ENGLISH
STARS

Western Australian Curriculum Match Years 3–6

The tables on these pages list the three language modes and their associated strands, sub-strands and content descriptions from the Western Australian Curriculum, and the English Stars 3 modules that match these descriptions.

Year 3 Western Australian Curriculum Match

Reading and Viewing

Strand	Sub-strand	Content Descriptions	English Stars Modules
Language	Language variation and change	Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475)	5.13 Comprehension – How to Make an Earth Oven 6.2 Different Ways to Tell a Story 6.15 Task – Write a Story from Pictures
	Language for interaction	Examine how evaluative language can be varied to be more or less forceful (ACELA1477)	4.8 Evaluative Language
	Text structure and organisation	Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)	1.4 Persuasive Essay Structure 1.6 Persuasive Language 2.2 Plot 2.4 Interesting Introductions 2.6 Quoted Speech 3.2 Recount Structure 3.6 Tense 1 4.2 Review Structure 4.4 Text Types 5.2 Tense 2 5.4 Procedural Text Structure 5.6 Sequence Words 5.7 Using the Internet 5.17 Visual Procedure Structure 6.3 Revise Plot 6.4 Revise Quoted Speech 6.6 Reported Speech 7.4 Explanation Structure 8.6 Quatrains 8.10 Cinquains 8.13 Haikus
		Understand that paragraphs are a key organisational feature of written texts (ACELA1479)	1.10 Paragraphs 1 2.11 Paragraphs 2
		Identify the features of online texts that enhance navigation (ACELA1790)	5.7 Using the Internet
	Expressing and developing ideas	Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (ACELA1481)	4.9 Clauses 4.12 Subject–Verb Agreement
		Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense (ACELA1482)	1.11 Action Verbs 1.15 Modal Verbs 2.7 Saying Verbs 3.6 Tense 1 4.5 Thinking and Feeling Verbs 4.12 Subject–Verb Agreement 5.2 Tense 2 7.7 Relating Verbs
		Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (ACELA1483)	5.16 Taking Photos 5.17 Visual Procedure Structure 6.2 Different Ways to Tell a Story 6.14 Task – Publish Your Story
	Phonics and word knowledge	Understand how to use letter-sound relationships and less common letter patterns to spell words (ACELA1485)	This descriptor is covered by Spelling Spot (patterns). For more information see the Year 3 Spelling Spot Scope and Sequence.
		Understand how to apply knowledge of letter-sound relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns (ACELA1826)	This descriptor is covered by Spelling Spot (patterns). For more information see the Year 3 Spelling Spot Scope and Sequence.

		Know how to use common prefixes and suffixes, and generalisations for adding a suffix to a base word (ACELA1827)	This descriptor is covered by Spelling Spot (prefixes and suffixes). For more information see the Year 3 Spelling Spot Scope and Sequence.
Literature	Literature and context	Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594)	2.10 Task – Compare Texts 6.2 Different Ways to Tell a Story
	Responding to literature	Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)	1.1 Understanding Text 1.5 Comprehension – All Children Should Play Sport 1.9 Comprehension – Books Are Better than Films 1.13 Comprehension – Experience Teaches Us More than Books 2.5 Comprehension – The Tortoise and the Hare 2.9 Comprehension – Kangaroo and Hermit Crab 2.13 Comprehension – The Fox and the Crow 3.1 Comprehension – Are We There Yet? 3.5 Comprehension – Sophie Scott Goes South 3.9 Comprehension – Diary of a Soccer Star 4.1 Comprehension – Review of The Angry Birds Movie 4.3 Comprehension – Review of Untitled 4.7 Making Connections 4.11 Comprehension – Review of UNO 5.1 Comprehension – Ant Antics 5.5 Comprehension – Short Cuts to Glory: Smashed Potatoes 5.9 Comprehension – Impossible Invisibility Spray 5.13 Comprehension – How to Make an Earth Oven 6.1 Comprehension – Deadly D and Justice Jones: Making the Team 6.5 Comprehension – The Cinderella Letters 6.9 Visualising 6.10 Comprehension – Fantastic Mr Fox 7.1 Comprehension – How Does Milk Get to Your Fridge? 7.5 Comprehension – BTN: Bark Canoe 7.9 Comprehension – Why Do the Seasons Change? 7.12 Comprehension – How Is Snooker Played? 8.1 Comprehension – What Is Poetry? 8.4 Comprehension – Monkey 8.8 Comprehension – What Is a Cinquain? 8.12 Comprehension – What Is a Haiku?
	Examining literature	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 (ACELT1599)	2.3 Adjectives 1 2.4 Interesting Introductions 2.8 Character Profiles
		Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose (ACELT1600)	2.3 Adjectives 1 8.2 Syllables 8.3 Rhyme 8.5 Onomatopoeia 8.6 Quatrains 8.9 Similes and Metaphors 8.10 Cinquains 8.13 Haikus
Literacy	Texts in context	Identify the point of view in a text and suggest alternative points of view (ACELY1675)	2.15 Task – Play Character Hot Seat
	Interpreting, analysing, evaluating	Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)	1.4 Persuasive Essay Structure 1.5 Comprehension – All Children Should Play Sport 1.6 Persuasive Language 1.9 Comprehension – Books Are Better than Films 1.12 Task – Create a Persuasive Poster 2.5 Comprehension – The Tortoise and the Hare 2.9 Comprehension – Kangaroo and Hermit Crab 2.13 Comprehension – The Fox and the Crow 3.5 Comprehension – Sophie Scott Goes South 4.1 Comprehension – Review of The Angry Birds Movie 4.3 Comprehension – Review of Untitled 4.4 Text Types 4.11 Comprehension – Review of UNO 5.1 Comprehension – Ant Antics 5.4 Procedural Text Structure

