meaning, main ideas and supporting detail <input type="checkbox"/> I can read with a high accuracy rate - 94% <input type="checkbox"/> I can show meaning with my voice <input type="checkbox"/> I can use my knowledge of spelling patterns and word structure to solve unknown words <input type="checkbox"/> I can fix mistakes in my reading 	<ul style="list-style-type: none"> <input type="checkbox"/> My handwriting is easy to read and sits on the lines <input type="checkbox"/> I can have detail in my writing <input type="checkbox"/> My writing contains sentences that are grammatically correct <input type="checkbox"/> I can make my writing make sense and I am beginning to demonstrate structure (rhythm and flow) by having a clear beginning, middle, and end <input type="checkbox"/> I can show evidence of voice and an attempt to entertain the reader <input type="checkbox"/> I can use various forms of punctuation, abbreviations (e.g. Mr. St.) and capitals at the beginning of sentences, for proper nouns, and in titles <input type="checkbox"/> I am taking greater risks in my writing <input type="checkbox"/> I can spell high frequency words with accuracy and use sound and visual strategies for difficult words <input type="checkbox"/> I can spell using my understanding of word parts <input type="checkbox"/> I can edit my writing with less help <input type="checkbox"/> I can use feedback and goal setting to improve my writing <input type="checkbox"/> I am continuing to experiment with different genres 	<ul style="list-style-type: none"> <input type="checkbox"/> I can listen to, remember and follow instructions <input type="checkbox"/> I can listen carefully during lessons <input type="checkbox"/> I can listen carefully to presentations <input type="checkbox"/> I can use rules of respectful speaking <input type="checkbox"/> I can actively participate in group or paired conversation <input type="checkbox"/> I can provide reasons and argue for a point using evidence <input type="checkbox"/> I can present interesting and detailed reports <input type="checkbox"/> I can vary my voice to highlight important aspects <input type="checkbox"/> I can speak at an appropriate rate and clearly

Level 3

Reading And Viewing <small>Level 3</small>	Writing <small>Level 3</small>	Listening and Speaking <small>Level 3</small>
<ul style="list-style-type: none"> <input type="checkbox"/> I can read with accuracy, fluency and understanding <input type="checkbox"/> I can use my knowledge of syllables and blends to solve unknown words <input type="checkbox"/> I can solve unknown words in a text by using other sources of information <input type="checkbox"/> I can read with expression <input type="checkbox"/> I can recognise punctuation <input type="checkbox"/> I can self-correct <input type="checkbox"/> I can make predictions <input type="checkbox"/> I can identify literal and inferential meaning in texts <input type="checkbox"/> I can use my own experiences and knowledge to apply to the text and make connections <input type="checkbox"/> I can discuss the text with others <input type="checkbox"/> I can form an opinion of the text and the writer <input type="checkbox"/> I can read a variety of genres <input type="checkbox"/> I can identify different types of layouts of texts and how that affects the way I read <input type="checkbox"/> I can read for a variety of purposes 	<ul style="list-style-type: none"> <input type="checkbox"/> I can make my writing easy to read <input type="checkbox"/> I can create and use a title and heading <input type="checkbox"/> I can experiment with conversations and attempt to engage the reader <input type="checkbox"/> I can use interesting language that engages the reader <input type="checkbox"/> I can show my personality in my writing. <input type="checkbox"/> I can write sentences that are grammatically correct and varied in length <input type="checkbox"/> I can use paragraphs to sort my ideas <input type="checkbox"/> I can use more sophisticated forms of punctuation (“ “, ! ?) <input type="checkbox"/> I can spell using my understanding of syllables and blends <input type="checkbox"/> I can edit my writing on my own most of the time <input type="checkbox"/> I can use teacher feedback to add value to my writing <input type="checkbox"/> I can write in a variety of genres <input type="checkbox"/> I can correctly spell a large number of high frequency words <input type="checkbox"/> I can present my ideas in an order that makes sense <input type="checkbox"/> I can plan for my writing 	<ul style="list-style-type: none"> <input type="checkbox"/> I can listen to, remember and follow directions with two or more steps <input type="checkbox"/> I can listen with attention during learning <input type="checkbox"/> I can use rules of respectful speaking <input type="checkbox"/> I can take turns when speaking to someone <input type="checkbox"/> I can actively participate in conversation; listening and looking at the person who is speaking <input type="checkbox"/> I can build on the talk of others and continue the conversation <input type="checkbox"/> I can ask questions to gain information <input type="checkbox"/> I can offer solutions to story problems <input type="checkbox"/> I can provide reasons and argue the point using evidence <input type="checkbox"/> I can show confidence when presenting to an audience <input type="checkbox"/> I can present in an interesting way <input type="checkbox"/> I can correctly pronounce known words <input type="checkbox"/> I can present ideas and information in an ordered sequence