			5.5 Comprehension – Short Cuts to Glory: Smashed Potatoes 5.9 Comprehension – Impossible Invisibility Spray 5.13 Comprehension – How to Make an Earth Oven 6.1 Comprehension – Deadly D and Justice Jones: Making the Team 6.2 Different Ways to Tell a Story 6.10 Comprehension – Fantastic Mr Fox 7.1 Comprehension – How Does Milk Get to Your Fridge? 7.9 Comprehension – Why Do the Seasons Change? 7.12 Comprehension – How Is Snooker Played? 8.1 Comprehension – What Is Poetry? 8.4 Comprehension – Monkey 8.8 Comprehension – What Is a Cinquain? 8.12 Comprehension – What Is a Haiku?
		Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting (ACELY1679)	1.1 Understanding Text 1.5 Comprehension – All Children Should Play Sport 1.9 Comprehension – Books Are Better than Films 1.13 Comprehension – Experience Teaches Us More than Books 2.1 Predicting 2.5 Comprehension – The Tortoise and the Hare 2.9 Comprehension – Kangaroo and Hermit Crab 2.10 Task – Compare Texts 2.13 Comprehension – The Fox and the Crow 3.1 Comprehension – Are We There Yet? 3.5 Comprehension – Sophie Scott Goes South 3.9 Comprehension – Diary of a Soccer Star 4.1 Comprehension – Review of The Angry Birds Movie 4.3 Comprehension – Review of Untitled 4.7 Making Connections 4.11 Comprehension – Review of UNO 5.1 Comprehension – Ant Antics 5.5 Comprehension – Short Cuts to Glory: Smashed Potatoes 5.9 Comprehension – Impossible Invisibility Spray 5.13 Comprehension – How to Make an Earth Oven 6.1 Comprehension – Deadly D and Justice Jones: Making the Team 6.5 Comprehension – The Cinderella Letters 6.9 Visualising 6.10 Comprehension – Fantastic Mr Fox 6.13 Task – Complete the Comprehension Text 7.1 Comprehension – How Does Milk Get to Your Fridge? 7.2 Summarising 7.5 Comprehension – BTN: Bark Canoe 7.9 Comprehension – Why Do the Seasons Change? 7.12 Comprehension – How Is Snooker Played? 7.15 Interpret Images 8.1 Comprehension – What Is Poetry? 8.4 Comprehension – Monkey 8.8 Comprehension – What Is a Cinquain? 8.12 Comprehension – What Is a Haiku?
		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 (ACELY1680)	1.1 Understanding Text 1.5 Comprehension – All Children Should Play Sport 1.9 Comprehension – Books Are Better than Films 1.13 Comprehension – Experience Teaches Us More than Books 2.1 Predicting 2.5 Comprehension – The Tortoise and the Hare 2.9 Comprehension – Kangaroo and Hermit Crab 2.13 Comprehension – The Fox and the Crow 3.1 Comprehension – Are We There Yet? 3.5 Comprehension – Sophie Scott Goes South 3.9 Comprehension – Diary of a Soccer Star 4.1 Comprehension – Review of The Angry Birds Movie 4.3 Comprehension – Review of Untitled 4.7 Making Connections 4.11 Comprehension – Review of UNO 5.1 Comprehension – Ant Antics 5.5 Comprehension – Short Cuts to Glory: Smashed Potatoes 5.9 Comprehension – Impossible Invisibility Spray

			5.13 Comprehension – How to Make an Earth Oven
			6.1 Comprehension – Deadly D and Justice Jones: Making the Team
			6.5 Comprehension – The Cinderella Letters
			6.9 Visualising
			6.10 Comprehension – Fantastic Mr Fox
			7.1 Comprehension – How Does Milk Get to Your Fridge?
			7.2 Summarising
			7.5 Comprehension – BTN: Bark Canoe
			7.9 Comprehension – Why Do the Seasons Change?
			7.12 Comprehension – How Is Snooker Played?
			8.1 Comprehension – What Is Poetry?
			8.4 Comprehension – Monkey
			8.8 Comprehension – What Is a Cinquain?
			8.12 Comprehension – What Is a Haiku?

Writing

Strand	Sub-strand	Content Descriptions	English Stars Modules
Language	Text structure and organisation	Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480)	3.7 Contractions This descriptor is also covered by Spelling Spot (contractions). For more information see the Year 3 Spelling Spot Scope and Sequence.
	Expressing and developing ideas	Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484)	1.6 Persuasive Language 1.14 Modal Adverbs 1.15 Modal Verbs 2.8 Character Profiles 3.13 Synonyms 4.8 Evaluative Language 5.3 Precise Vocabulary 5.11 Adjectives 2 7.6 Technical Vocabulary
	Phonics and word knowledge	Recognise and know how to write most high frequency words including some homophones (ACELA1486)	This descriptor is covered by Spelling Spot (homophones and compound words). For more information see the Year 3 Spelling Spot Scope and Sequence.
Literature	Responding to literature	Develop criteria for establishing personal preferences for literature (ACELT1598)	2.4 Interesting Introductions 2.8 Character Profiles 6.2 Different Ways to Tell a Story
	Creating literature	Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601)	2.12 Task – Write a Fable 2.14 Task – Rewrite the Ending of a Fable 5.16 Taking Photos 6.8 Task – Write a Letter to a Character 6.14 Task – Publish Your Story 6.15 Task – Write a Story from Pictures
		Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)	2.12 Task – Write a Fable 6.12 Task – Write a Story 6.15 Task – Write a Story from Pictures 8.7 Task – Write Quatrains 8.11 Task – Write a Cinquain 8.14 Task – Write a Haiku
Literacy	Creating texts	Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print,and multimodal elements appropriate to the audience and purpose (ACELY1682)	1.8 Task – Write a Persuasive Essay 1.12 Task – Create a Persuasive Poster 1.16 Task – Write a Persuasive Essay 2.12 Task – Write a Fable 2.14 Task – Rewrite the Ending of a Fable 3.4 Task – Write a Recount about Yesterday 3.8 Task – Write an Animal Diary 3.12 Task – Write a Recount about a Robot 4.2 Review Structure 4.6 Task – Review an Artwork 4.10 Task – Review an Animation 4.13 Task – Publish Your Review 5.8 Task – Write a Procedure 5.12 Task – Write a Silly Science Procedure

			6.8 Task – Write a Letter to a Character 6.12 Task – Write a Story 6.14 Task – Publish Your Story 6.15 Task – Write a Story from Pictures 7.8 Task – Write an Explanation 7.11 Task – Explain a Life Cycle 7.14 Task – Write for a Younger Child 7.16 Task – Publish Your Explanation 8.7 Task – Write Quatrains 8.11 Task – Write a Cinquain 8.14 Task – Write a Haiku 8.15 Task – Publish Your Poetry
		Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683)	1.8 Task – Write a Persuasive Essay 1.12 Task – Create a Persuasive Poster 1.16 Task – Write a Persuasive Essay 2.12 Task – Write a Fable 2.14 Task – Rewrite the Ending of a Fable 3.3 Proofreading Skills 3.4 Task – Write a Recount about Yesterday 3.8 Task – Write an Animal Diary 3.12 Task – Write a Recount about a Robot 4.6 Task – Review an Artwork 4.10 Task – Review an Animation 4.13 Task – Publish Your Review 5.8 Task – Write a Procedure 5.12 Task – Write a Silly Science Procedure 5.14 Editing Skills 6.8 Task – Write a Letter to a Character 6.12 Task – Write a Story 6.14 Task – Publish Your Story 6.15 Task – Write a Story from Pictures 7.8 Task – Write an Explanation 7.11 Task – Explain a Life Cycle 7.14 Task – Write for a Younger Child 7.16 Task – Publish Your Explanation 8.7 Task – Write Quatrains 8.11 Task – Write a Cinquain 8.14 Task – Write a Haiku 8.15 Task – Publish Your Poetry
		Write using joined letters that are clearly formed and consistent in size (ACELY1684)	Throughout English Stars students will have opportunities to practise their handwriting fluency and automaticity.
		Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685)	1.12 Task – Create a Persuasive Poster 1.18 Design a Slideshow 4.13 Task – Publish Your Review 5.18 Revise Slideshow Design 6.14 Task – Publish Your Story 7.14 Task – Write for a Younger Child 7.16 Task – Publish Your Explanation 8.15 Task – Publish Your Poetry

Speaking and Listening

Strand	Sub-strand	Content Descriptions	English Stars Modules
Language	Language for interaction	Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476)	1.2 Passionate Discussions 2.15 Task – Play Character Hot Seat 6.7 Different Ways to Write and Speak 7.10 How Do We Learn?
Literacy	Interacting with others	Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)	1.2 Passionate Discussions 2.10 Task – Compare Texts 2.12 Task – Write a Fable 2.15 Task – Play Character Hot Seat 6.11 Task – Perform a Tableau 7.10 How Do We Learn?

		Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677)	6.11 Task – Perform a Tableau
		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 (ACELY1792)	1.2 Passionate Discussions 1.17 Oral Presentation Skills 2.10 Task – Compare Texts 2.15 Task – Play Character Hot Seat 3.14 Revise Oral Presentation Skills 6.11 Task – Perform a Tableau 7.17 Revise Oral Presentation Skills

Note: Module 7.13 Statements, Questions and Exclamations revises content from the Year 1 Western Australian Curriculum.
Note: Modules 1.3 Common and Proper Nouns, 1.7 Simple and Compound Sentences, 3.10 Pronouns, 3.11 Conjunctions, 5.15 Commas in Lists and 7.3 Alphabet/Dictionary Strategies revises content from the Year 2 Western Australian Curriculum.
Note: Module 5.10 Prepositions is beyond the Year 3 achievement standard of the Western Australian Curriculum.

The tables on these pages list the three language modes and their associated strands, sub-strands and content descriptions from the Western Australian Curriculum, and the English Stars 4 modules that match these descriptions.

Year 4 Western Australian Curriculum Match

Reading and Viewing

Strand	Sub-strand	Content Descriptions	English Stars Modules
Language	Language variation and change	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 (ACELA1487)	1.4 Greek and Latin Roots 1.16 Borrowed Words 4.11 Slang, Colloquial and Formal Words
	Language for interaction	Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488)	1.10 Effective Speaking 1.11 Non-Verbal Communication 4.11 Slang, Colloquial and Formal Words 5.2 Fact or Opinion 5.3 Persuasive Language 1 5.4 Task – Write Persuasive Paragraphs 5.8 Persuasive Language 2 5.17 Improve Your Speaking
		Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)	5.2 Fact or Opinion 5.3 Persuasive Language 1 5.4 Task – Write Persuasive Paragraphs 5.8 Persuasive Language 2 5.11 Persuasive Essay Structure 5.12 Task – Write a Persuasive Essay
	Text structure and organisation	Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)	1.12 Design a Poster 1.15 Write a Speech 2.2 Information Report Structure 2.6 Informative Paragraphs 2.8 Task – Write an Information Report 3.2 What Is a Story? 3.3 Characters 3.4 Setting 3.6 Plot 3.7 Task – Write a Story from a Plot Outline 3.10 Task – Rewrite Billy's Bad Day 3.12 Explore Comic Strips 3.14 Tension and Suspense 4.6 Personal Response Structure 4.8 Task – Respond to Artwork 4.13 Task – Publish a Personal Response 5.2 Fact or Opinion 5.3 Persuasive Language 1 5.4 Task – Write Persuasive Paragraphs 5.8 Persuasive Language 2 5.11 Persuasive Essay Structure 5.12 Task – Write a Persuasive Essay 6.3 Description Text Structure 6.4 Task – Describe a Subject 6.7 Task – Describe a Minibeast 7.7 Task – Retell a Story 7.10 Plot Summary 7.11 Book Review Language 7.12 Book Review Structure
		Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491)	2.3 This, That, These, Those 4.9 Pronoun Reference 5.6 Sequence Words 5.7 Cause and Effect Words 5.14 Compare and Contrast Words
		Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492)	3.8 Quoted and Reported Speech 3.11 Quotation Marks 3.12 Explore Comic Strips
		Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793)	2.7 Websites and Readability

	Expressing and developing ideas	Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (ACELA1493)	1.7 Noun Phrases 5.10 Prepositional Phrases 6.8 Verb Phrases
		Investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494)	3.8 Quoted and Reported Speech 3.12 Explore Comic Strips
		Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495)	4.2 Adverbs 4.3 Adverb Phrases 4.7 Adverb Clauses 5.10 Prepositional Phrases
		Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1496)	1.12 Design a Poster 1.17 Design a Slideshow 2.9 Compare Texts from Different Eras 3.3 Characters 3.4 Setting 3.12 Explore Comic Strips 3.14 Tension and Suspense 4.13 Task – Publish a Personal Response 8.14 Task – Publish a Poem
		Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)	2.8 Task – Write an Information Report 7.4 Task – Review a Film
	Phonics and word knowledge	Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words (ACELA1779)	1.3 Doubling in Spelling 1.14 Prefixes 2.4 Suffixes 2.12 Consonant Clusters 4.4 Homophones 4.10 Tricky Homophones 5.15 Plural Rules 7.3 Spelling Rules This descriptor is also covered by Spelling Spot (patterns, compound words, prefixes and suffixes). For more information see the Year 4 Spelling Spot Scope and Sequence.
		Understand how to use phonic knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes (ACELA1828)	This descriptor is covered by Spelling Spot (patterns, prefixes and suffixes). For more information see the Year 4 Spelling Spot Scope and Sequence.
Literature	Literature and context	Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)	7.2 Genres 7.9 Different Stories, Similar Ideas
	Responding to literature	Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)	1.1 Comprehension – The Origins of English 1.5 Comprehension – A Trip to the Australian War Memorial 1.9 Comprehension – Skateboarding in Afghanistan 1.13 Comprehension – Finding a Hero 2.1 Comprehension – The Giraffe 2.5 Comprehension – Buderim 2.13 Comprehension – Visit Wales 3.1 Comprehension – The Curious Dictionary 3.2 What Is a Story? 3.3 Characters 3.4 Setting 3.5 Comprehension – The Monster in the Roof 3.6 Plot 3.9 Comprehension – Billy's Bad Day 3.10 Task – Rewrite Billy's Bad Day 3.13 Comprehension – The Sapphire Robbery 3.14 Tension and Suspense 4.1 Comprehension – Matrix Blast Review 4.5 Comprehension – Mona Lisa 5.1 Comprehension – BTN: Free Range 5.5 Comprehension – The Case For Homework 5.9 Comprehension – The Case Against Homework