Level 4

Reading And Viewing <small>Level 4</small>	Writing <small>Level 4</small>	Listening and Speaking <small>Level 4</small>
<ul style="list-style-type: none"> <input type="checkbox"/> I can demonstrate a clear interest in a variety of texts <input type="checkbox"/> I can read a variety of difficult texts <input type="checkbox"/> I can read on my own for an extended period of time (minimum 30 minute) <input type="checkbox"/> I can read for different purposes <input type="checkbox"/> I can choose texts based on my interests <input type="checkbox"/> I can understand the meaning of new words through the content of what I am reading <input type="checkbox"/> I can show meaning with my voice through pausing, stressing a word and using expression <input type="checkbox"/> I recognise and apply a range of punctuation to my reading <input type="checkbox"/> I can remember important information in texts that I am reading <input type="checkbox"/> I can use voice quality and volume to reflect my understandings of the characters <input type="checkbox"/> I can analyse parts of the text in a reading group <input type="checkbox"/> I can successfully predict and suggest <input type="checkbox"/> I can connect myself to the characters and events in the text <input type="checkbox"/> I can express my thoughts about the text and support them with reasons 	<ul style="list-style-type: none"> <input type="checkbox"/> I can make a useful and detailed plan <input type="checkbox"/> I can experiment with genre layout <input type="checkbox"/> I can decide on the purpose and genre <input type="checkbox"/> I can research and experiment writing different genres <input type="checkbox"/> I can write with a certain audience in mind <input type="checkbox"/> I can begin a narrative with an entertaining start, engaging problem and a satisfying conclusion <input type="checkbox"/> I can experiment with new and exciting language <input type="checkbox"/> I can use appropriate language to express meaning <input type="checkbox"/> I can use sentence structure and word choice to boost my voice <input type="checkbox"/> I can organise my ideas into paragraphs <input type="checkbox"/> I can use effective conversation <input type="checkbox"/> I can try and use new and sophisticated punctuation <input type="checkbox"/> I can research different authors and apply their style to my writing <input type="checkbox"/> I can learn new words from reading and apply them in my writing <input type="checkbox"/> I can write simple and complex sentences <input type="checkbox"/> I can use consistent tense <input type="checkbox"/> I can edit my writing <input type="checkbox"/> I can voice my goals as a writer <input type="checkbox"/> I can see myself as a writer <input type="checkbox"/> I can use feedback to shape my writing <input type="checkbox"/> I can publish my writing 	<ul style="list-style-type: none"> <input type="checkbox"/> I can listen carefully to oral presentations or readings <input type="checkbox"/> I can understand information presented <input type="checkbox"/> I can use rules of respectful speaking <input type="checkbox"/> I can actively and respectfully participate in conversation <input type="checkbox"/> I can understand and use words for the purpose of humour <input type="checkbox"/> I can use body language to support my speaking <input type="checkbox"/> I can monitor my listening and speaking performance in group discussion <input type="checkbox"/> I can encourage and help others to listen and speak in groups respectfully <input type="checkbox"/> I can ask clear questions <input type="checkbox"/> I can express opinions and support with evidence <input type="checkbox"/> I can express interest and enthusiasm in a topic <input type="checkbox"/> I can present information to engage the listener <input type="checkbox"/> I can speak directly to the audience <input type="checkbox"/> I can pronounce words <input type="checkbox"/> I can add and use new words to my vocabulary <input type="checkbox"/> I can vary words to express meaning and opinion