			5.13 Comprehension – Explore the Stars! 5.16 Comprehension – BTN: Debating Championships 6.1 Comprehension – Streetscape 6.5 Comprehension – Who Am I? 7.1 Comprehension – Somewhere Around the Corner 7.2 Genres 7.5 Comprehension – At the Creek 7.6 Reflect on Characters 7.7 Task – Retell a Story 8.1 Comprehension – Rosie's Scowl 8.5 Comprehension – Brodie B Buckles and Barnabas Blake 8.9 Comprehension – Six Limericks 8.13 Task – Discuss Poetry
		Use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604)	7.2 Genres 7.4 Task – Review a Film 7.11 Book Review Language
	Examining literature	Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605)	3.2 What Is a Story? 3.3 Characters 3.4 Setting 3.6 Plot 3.14 Tension and Suspense 7.6 Reflect on Characters 7.9 Different Stories, Similar Ideas 7.10 Plot Summary 7.12 Book Review Structure
		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 (ACELT1606)	8.1 Comprehension – Rosie's Scowl 8.2 Poetic Language 8.4 Rhyme 8.6 Spoonerisms 8.7 Neologisms 8.8 Task – Write Quatrain Poems 8.10 Puns 8.11 Limericks 8.12 Task – Write an Acrostic Poem 8.13 Task – Discuss Poetry 8.14 Task – Publish a Poem
Literacy	Texts in context	Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686)	2.9 Compare Texts from Different Eras 7.9 Different Stories, Similar Ideas
	Interpreting, analysing, evaluating	Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)	1.15 Write a Speech 2.2 Information Report Structure 2.10 Informative Language Features 3.2 What Is a Story? 3.3 Characters 3.4 Setting 3.6 Plot 3.7 Task – Write a Story from a Plot Outline 3.10 Task – Rewrite Billy's Bad Day 3.12 Explore Comic Strips 3.14 Tension and Suspense 4.6 Personal Response Structure 4.8 Task – Respond to Artwork 5.2 Fact or Opinion 5.3 Persuasive Language 1 5.4 Task – Write Persuasive Paragraphs 5.8 Persuasive Language 2 5.11 Persuasive Essay Structure 6.3 Description Text Structure 6.4 Task – Describe a Subject 6.7 Task – Describe a Minibeast 7.2 Genres 7.4 Task – Review a Film 7.7 Task – Retell a Story 7.8 Task – Write Comprehension Questions 7.10 Plot Summary

			7.11 Book Review Language 7.12 Book Review Structure 8.13 Task – Discuss Poetry
		Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1691)	1.1 Comprehension – The Origins of English 1.5 Comprehension – A Trip to the Australian War Memorial 1.9 Comprehension – Skateboarding in Afghanistan 1.13 Comprehension – Finding a Hero 2.1 Comprehension – The Giraffe 2.5 Comprehension – Buderim 2.11 New Vocabulary 1 2.13 Comprehension – Visit Wales 3.1 Comprehension – The Curious Dictionary 3.5 Comprehension – The Monster in the Roof 3.9 Comprehension – Billy's Bad Day 3.13 Comprehension – The Sapphire Robbery 4.1 Comprehension – Matrix Blast Review 4.5 Comprehension – Mona Lisa 5.1 Comprehension – BTN: Free Range 5.5 Comprehension – The Case For Homework 5.9 Comprehension – The Case Against Homework 5.13 Comprehension – Explore the Stars! 5.16 Comprehension – BTN: Debating Championships 6.1 Comprehension – Streetscape 6.5 Comprehension – Who Am I? 7.1 Comprehension – Somewhere Around the Corner 7.5 Comprehension – At the Creek 7.8 Task – Write Comprehension Questions 7.12 Book Review Structure 8.1 Comprehension – Rosie's Scowl 8.3 New Vocabulary 2 8.5 Comprehension – Brodie B Buckles and Barnabas Blake 8.9 Comprehension – Six Limericks
		Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)	1.1 Comprehension – The Origins of English 1.5 Comprehension – A Trip to the Australian War Memorial 1.6 Effective Listening 1.9 Comprehension – Skateboarding in Afghanistan 1.11 Non-Verbal Communication 1.13 Comprehension – Finding a Hero 2.1 Comprehension – The Giraffe 2.5 Comprehension – Buderim 2.11 New Vocabulary 1 2.13 Comprehension – Visit Wales 3.1 Comprehension – The Curious Dictionary 3.5 Comprehension – The Monster in the Roof 3.9 Comprehension – Billy's Bad Day 3.13 Comprehension – The Sapphire Robbery 4.1 Comprehension – Matrix Blast Review 4.5 Comprehension – Mona Lisa 5.1 Comprehension – BTN: Free Range 5.5 Comprehension – The Case For Homework 5.9 Comprehension – The Case Against Homework 5.13 Comprehension – Explore the Stars! 5.16 Comprehension – BTN: Debating Championships 6.1 Comprehension – Streetscape 6.5 Comprehension – Who Am I? 7.1 Comprehension – Somewhere Around the Corner 7.5 Comprehension – At the Creek 7.8 Task – Write Comprehension Questions 7.9 Different Stories, Similar Ideas 8.1 Comprehension – Rosie's Scowl 8.3 New Vocabulary 2 8.5 Comprehension – Brodie B Buckles and Barnabas Blake 8.9 Comprehension – Six Limericks