Level 5

Reading And Viewing <small>Level 5</small>	Writing <small>Level 5</small>	Listening and Speaking <small>Level 5</small>
<ul style="list-style-type: none"> <input type="checkbox"/> I can use multiple sources of information to monitor accuracy and understanding of words when I read <input type="checkbox"/> I can use my voice to express sarcasm and humour <input type="checkbox"/> I can see that words can have more than one meaning and use this knowledge to understand a text <input type="checkbox"/> I can make connections and see relationships among words and writing techniques <input type="checkbox"/> I can understand how texts vary in purpose, structure and topic <input type="checkbox"/> I can organise texts into chapters, headings, subheadings, home pages and subpages <input type="checkbox"/> I can use banks of known words, as well as word origins, prefixes and suffixes, to learn and spell new words <input type="checkbox"/> I can recognise uncommon plurals, for example 'foci' <input type="checkbox"/> I can recognise that ideas in fictional texts can be taken from different points of view and understood differently <input type="checkbox"/> I can identify aspects of fictional texts that express detail or information about particular social, cultural and historical contexts <input type="checkbox"/> I can understand, and use sound device technology and images in narratives, songs and poems <input type="checkbox"/> I can show how ideas and points of view in texts are shown through the use of vocabulary <input type="checkbox"/> I can follow and read texts for specific purposes by predicting and confirming, checking meaning and skimming 	<ul style="list-style-type: none"> <input type="checkbox"/> I can understand that the starting point of a sentence gives strength to the text and sets up how the text may unfold <input type="checkbox"/> I can understand the difference between main clause and subordinate clauses and that a complex sentence involves at least one subordinate clause <input type="checkbox"/> I can 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 <input type="checkbox"/> I can understand the use of vocabulary to provide greater meaning and know that words can have different meanings in different settings <input type="checkbox"/> I can understand that possessive nouns have apostrophes and how to use apostrophes with common and proper nouns <input type="checkbox"/> I can create literary texts that experiment with structures, ideas and artistic features of selected authors <input type="checkbox"/> I can create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts I have experienced <input type="checkbox"/> I can plan, draft and publish imaginative, informative and persuasive print and multimodal texts. I can choose text structures, language features, images and sound that suit the purpose and audience <input type="checkbox"/> I can reread and edit my own and others' work using agreed criteria for text structures and language features <input type="checkbox"/> I can develop a handwriting style that is becoming readable and clear 	<ul style="list-style-type: none"> <input type="checkbox"/> I can understand that the pronunciation, spelling and meanings of words have a history and change over time <input type="checkbox"/> I can understand that communication can vary across social situations and types of texts <input type="checkbox"/> I can understand that to make a judgement I need to take account of different points of view <input type="checkbox"/> I can present a point of view about particular text using appropriate metalanguage and reflecting on the viewpoints of others <input type="checkbox"/> I can work out content as it unfolds in formal and informal situations, and make connections with my own experiences and present and justify a point of view <input type="checkbox"/> I can use communication skills to interpret non verbal prompts (body language) and I can choose vocabulary for different audiences and purposes <input type="checkbox"/> I can plan, rehearse and deliver presentations for a select audience and purpose with correct and sequenced content

- I can use comprehension strategies to analyse information by linking ideas from a variety of **print** and **digital sources**

- I can use a range of software including word processing programs with ease to construct, edit and publish written text. I can include visual and audio elements features
- I can write under test conditions by studying examples of short answers and extended responses
- I can write over extended and shorter periods of time for a range of subjects (learning areas)
- I can write independently, with creativity
- I can voice my goals as a writer
- I can self evaluate my own writing
- I can identify what best writing is across all **genres** attempted

LEVEL 5 cntd....

Level 6

Reading and Viewing <small>Level 6</small>	Writing <small>Level 6</small>	Listening and Speaking <small>Level 6</small>
<ul style="list-style-type: none"> <input type="checkbox"/> I can understand how authors often add to existing text structures and use language features to achieve a different purpose (humour, persuasive) <input type="checkbox"/> I can identify and explain how images like figures, tables, diagrams, maps and graphs help me understand information in factual and persuasive texts <input type="checkbox"/> I can analyse and evaluate similarities and differences in texts on similar topics, themes or plots <input type="checkbox"/> I can identify, describe, and discuss similarities and differences between texts and identify an author's individual style <input type="checkbox"/> I can identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts <input type="checkbox"/> I can identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse <input type="checkbox"/> I can analyse how text structures and language features work together to meet the purpose of a text <input type="checkbox"/> I can analyse strategies authors use to influence readers <input type="checkbox"/> I can 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 <input type="checkbox"/> I can use comprehension strategies to understand and make meaning of information and ideas, comparing content from a variety of textual sources including 	<ul style="list-style-type: none"> <input type="checkbox"/> I can make my writing organised by removing or replacing words <input type="checkbox"/> I can investigate how complex sentences can be used in a variety of ways to make ideas richer and sophisticated <input type="checkbox"/> I can understand how ideas can be expanded and precise through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases <input type="checkbox"/> I can explore how vocabulary choices, including evaluative language can express meaning, feeling and opinion <input type="checkbox"/> I can understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages <input type="checkbox"/> I can understand the uses of commas to separate clauses <input type="checkbox"/> I can create literary texts in new ways that reflect aspects of texts I have experienced <input type="checkbox"/> I can plan, draft and publish imaginative, informative and persuasive texts, with text structures, language features, images and digital resources that suit the purpose and audience <input type="checkbox"/> I can reread and edit my own and others' work using agreed criteria and explaining editing choices <input type="checkbox"/> I can name the qualities or techniques of good writing and work to develop them <input type="checkbox"/> I can seek feedback and plan for improving writing <input type="checkbox"/> I can develop a handwriting style that is readable and flows smoothly and varies 	<ul style="list-style-type: none"> <input type="checkbox"/> I can understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English <input type="checkbox"/> I can understand that communication can become more difficult and demanding as levels of social and formality distance increase <input type="checkbox"/> I can understand the uses of objective and subjective language and bias <input type="checkbox"/> I can make connections between my own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts <input type="checkbox"/> I can participate in and contribute to discussions, whilst questioning ideas and supporting arguments, sharing and evaluating information, experiences and opinions <input type="checkbox"/> I can use communication skills and aspects such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience <input type="checkbox"/> I can plan, rehearse and deliver presentations

media and digital texts

according to audience and purpose

- I can use a range of software, including word processing programs, learning new functions when needed to create texts

LEVEL 6 cntd....

Level 7

Reading And Viewing <small>Level 7</small>	Writing <small>Level 7</small>	Listening and Speaking <small>Level 7</small>
<ul style="list-style-type: none"> <input type="checkbox"/> I can analyse how a point of view is created in visual texts, for example using body language, facial expressions and the positioning of characters <input type="checkbox"/> I can explore vocabulary through difficult texts and look at the role of abstract nouns, classification, description and generalisation to build an understanding of language <input type="checkbox"/> I can understand how language is used to evaluate texts <input type="checkbox"/> I can use evidence from the text to support evaluations <input type="checkbox"/> I can understand and explain how the text structures and language features of texts become more complicated in informative and persuasive texts <input type="checkbox"/> I can identify underlying structures such as taxonomies, cause and effect and extended metaphors <input type="checkbox"/> I can recognise and analyse the ways that characters are presented and how events and settings are linked in narratives. <input type="checkbox"/> I can compare the ways that language and images are used to create characters, and how this can impact on emotions and opinions in different types of texts <input type="checkbox"/> I can understand and discuss how language is reduced to produce an exciting or dramatic effect in film or drama, and to create a build up or story in poetry, for example haiku, tankas, couplets, free verse and verse novels. <input type="checkbox"/> I can discuss features of texts using suitable language (technical) for example, their appeal and social value <input type="checkbox"/> I can analyse and explain the ways text structures and language features 	<ul style="list-style-type: none"> <input type="checkbox"/> I can understand that the success of more complex texts relies on the inclusion of structure <input type="checkbox"/> I can understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses <input type="checkbox"/> I can recognise and understand that subordinate clauses within noun groups/phrases are a common feature of written sentence structures and add to making the information more detailed <input type="checkbox"/> I can understand that by choosing certain modal verbs, adverbs, adjectives and nouns, a piece of writing can have a certain purpose or meaning <input type="checkbox"/> I can understand how to use spelling rules and word origins, base words, suffixes, prefixes and spelling patterns to learn new words and how to spell them <input type="checkbox"/> I can experiment with text structures and language features to write various text types <input type="checkbox"/> I can write texts that include technical features found in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition <input type="checkbox"/> I can plan, draft and publish imaginative, informative and persuasive texts using particular language, visual, and audio features to express information and ideas <input type="checkbox"/> I can edit for meaning by removing repeated ideas, tightening ideas, reordering sentences and adding or substituting words for a greater impact <input type="checkbox"/> I can use a personal handwriting style that is able to be read and is consistent throughout my writing 	<ul style="list-style-type: none"> <input type="checkbox"/> I can understand the way language changes as a result of our changing world and use of new technology <input type="checkbox"/> I can understand how accents, styles of speech and 'sayings' can create personal and social individuals <input type="checkbox"/> I can identify and explore ideas and viewpoints about events, issues and characters from different social and cultural backgrounds <input type="checkbox"/> I can reflect on ideas and opinions about characters, settings and events in texts, and discuss with others justifying a point of view <input type="checkbox"/> I can identify and discuss main ideas, concepts and points of view in spoken texts to make a judgement <input type="checkbox"/> I can use communication skills when discussing and presenting ideas and information, selecting body language and voice quality to add interest and meaning <input type="checkbox"/> I can plan, rehearse and deliver presentations with appropriate content to promote a point of view or persuade an audience

<p>contribute to meaning and can change depending on the audience and purpose</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can compare the text structures and language features of multimodal texts and explain how they combine to influence audiences <input type="checkbox"/> I can use prior knowledge and text processing strategies to recognise different text types <input type="checkbox"/> I can use comprehension strategies to make sense of and analyse ideas, information and issues from a variety of texts <input type="checkbox"/> I can analyse and explain the impact of technology on texts, particularly media texts 	<ul style="list-style-type: none"> <input type="checkbox"/> I can use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts 	
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LEVEL 7 cntd....