Writing

Strand	Sub-strand	Content Descriptions	English Stars Modules
Language	Phonics and word knowledge	Read and write a large core of high frequency words including homophones and know how to use context to identify correct spelling (ACELA1780)	4.4 Homophones 4.10 Tricky Homophones This descriptor is also covered by Spelling Spot (homophones). For more information see the Year 4 Spelling Spot Scope and Sequence.
Literature	Creating literature	Create literary texts that explore students' own experiences and imagining (ACELT1607)	3.2 What Is a Story? 3.3 Characters 3.4 Setting 3.7 Task – Write a Story from a Plot Outline 3.10 Task – Rewrite Billy's Bad Day 3.14 Tension and Suspense 7.7 Task – Retell a Story 8.8 Task – Write Quatrain Poems 8.12 Task – Write an Acrostic Poem
		Create literary texts by developing storylines, characters and settings (ACELT1794)	3.3 Characters 3.4 Setting 3.6 Plot 3.7 Task – Write a Story from a Plot Outline 3.10 Task – Rewrite Billy's Bad Day 3.14 Tension and Suspense 7.7 Task – Retell a Story
Literacy	Creating texts	Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694)	1.15 Write a Speech 1.17 Design a Slideshow 2.8 Task – Write an Information Report 3.3 Characters 3.6 Plot 3.7 Task – Write a Story from a Plot Outline 3.10 Task – Rewrite Billy's Bad Day 4.8 Task – Respond to Artwork 4.13 Task – Publish a Personal Response 5.11 Persuasive Essay Structure 5.12 Task – Write a Persuasive Essay 6.3 Description Text Structure 6.4 Task – Describe a Subject 6.7 Task – Describe a Minibeast 7.4 Task – Review a Film 7.8 Task – Write Comprehension Questions 8.8 Task – Write Quatrain Poems 8.12 Task – Write an Acrostic Poem 8.14 Task – Publish a Poem
		Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695)	2.8 Task – Write an Information Report 3.7 Task – Write a Story from a Plot Outline 4.8 Task – Respond to Artwork 4.12 Sentences 4.13 Task – Publish a Personal Response 5.4 Task – Write Persuasive Paragraphs 5.12 Task – Write a Persuasive Essay 6.4 Task – Describe a Subject 6.7 Task – Describe a Minibeast 7.4 Task – Review a Film 7.7 Task – Retell a Story 8.8 Task – Write Quatrain Poems 8.12 Task – Write an Acrostic Poem 8.14 Task – Publish a Poem
		Write using clearly-formed joined letters, and develop increased fluency and automaticity (ACELY1696)	Throughout English Stars students will have opportunities to practise their handwriting fluency and automaticity.
		Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697)	1.12 Design a Poster 1.17 Design a Slideshow 4.13 Task – Publish a Personal Response 8.14 Task – Publish a Poem

Speaking and Listening

Strand	Sub-strand	Content Descriptions	English Stars Modules
Literacy	Interacting with others	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)	1.6 Effective Listening 1.9 Comprehension – Skateboarding in Afghanistan 1.10 Effective Speaking
		Use interaction skills such as acknowledging another's point of view and linking students' response 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 (ACELY1688)	1.10 Effective Speaking 5.17 Improve Your Speaking 8.13 Task – Discuss Poetry
		Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689)	1.10 Effective Speaking 1.11 Non-Verbal Communication 1.15 Write a Speech 1.17 Design a Slideshow 5.11 Persuasive Essay Structure 5.17 Improve Your Speaking

Note: Modules 6.2 Adjectives 1 and 6.6 Adjectives 2 revises content from the Year 2 Western Australian Curriculum.
Note: Modules 1.2 Past Tense and 1.8 Contractions revises content from the Year 3 Western Australian Curriculum.

The tables on these pages list the three language modes and their associated strands, sub-strands and content descriptions from the Western Australian Curriculum, and the English Stars 5 modules that match these descriptions.

Year 5 Western Australian Curriculum Match

Reading and Viewing

Strand	Sub-strand	Content Descriptions	English Stars Modules
Language	Language variation and change	Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)	1.1 Comprehension – Our Changing Language 1.9 Roots and Affixes 3.1 Comprehension – Kerenza: A New Australian This descriptor is also covered by Spelling Spot (patterns and Greek and Latin roots). For more information see the Year 5 Spelling Spot Scope and Sequence.
	Language for interaction	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)	2.13 Audience, Purpose and Context 7.3 Interaction Skills
		Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)	2.9 Bare Assertions 5.3 Task – Review a Restaurant 5.6 Task – Review a TV Show
	Text structure and organisation	Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)	1.6 Task – Explain a Life Cycle 1.8 Explanation Text Structure 1.10 Task – Write an Explanation 2.6 Persuasive Essay Structure 2.7 Task – Write a Persuasive Essay 2.10 Task – Create a Persuasive Poster 2.13 Audience, Purpose and Context 3.6 Text Types 3.8 Task – Report a Discovery 4.3 News Article Structure 4.4 Task – Write a News Article 4.8 News Video Techniques 5.2 Plot Summary 5.3 Task – Review a Restaurant 5.5 Film Review Structure 5.6 Task – Review a TV Show 6.4 Task – Write a Second Person Narrative 7.4 Introduction to Biographies 7.5 Task – Write an Autobiography 7.9 Write a Biography 8.3 Task – Write a Short Story 8.6 Task – Write a Letter to an Author 8.10 Create a Fantasy Plot Outline 9.3 Poetry Types 9.6 Task – Write a Poem 9.8 Sound Devices 9.9 Write in the Style of a Poet
		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)	3.9 Informative Sentences
		Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (ACELA1506)	1.11 The Apostrophe
		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)	1.6 Task – Explain a Life Cycle 1.8 Explanation Text Structure 1.10 Task – Write an Explanation 2.11 Finding Facts 3.8 Task – Report a Discovery 4.4 Task – Write a News Article 7.4 Introduction to Biographies 7.5 Task – Write an Autobiography
	Expressing and developing ideas	Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507)	3.3 Clauses 3.5 Complex Sentences

		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)	4.6 Noun Phrases 4.7 Adjective Phrases
		Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations (ACELA1511)	8.11 Interpret Images
		Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)	1.3 Precise Vocabulary 1.5 Homonyms
	Phonics and word knowledge	Explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word (ACELA1514)	1.2 Uncommon Plurals 1.9 Roots and Affixes This descriptor is also covered by Spelling Spot (suffixes). For more information see the Year 5 Spelling Spot Scope and Sequence.
		Understand how to use phonic knowledge to read and write less familiar words that share common letter patterns but have different pronunciations (ACELA1829)	This descriptor is covered by Spelling Spot (patterns). For more information see the Year 5 Spelling Spot Scope and Sequence.
Literature	Literature and context	Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)	7.2 Explore Contexts in Literature
	Responding to literature	Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)	6.1 Comprehension – A Long Walk to Water 8.6 Task – Write a Letter to an Author 9.4 Comprehension – Poems, Poems, Everywhere 9.9 Write in the Style of a Poet
		Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795)	5.4 Facts and Opinions in Film Reviews 6.3 Compare Narrative Voice 9.9 Write in the Style of a Poet
	Examining literature	Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)	6.1 Comprehension – A Long Walk to Water 6.2 Narrative Voice 6.3 Compare Narrative Voice 6.4 Task – Write a Second Person Narrative
		Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)	6.4 Task – Write a Second Person Narrative 8.3 Task – Write a Short Story 9.3 Poetry Types 9.5 Metaphors and Similes 9.6 Task – Write a Poem 9.7 Personification 9.8 Sound Devices 9.9 Write in the Style of a Poet
Literacy	Texts in context	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)	2.3 Persuasive Language 1 2.6 Persuasive Essay Structure 2.7 Task – Write a Persuasive Essay 2.9 Bare Assertions 2.10 Task – Create a Persuasive Poster 2.13 Audience, Purpose and Context 4.2 Objective and Subjective Language 5.3 Task – Review a Restaurant 5.4 Facts and Opinions in Film Reviews 5.6 Task – Review a TV Show 6.2 Narrative Voice 6.3 Compare Narrative Voice 9.2 Idioms
	Interpreting, analysing, evaluating	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)	1.8 Explanation Text Structure 2.3 Persuasive Language 1 2.4 Persuasive Language 2 2.6 Persuasive Essay Structure 3.6 Text Types 4.2 Objective and Subjective Language 4.3 News Article Structure 5.2 Plot Summary