draft

Level 8

Reading And Viewing <small>Level 8</small>	Writing <small>Level 8</small>	Listening and Speaking <small>Level 8</small>
<ul style="list-style-type: none"> <input type="checkbox"/> I can analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication <input type="checkbox"/> I can understand how texts are improved by strengthening the structure of paragraphs through the use of examples, quotations and substantiation of claims <input type="checkbox"/> I can analyse and examine how effective authors control and use a variety of clause structures, including clauses included within the structure of a noun group/phrase or clause <input type="checkbox"/> I can recognise that vocabulary choices contribute to the specificity, abstraction and style of texts. <input type="checkbox"/> I can understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody <input type="checkbox"/> I can investigate how visual and multimodal texts draw on other texts or images to enhance and create meaning <input type="checkbox"/> I can explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups <input type="checkbox"/> I can understand and explain how combinations of words and images in texts are used to represent particular groups in society and how texts influence readers in relation to those groups <input type="checkbox"/> I can recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation <input type="checkbox"/> I can identify and evaluate devices that 	<ul style="list-style-type: none"> <input type="checkbox"/> I can apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts <input type="checkbox"/> I can use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view. <input type="checkbox"/> I can analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication. <input type="checkbox"/> I can analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text. <input type="checkbox"/> I can explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener <input type="checkbox"/> I can understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives. <input type="checkbox"/> I can understand the effect of nominalisation in the writing of informative and persuasive texts <input type="checkbox"/> I can understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations <input type="checkbox"/> I can understand the use of punctuation conventions including colons, semicolons, dashes and brackets in formal and informal texts <input type="checkbox"/> I can experiment with particular language features drawn from different types of 	<ul style="list-style-type: none"> <input type="checkbox"/> I can understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return <input type="checkbox"/> I can understand how conventions of speech adopted by communities influence the identities of people in those communities <input type="checkbox"/> I can share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts <input type="checkbox"/> I can interpret the stated and implied meanings in spoken texts and use evidence to support or challenge different perspectives <input type="checkbox"/> I can use interaction skills for identified purposes, using voice and language conventions to suit different situations and audiences <input type="checkbox"/> I can plan, rehearse and deliver presentations, selecting and sequencing appropriate content including multimodal elements to reflect a diversity of viewpoints

<p>create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors <input type="checkbox"/> I can interpret and analyse language choices including sentence patterns, dialogue, imagery and other language features in short stories, literary essays and plays <input type="checkbox"/> I can recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts <input type="checkbox"/> I can apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts <input type="checkbox"/> I can use comprehension strategies to interpret and evaluate texts by reflecting on the content and the credibility of sources, including finding evidence in the text for the author's point of view <input type="checkbox"/> I can analyse and explain how language has grown over time and how technology and the media have influenced language use and forms of communication <input type="checkbox"/> I can analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text <input type="checkbox"/> I can explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener 	<p>texts, including combinations of language and visual choices to create new texts</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can create literary texts that draw upon text structures and language features of other texts for particular purposes and effects <input type="checkbox"/> I can create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements <input type="checkbox"/> I can experiment with text structures and language features to improve and clarify ideas to improve the effectiveness of my own texts <input type="checkbox"/> I can use a range of software, including word processing programs, to create, edit and publish texts imaginatively 	
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LEVEL 8 cntd....

Level 9

Reading And Viewing <small>Level 9</small>	Writing <small>Level 9</small>	Listening and Speaking <small>Level 9</small>
<ul style="list-style-type: none"> <input type="checkbox"/> I can understand that authors change text structures and language for specific purposes and effects <input type="checkbox"/> I can compare and contrast the use of cohesive devices in texts, focusing on how they make connections and build ideas <input type="checkbox"/> I can investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor <input type="checkbox"/> I can analyse and explain the use of symbols, icons and myth in still and moving images and how these give meaning <input type="checkbox"/> I can identify how vocabulary choices contribute to direct ideas and stylistic effectiveness <input type="checkbox"/> I can understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech <input type="checkbox"/> I can explain how authors creatively use the structures of sentences and clauses for particular effects <input type="checkbox"/> I can interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts <input type="checkbox"/> I can present an argument about a literary text based on first impressions, followed by an analysis of the whole text <input type="checkbox"/> I can analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style <input type="checkbox"/> I can explore and reflect on personal understanding of the world and human experience gained from interpreting 	<ul style="list-style-type: none"> <input type="checkbox"/> I can understand how certain abstract nouns can be used to summarise text <input type="checkbox"/> I can understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes <input type="checkbox"/> I can experiment with the ways that language features, image and sound can be adapted in literary texts <input type="checkbox"/> I can create literary texts, including hybrid texts that builds on aspects of other texts, for example by using parody, allusion and appropriation <input type="checkbox"/> I can create imaginative, informative and persuasive texts that present a point of view and improve on arguments <input type="checkbox"/> I can review and edit my own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features <input type="checkbox"/> I can use a range of software, including word processing programs, imaginatively to publish texts 	<ul style="list-style-type: none"> <input type="checkbox"/> I can identify some of the changes in Standard Australian English over time <input type="checkbox"/> I can understand that roles and relationships are developed and challenged through language and social skills depending on the environment (home, classroom, community) <input type="checkbox"/> I can reflect on, discuss and explore ideas of literary value and how and why such ideas vary according to context <input type="checkbox"/> I can plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes <input type="checkbox"/> I can use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace and using elements such as music and sound effects <input type="checkbox"/> I can reflect and build upon on others' interpretations of and responses to literature

various representations of life matters in texts

- I can analyse text structures and language features of literary texts, and make relevant comparisons with other texts
- I can investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts
- I can interpret, analyse and evaluate how different perspectives are constructed to serve specific purposes in texts
- I can explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts
- I can use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts
- I can analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts
- I can apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension

LEVEL 9 cntd.....

Level 10

Reading And Viewing <small>Level 10</small>	Writing <small>Level 10</small>	Listening and Speaking <small>Level 10</small>
<ul style="list-style-type: none"> <input type="checkbox"/> I can compare the purposes, text structures and language features of traditional and modern texts in different media <input type="checkbox"/> I can evaluate the impact on audiences when still and moving images are used <input type="checkbox"/> I can understand that people’s evaluations of texts are influenced by their value systems and their backgrounds <input type="checkbox"/> I can compare and evaluate a range of representations of individuals and groups in different historical, social and cultural settings <input type="checkbox"/> I can analyse and explain how text structures, language features and visual features of texts can influence audience response <input type="checkbox"/> I can identify, explain and discuss how the writer’s perspective, structure, and character choice can shape different understandings and responses to a text <input type="checkbox"/> I can analyse and evaluate text structures and language features of literary texts and make comparisons and connections with other texts <input type="checkbox"/> I can compare and evaluate how ‘voice’ as a literary tool can be used in a range of different types of texts such as poetry to stir particular emotional responses <input type="checkbox"/> I can evaluate the social, moral and ethical positions represented in texts <input type="checkbox"/> I can analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts through language, structural and visual choices <input type="checkbox"/> I can identify and analyse hidden or obvious values and beliefs in texts and can see how these are influenced by 	<ul style="list-style-type: none"> <input type="checkbox"/> I can understand how paragraphs and images can be arranged for different purposes, audiences, points of view and artistic effects <input type="checkbox"/> I can analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and create texts <input type="checkbox"/> I can analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction <input type="checkbox"/> I can make vocabulary choices to direct meaning, to deliberately effect an audience in a particular way <input type="checkbox"/> I can understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those based on uncommon Greek and Latin roots <input type="checkbox"/> I can understand conventions for citing others’ work and how to reference these in different ways <input type="checkbox"/> I can create literary texts that have a developing personal style and evaluate the effectiveness of these texts <input type="checkbox"/> I can create literary texts with a lasting ‘voice’, using appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience <input type="checkbox"/> I can create imaginative texts that make relevant connections with other texts <input type="checkbox"/> I can create texts, including texts that combine specific digital or media content, for imaginative, informative or persuasive 	<ul style="list-style-type: none"> <input type="checkbox"/> I can understand that Standard Australian English in its spoken and written forms has a history of growth and change and continues to evolve <input type="checkbox"/> I can understand how language use can have broad and restrictive social effects and can encourage or restrict people <input type="checkbox"/> I can reflect on, improve, agree with or disagree with the way others’ view and respond to literature <input type="checkbox"/> I can explore and use different text structures and language features of spoken texts, to create purposeful texts that inform, persuade and engage <input type="checkbox"/> I can organise my thoughts and use voice and language conventions to present a point of view on a subject whilst speaking clearly, making sense and using imagery to engage audiences <input type="checkbox"/> I can plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action

<p>purposes and intended audiences</p> <ul style="list-style-type: none"> ❑ I can choose a reading technique appropriate for the type of text, to gain meaning and connect ideas within and between texts ❑ I can use comprehension strategies to compare and contrast information within and between texts, identifying and analysing hidden perspectives and evaluating supporting evidence 	<p>purposes that include challenging and complex issues</p> <ul style="list-style-type: none"> ❑ I can review, edit and refine my own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects ❑ I can use a range of software, including word processing programs, confidently, and imaginatively to create, edit and publish texts 	
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LEVEL 10 cntd.....

draft

Glossary terms

Abstract Nouns: Express intangibles such as ‘democracy’, ‘courage’, ‘success’, ‘fact’, and ‘idea’.

Adjective: Is a word that describes, qualifies and identifies a noun or pronoun (The dog is ferocious).

Adverb: A word class that may modify a verb (for example, ‘beautifully’ in ‘She sings beautifully’), an adjective (for example ‘really’ in ‘He is really interesting’) or another adverb (for example ‘very’ in ‘She walks very slowly’). In English many adverbs have an –ly ending.

Allusion: An indirect reference to some piece of knowledge not actually mentioned. Allusions usually come from a body of information that the author presumes the reader will know. For example, an author who writes, “She was another Helen,” is **alluding** to the proverbial beauty of Helen of Troy.

Ballad: Slow romantic song that tells a story.