			5.4 Facts and Opinions in Film Reviews 6.2 Narrative Voice 6.3 Compare Narrative Voice 7.4 Introduction to Biographies 7.9 Write a Biography 8.2 Genre and Fantasy 8.10 Create a Fantasy Plot Outline 9.3 Poetry Types 9.9 Write in the Style of a Poet
		Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)	1.1 Comprehension – Our Changing Language 1.4 Comprehension – How Is a Rainbow Formed? 1.7 Comprehension – How Is Chocolate Made? 2.1 Comprehension – My Sport Rules! 2.5 Comprehension – Who Says Burgers Are Bad? 2.8 Comprehension – Don't Waste Water 2.11 Finding Facts 3.1 Comprehension – Kerenza: A New Australian 3.4 Comprehension – The Blobfish 3.7 Comprehension – Dinosaur Discovery 3.10 Skimming and Scanning 4.1 Comprehension – BTN: Future Jobs 4.3 News Article Structure 4.5 Comprehension – Havoc as Flood Peak Hits Brisbane 5.1 Comprehension – Paper Planes Film Review 5.7 Comprehension – Hunt for the Wilderpeople 6.1 Comprehension – A Long Walk to Water 7.1 Comprehension – The Adventures of Matthew Flinders 7.6 Comprehension – Interview with Sir Edmund Hillary 8.1 Comprehension – Alice's Adventures in Wonderland 8.4 Comprehension – The Geeglenash 8.7 Comprehension – Two Weeks with the Queen 8.9 Comprehension – The Wandering Wand 9.1 Comprehension – Pookie Aleera Is Not My Boyfriend 9.4 Comprehension – Poems, Poems, Everywhere
		Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)	1.1 Comprehension – Our Changing Language 1.4 Comprehension – How Is a Rainbow Formed? 1.7 Comprehension – How Is Chocolate Made? 2.1 Comprehension – My Sport Rules! 2.5 Comprehension – Who Says Burgers Are Bad? 2.8 Comprehension – Don't Waste Water 2.11 Finding Facts 3.1 Comprehension – Kerenza: A New Australian 3.4 Comprehension – The Blobfish 3.7 Comprehension – Dinosaur Discovery 4.1 Comprehension – BTN: Future Jobs 4.5 Comprehension – Havoc as Flood Peak Hits Brisbane 4.8 News Video Techniques 5.1 Comprehension – Paper Planes Film Review 5.7 Comprehension – Hunt for the Wilderpeople 6.1 Comprehension – A Long Walk to Water 7.1 Comprehension – The Adventures of Matthew Flinders 7.6 Comprehension – Interview with Sir Edmund Hillary 8.1 Comprehension – Alice's Adventures in Wonderland 8.4 Comprehension – The Geeglenash 8.7 Comprehension – Two Weeks with the Queen 8.9 Comprehension – The Wandering Wand 9.1 Comprehension – Pookie Aleera Is Not My Boyfriend 9.4 Comprehension – Poems, Poems, Everywhere
	Creating texts	Re-read and edit student's own and others' work using agreed criteria for text structures and language features (ACELY1705)	1.6 Task – Explain a Life Cycle 1.10 Task – Write an Explanation 1.11 The Apostrophe 1.12 Punctuation 2.7 Task – Write a Persuasive Essay 2.10 Task – Create a Persuasive Poster 2.13 Audience, Purpose and Context 3.8 Task – Report a Discovery

4.4 Task – Write a News Article
5.3 Task – Review a Restaurant
5.6 Task – Review a TV Show
6.4 Task – Write a Second Person Narrative
7.5 Task – Write an Autobiography
8.3 Task – Write a Short Story
8.6 Task – Write a Letter to an Author
9.6 Task – Write a Poem
9.11 Task – Publish an Anthology

Writing

Strand	Sub-strand	Content Descriptions	English Stars Modules
Language	Phonics and word knowledge	Understand how to use knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations to spell new words (ACELA1513)	1.2 Uncommon Plurals 1.9 Roots and Affixes This descriptor is also covered by Spelling Spot (patterns, prefixes, suffixes and Greek and Latin roots). For more information see the Year 5 Spelling Spot Scope and Sequence.
Literature	Creating literature	Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612)	6.4 Task – Write a Second Person Narrative 8.3 Task – Write a Short Story 8.8 Fantasy Characters 8.10 Create a Fantasy Plot Outline
		Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)	6.4 Task – Write a Second Person Narrative 8.5 Sequels, Prequels and Spin-offs 9.6 Task – Write a Poem 9.9 Write in the Style of a Poet
Literacy	Creating texts	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 (ACELY1704)	1.6 Task – Explain a Life Cycle 1.8 Explanation Text Structure 1.10 Task – Write an Explanation 2.3 Persuasive Language 1 2.4 Persuasive Language 2 2.6 Persuasive Essay Structure 2.7 Task – Write a Persuasive Essay 2.10 Task – Create a Persuasive Poster 2.14 Design a Slideshow 3.8 Task – Report a Discovery 4.3 News Article Structure 4.4 Task – Write a News Article 4.8 News Video Techniques 5.2 Plot Summary 5.3 Task – Review a Restaurant 5.5 Film Review Structure 5.6 Task – Review a TV Show 5.8 Design Principles 6.4 Task – Write a Second Person Narrative 7.4 Introduction to Biographies 7.5 Task – Write an Autobiography 7.7 Interview Questions 7.8 Conduct an Interview 7.9 Write a Biography 7.10 Revise Slideshow Design 8.3 Task – Write a Short Story 8.5 Sequels, Prequels and Spin-offs 8.6 Task – Write a Letter to an Author 8.8 Fantasy Characters 8.10 Create a Fantasy Plot Outline 9.6 Task – Write a Poem 9.8 Sound Devices 9.9 Write in the Style of a Poet 9.10 Task – Record a Poetry Recital 9.11 Task – Publish an Anthology
		Develop a handwriting style that is becoming legible, fluent and automatic (ACELY1706)	Throughout English Stars students will have opportunities to practise their handwriting fluency and automaticity.

		Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707)	2.10 Task – Create a Persuasive Poster 2.14 Design a Slideshow 4.8 News Video Techniques 7.8 Conduct an Interview 7.9 Write a Biography 9.8 Sound Devices 9.10 Task – Record a Poetry Recital 9.11 Task – Publish an Anthology

Speaking and Listening

Strand	Sub-strand	Content Descriptions	English Stars Modules
Literacy	Interacting with others	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)	1.1 Comprehension – Our Changing Language 1.4 Comprehension – How Is a Rainbow Formed? 1.7 Comprehension – How Is Chocolate Made? 2.1 Comprehension – My Sport Rules! 2.2 Justify a Point of View 2.5 Comprehension – Who Says Burgers Are Bad? 2.7 Task – Write a Persuasive Essay 2.8 Comprehension – Don't Waste Water 2.12 Non-Verbal Cues 2.13 Audience, Purpose and Context 3.1 Comprehension – Kerenza: A New Australian 3.4 Comprehension – The Blobfish 3.7 Comprehension – Dinosaur Discovery 4.1 Comprehension – BTN: Future Jobs 4.5 Comprehension – Havoc as Flood Peak Hits Brisbane 5.1 Comprehension – Paper Planes Film Review 5.7 Comprehension – Hunt for the Wilderpeople 6.1 Comprehension – A Long Walk to Water 7.1 Comprehension – The Adventures of Matthew Flinders 7.3 Interaction Skills 7.6 Comprehension – Interview with Sir Edmund Hillary 7.8 Conduct an Interview 8.1 Comprehension – Alice's Adventures in Wonderland 8.4 Comprehension – The Geeglenash 8.7 Comprehension – Two Weeks with the Queen 8.9 Comprehension – The Wandering Wand 9.1 Comprehension – Pookie Aleera Is Not My Boyfriend 9.4 Comprehension – Poems, Poems, Everywhere
		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)	2.12 Non-Verbal Cues 2.13 Audience, Purpose and Context 4.8 News Video Techniques 7.3 Interaction Skills 7.7 Interview Questions 7.8 Conduct an Interview 9.10 Task – Record a Poetry Recital
		Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)	2.6 Persuasive Essay Structure 2.14 Design a Slideshow 4.8 News Video Techniques 7.7 Interview Questions 7.8 Conduct an Interview 7.9 Write a Biography 7.10 Revise Slideshow Design 9.10 Task – Record a Poetry Recital

Note: Module 3.2 Commas revises content from the Year 2 Western Australian Curriculum.

The tables on these pages list the three language modes and their associated strands, sub-strands and content descriptions from the Western Australian Curriculum, and the English Stars 6 modules that match these descriptions.

Year 6 Western Australian Curriculum Match

Reading and Viewing

Strand	Sub-strand	Content Descriptions	English Stars Modules
Language	Language variation and change	Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (**ACELA1515**)	4.4 Australian Accents
	Language for interaction	Understand the uses of objective and subjective language and bias (**ACELA1517**)	6.2 Informative Texts 6.5 Task – Write a Balanced Discussion 6.6 Objective and Subjective Language 6.7 Bias 6.9 Task – Discuss Dams 7.3 Finding Facts 7.5 News Video Script Features 7.6 Task – Write a News Video Script
	Text structure and organisation	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (**ACELA1518**)	2.2 Persuasive Language 1 2.3 Persuasive Language 2 2.4 Persuasive Essay Structure 2.6 Task – Write a Persuasive Speech 2.7 Make Connections in Texts 3.3 An Author's Style 3.6 Sensory Language 4.6 Setting 4.7 Plot 4.9 Play Script Format and Structure 8.2 Imagery 8.3 Task – Write Any Poem 8.4 Sound Devices 8.5 Language Patterns 8.6 Ballads 8.7 Task – From Ballad to Story 8.8 Free Verse 8.9 Build a Ballad
		Understand that cohesive links can be made in texts by omitting or replacing words (**ACELA1520**)	5.2 Cohesive Links
		Understand the uses of commas to separate clauses (**ACELA1521**)	3.10 Commas in Sentences 3.13 Incorrect Use of the Comma
	Expressing and developing ideas	Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (**ACELA1522**)	5.3 Complex Sentences
		Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (**ACELA1523**)	1.2 Subject–Verb Agreement 5.5 Verbs 5.7 Tense 5.8 Adverb 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 (**ACELA1524**)	1.4 Comprehension – Measuring Friction 1.7 Comprehension – Eaton Lake 1.10 Task – Write Directions 7.2 Graphical Images 7.4 Comprehension – Rock Star Throws Tiara in River 7.5 News Video Script Features
		Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (**ACELA1525**)	2.2 Persuasive Language 1 2.6 Write a Persuasive Speech 3.6 Sensory Language 3.11 Evaluative Language 5.9 Modality 5.10 Emphasis, Repetition and Metaphor 6.6 Objective and Subjective Language 6.7 Bias 7.3 Finding Facts

	Phonics and word knowledge	Understand how to use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words (ACELA1526)	1.8 Roots and Affixes 1.9 Base Words 3.5 Spelling Rules This descriptor is also covered by Spelling Spot (patterns, prefixes, suffixes and Greek and Latin roots). For more information see the Year 6 Spelling Spot Scope and Sequence.
		Understand how to use phonic knowledge and accumulated understandings about blending, letter-sound relationships, common and uncommon letter patterns and phonic generalisations to read and write increasingly complex words (ACELA1830)	This descriptor is covered by Spelling Spot (patterns). For more information see the Year 6 Spelling Spot Scope and Sequence.
Literature	Literature and context	Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)	2.1 Comprehension – My Girragundji 2.7 Make Connections in Texts 3.1 Comprehension – Refuge 3.4 Comprehension – New Boy 3.7 Comprehension – Charlie and the Chocolate Factory 4.1 Comprehension – Making a Point 4.2 Create Characters 4.5 Comprehension – The Fishing Trip 4.6 Setting 5.1 Comprehension – Bridget: A New Australian 5.4 Comprehension – The Weird Day 8.1 Comprehension – Toby: Not Good Enough
	Responding to literature	Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)	2.7 Make Connections in Texts 2.8 Explore Diary Writing 3.8 Different Authors, Similar Themes
		Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)	5.9 Modality 5.10 Emphasis, Repetition and Metaphor 8.2 Imagery 8.6 Ballads 8.8 Free Verse
	Examining literature	Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT1616)	3.3 An Author's Style 3.8 Different Authors, Similar Themes
		Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617)	8.3 Task – Write Any Poem 8.4 Sound Devices 8.5 Language Patterns 8.6 Ballads 8.7 Task – From Ballad to Story 8.8 Free Verse
Literacy	Texts in context	Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)	2.7 Make Connections in Texts 7.3 Finding Facts
	Interpreting, analysing, evaluating	Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)	1.5 Procedural Text Structure 2.2 Persuasive Language 1 2.3 Persuasive Language 2 2.4 Persuasive Essay Structure 3.12 Write a Book Pitch 6.2 Informative Texts 6.8 Discussion Article Structure 7.3 Finding Facts 7.5 News Video Script Features 8.4 Sound Devices 8.5 Language Patterns 8.6 Ballads 8.8 Free Verse

		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)	1.4 Comprehension – Measuring Friction 1.7 Comprehension – Eaton Lake 6.1 Comprehension – Boxing: For and Against 6.3 Balanced Information 6.9 Task – Discuss Dams
		Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)	1.1 Comprehension – 30 Australian Sports Legends 1.4 Comprehension – Measuring Friction 1.7 Comprehension – Eaton Lake 2.1 Comprehension – My Girragundji 2.5 Comprehension – Vote For Me! 2.7 Make Connections in Texts 3.1 Comprehension – Refuge 3.4 Comprehension – New Boy 3.7 Comprehension – Charlie and the Chocolate Factory 4.1 Comprehension – Making a Point 4.5 Comprehension – The Fishing Trip 5.1 Comprehension – Bridget: A New Australian 5.4 Comprehension – The Weird Day 6.1 Comprehension – Boxing: For and Against 6.4 Comprehension – Shark Nets: For and Against 6.10 Comprehension – Animal Testing: For and Against 7.1 Comprehension – BTN: Piracy Crackdown 7.4 Comprehension – Rock Star Throws Tiara in River 7.7 Comprehension – BTN: Fake News 7.8 Filming and Presentation Techniques 8.1 Comprehension – Toby: Not Good Enough
		Analyse strategies authors use to influence readers (ACELY1801)	2.2 Persuasive Language 1 2.3 Persuasive Language 2 6.7 Bias 7.3 Finding Facts
	Creating texts	Re-read and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1715)	1.3 Task – Write a Procedural Text 1.6 Task – Write a Recipe 1.10 Task – Write Directions 2.6 Task – Write a Persuasive Speech 2.9 Punctuation for Quoted Speech 3.5 Spelling Rules 4.3 Task – Write a Conversation 5.6 Task – Recount Your Craziest Day 6.5 Task – Write a Balanced Discussion 6.7 Bias 6.9 Task – Discuss Dams 7.6 Task – Write a News Video Script 8.3 Task – Write Any Poem 8.7 Task – From Ballad to Story 8.10 Task – Publish a Ballad

Writing			
Strand	**Sub-strand**	**Content Descriptions**	**English Stars Modules**
Literature	Creating literature	Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)	2.8 Explore Diary Writing 4.3 Task – Write a Conversation 4.9 Play Script Format and Structure 5.6 Task – Recount Your Craziest Day 8.3 Task – Write Any Poem 8.7 Task – From Ballad to Story 8.9 Build a Ballad
		Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)	4.3 Task – Write a Conversation 4.9 Play Script Format and Structure 5.6 Task – Recount Your Craziest Day 8.2 Imagery 8.3 Task – Write Any Poem 8.7 Task – From Ballad to Story 8.9 Build a Ballad

Literacy	Creating texts	Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)	1.3 Task – Write a Procedural Text 1.5 Procedural Text Structure 1.6 Task – Write a Recipe 1.10 Task – Write Directions 2.4 Persuasive Essay Structure 2.6 Task – Write a Persuasive Speech 2.11 Design Principles 3.12 Write a Book Pitch 4.2 Create Characters 4.3 Task – Write a Conversation 4.9 Play Script Format and Structure 5.6 Task – Recount Your Craziest Day 6.2 Informative Texts 6.5 Task – Write a Balanced Discussion 6.8 Discussion Article Structure 6.9 Task – Discuss Dams 6.11 Revise Design Principles 7.5 News Video Script Features 7.6 Task – Write a News Video Script 8.3 Task – Write Any Poem 8.7 Task – From Ballad to Story 8.9 Build a Ballad 8.10 Task – Publish a Ballad
		Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose (ACELY1716)	Throughout English Stars students will have opportunities to practise their handwriting fluency and automaticity.
		Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717)	2.11 Design Principles 4.9 Play Script Format and Structure 6.11 Revise Design Principles 8.10 Task – Publish a Ballad

Speaking and Listening

Strand	Sub-strand	Content Descriptions	English Stars Modules
Language	Language for interaction	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516)	4.4 Australian Accents 4.8 Dialogue and Stage Directions
Literacy	Interacting with others	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)	1.1 Comprehension – 30 Australian Sports Legends 1.4 Comprehension – Measuring Friction 1.7 Comprehension – Eaton Lake 2.1 Comprehension – My Girragundji 2.5 Comprehension – Vote For Me! 2.7 Make Connections in Texts 2.8 Explore Diary Writing 3.1 Comprehension – Refuge 3.2 Discussions 3.4 Comprehension – New Boy 3.7 Comprehension – Charlie and the Chocolate Factory 3.8 Different Authors, Similar Themes 4.1 Comprehension – Making a Point 4.5 Comprehension – The Fishing Trip 4.8 Dialogue and Stage Directions 5.1 Comprehension – Bridget: A New Australian 5.4 Comprehension – The Weird Day 6.1 Comprehension – Boxing: For and Against 6.4 Comprehension – Shark Nets: For and Against 6.10 Comprehension – Animal Testing: For and Against 7.1 Comprehension – BTN: Piracy Crackdown 7.4 Comprehension – Rock Star Throws Tiara in River 7.7 Comprehension – BTN: Fake News 7.8 Filming and Presentation Techniques 8.1 Comprehension – Toby: Not Good Enough 8.6 Ballads

		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 (ACELY1816)	2.7 Make Connections in Texts 2.8 Explore Diary Writing 3.2 Discussions 3.8 Different Authors, Similar Themes 3.14 Oral Presentation Skills 4.8 Dialogue and Stage Directions 8.6 Ballads
		Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710)	3.12 Write a Book Pitch 3.14 Oral Presentation Skills 7.8 Filming and Presentation Techniques

Note: Module 3.2 Commas revises content from the Year 2 Western Australian Curriculum.
Note: Module 2.10 Homophones revises content from the Year 4 Western Australian Curriculum.
Note: Module 1.11 The Apostrophe revises content from the Year 5 Western Australian Curriculum.