Colons: A punctuation convention used to separate a general statement from one or more statements that provide additional information, explanation or illustration. The statements that follow the colon do not have to be complete sentences (:).

Complex Sentence: Has one or more subordinate clauses. In the following examples, the subordinate clauses are indicated by square brackets: ‘I took my umbrella [because it was raining].’ ‘[Because I am reading Shakespeare], my time is limited.’ ‘The man [who came to dinner] is my brother.’

Dialects: A regional or social variety of a language distinguished by pronunciation, grammar or vocabulary, especially a variety of speech differing from the standard literary language or speech pattern of the culture in which it exists: *Cockney is a dialect of English.*

Digital text: audio, visual or multimodal texts produced through digital or electronic technology that may be interactive and include animations and/or hyperlinks. Examples of digital texts include DVDs, websites, e-literature.

Ellipses: A punctuation mark consisting of a series of periods (...) used to show that something has been omitted.

Evocative language: Having the power to evoke an especially emotional response.

Fiction: Something feigned, invented, or imagined; a made-up story.

Free Verse: Poetry that does not rhyme or have a regular rhythm.

Genre: The categories into which texts are grouped. The term genre is used to distinguish texts on the basis of their subject matter (detective fiction, romance, science fiction, fantasy fiction), form and structure (poetry, novels, short stories).

Grammar: The study of how words and their component parts combine to form sentences and the structural relationships in language or in a language, sometimes including pronunciation, meaning, and linguistic history.

High frequency words: Are commonly used words that young children are encouraged to memorise as a whole by sight.

Humorous prose: A literary or cinematic work of a comic nature or that uses the themes or methods of comedy. Popular entertainment composed of jokes, satire, or humorous performance.

Hybrid texts: Composite texts resulting from a mixing of elements from different sources or genres (for example, infotainment). Email is an example of a hybrid text, combining the immediacy of talk and the expectation of a reply with the permanence of print.

Icons: A pictorial symbol on a computer screen.

Imaginative Text: Texts whose primary purpose is to entertain through their imaginative use of literary elements. They are recognised for their form, style and artistic or aesthetic value. These texts include novels, traditional tales, poetry, stories, plays, and fiction for young adults and children including picture books and multimodal texts such as film.

Inferential: Implied meaning- reading between the lines.

Informative Text: Texts whose primary purpose is to provide information. They include texts that are culturally important in society and are valued for their informative content, as a store of knowledge and for their value as part of everyday life. These texts include explanations and descriptions of natural phenomena, recounts of events, instructions and directions, rules and laws and news bulletins.

Innuendo: An indirect or subtle reference, especially one made maliciously or indicating criticism or disapproval; insinuation.

Irony: The use of words to mean or imply the opposite of what they usually mean.

Juxtaposition: the placement of two or more ideas, characters, actions, settings, phrases, or words side-by-side for a particular purpose (for example, to highlight contrast or for rhetorical effect).

Language Features: The features of language that support meaning (for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language). Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production.

Lexical cohesion: The use of word associations to create links in texts. Links can be made through the use of repetition of words, synonyms, antonyms and words that are related such as by class and subclass.

Limerick: Five-line humorous poem.

Literal: Following basic meaning word for word.

Main Clause: A clause usually contains a subject and a verb group/phrase (for example, 'The team [subject] has played [verb group/phrase] a fantastic game'). A clause can be either a 'main' or 'subordinate clause' depending on its function: **main clause** does not depend on or function within the structure of another clause.

Media: Spoken, print, graphic or electronic communications with a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. The media texts studied in English can be found in newspapers, magazines and on television, film, radio, computer software and the Internet.

Metalanguage: Vocabulary used to discuss language conventions and use (for example, language used to talk about grammatical terms such as 'sentence', 'clause', 'conjunction').

Metaphor: A comparison of one person or thing with another by saying that the first is the second, as in "She is as cold as ice."

Metonymy: The use of the name of one thing or attribute of something to represent something larger or related (for example, using the word 'Crown' to represent a monarch of a country; referring to a place for an event, as in 'Chernobyl' when referring to changed attitudes to nuclear power, or a time for an event, as in '9/11' when referring to changed global relations).

Modality: An area of meaning having to do with possibility, probability, obligation and permission. For example, 'Sue may have written the note' (possibility). 'Sue must have written the note' (probability). 'You must postpone the meeting' (obligation). 'You may postpone the meeting' (permission).

Modal Verb: Consists of a main verb, alone or preceded by one or more modal verbs. For example, verb groups/phrases create tense, as in 'He [was happy]'. 'She [is working] at home'. 'I [have seen] him before.' Express modality using modal verbs such as 'can', 'may', 'must', 'will', 'shall' and so on, as in 'You [must be] mad', 'He [will have arrived] by now', 'She [may know] them.'

Modes: The various processes of communication – listening, speaking, reading/viewing and writing/creating. Modes are also used to refer to the semiotic (meaning making) resources associated with these communicative processes, such as sound, print, image and gesture.

Morphemes: The smallest meaningful or grammatical unit in language. Morphemes are not necessarily the same as words. The word 'cat' has one morpheme, while the word 'cats' has two morphemes: 'cat' for the animal and 's' to indicate that there is more than one. Similarly, 'like' has one morpheme, while 'dislike' has two: 'like' to describe appreciation and 'dis' to indicate the opposite. Morphemes are very useful in helping students work out how to read and spell words.

Multimodal Text: Combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations).

Myths: A traditional story, especially one concerning the early history of a people or explaining a natural or social phenomenon, and typically involving supernatural beings or events.

Narrative: A story of events or experiences, real or imagined. In literary theory, narrative includes the story (what is narrated) and the discourse (how it is narrated).

Nominalisation: A process for forming nouns from verbs (for example, 'reaction' from 'react' or 'departure' from 'depart') or adjectives (for example, 'length' from 'long', 'eagerness' from 'eager').

Nonfiction: All writing or books not fiction; poetry or drama, including nonfiction narrative and reference works; the broadest category of written works.

Noun: The part of speech that is used to name a person, place, thing, quality, or action and can function as the subject or object of a verb.

Objective language: Objective is a statement that is completely unbiased. It is not touched by the speaker's previous experiences or tastes. It is verifiable by looking up facts or performing mathematical calculations.

Parody: A humorous or satirical imitation of a serious piece of literature or writing.

Persuasive Text: Whose primary purpose is to put forward a point of view and persuade a reader, viewer or listener. They form a significant part of modern communication in both print and digital environments. They include advertising, debates, arguments, discussions, and influential essays and articles.

Possessive nouns: A noun names a person, place, thing, idea, quality or action. A possessive noun shows ownership by adding an apostrophe, an "s" or both. To make a single noun possessive, simply add an apostrophe and an 's' (dog = dogs).

Prefix: A meaningful element (morpheme) added to the 'beginning of a word to change its meaning' (for example, 'un' to 'happy' to make 'unhappy').

Preposition: A word class that usually describes the relationship between words in a sentence: Space (for example, 'below', 'in', 'on', 'to', 'under', and so on – 'She sat on the table.'). Time (for example, 'after', 'before', 'since' – 'I will go to the beach after lunch.'). Those that do not relate to space and time (for example, 'of', 'besides', 'except', 'despite', and so on – 'He ate all the beans except the purple ones') Prepositions usually combine with a noun group/phrase to form a prepositional phrase (for example, 'in the office', 'beside these two articles').

Publish: Prepare and issue (a book, journal, writing or piece of music) for public viewing.

Semantic: information related to meanings used when reading. Semantic information includes a reader's own prior knowledge and the meanings embedded in a text. Readers use semantic information to assist in decoding and to derive meanings from a text.

Semicolons: A punctuation convention used to join clauses that could stand alone as sentences. In this way, clauses that have a close relationship with one another may be linked together in a single sentence (;).

Sound Device: Writers, especially poets use sound devices, such as rhyme and rhythm, to reinforce the meaning of poetry. Sound devices help readers develop strong visual images, reinforcing the mood and tone of the literary piece. The goal is to use sound devices to evoke an emotional response in readers.

'The koala is an Australian mammal').

Stanza: One of the divisions of a poem composed of two or more lines usually characterised by a common pattern of rhyme, and number of lines.

Subjective language: Subjective is a statement that has been influenced by the character of the speaker or writer. It often has a basis in reality, but reflects the perspective of the speaker. It cannot be verified **using concrete facts and figures**.

Subordinate clause: Subordinate clause depends on or functions within the structure of another clause. It may function directly within the structure of the larger clause, or indirectly by being contained within a noun group/phrase (for example, 'I took my umbrella [because it was raining]).

Suffix: A meaningful element added to the end of a word to change its meaning (for example, to show its tense: '-ed' in 'passed'. Common suffixes are '-ing'; '-ed'; '-ness'; '-less'; '-able').

Syllables and blends: A unit of sound within a word.

Taxonomies: An example of taxonomy is the Dewey Decimal system - the way libraries classify nonfiction books by division and subdivisions. The number assigned, combined with the first three letters of the author's last name, become the call number used for deciding the order of arrangement of books on the library shelf.

Tense: A grammatical category marked by a verb in which the situation described in the clause is located in time. For example, present tense 'has' in 'Sarah has a headache' locates the situation in present time, while past tense 'had' in 'Sarah had a headache' locates it in past time.

Text structure: The ways in which information is organised in different types of texts (for example, chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning.

Verbs: A word class that describes a kind of situation such as a happening (for example, 'climbed' in: 'She climbed the ladder').

Word Origins: A chronological account of the development of a particular word or element of a word, detailing its spread from one language to another and its evolving changes in form and meaning.