



ENGLISH STARS

New South Wales Syllabus (2024)
Alignment Guide
Stages 2–3

English Stars was specifically written for the previous Australian Curriculum Version 8.4. This comprehensive literacy program still largely covers the requirements of the latest NSW Syllabus.

Use this NSW Syllabus Alignment Guide to see how the outcomes and content are covered for each stage. Where applicable, we have also identified where you may need to use content from a different year level of the English Stars program, or supplement with your own material.

Please note: while the following tables identify English Stars modules that explicitly cover the content description, you can use your teacher judgement to find additional opportunities throughout the program to further cover the content.

NSW Syllabus (Stage 2): English Stars Year 3 and 4

Oral language and communication

Outcomes	Content Descriptions	English Stars Modules
A student: communicates with familiar audiences for social and learning purposes, by interacting, understanding and presenting EN2-OLC-01	<p>Interacting</p> <ul style="list-style-type: none"> Contribute to discussions with peers and stay on topic, build on others' ideas and express own ideas Identify contexts in which social conventions can vary and influence interactions 	<p>Throughout English Stars students will have numerous opportunities to contribute to discussions with peers in small group and whole class settings.</p> <p>3.1.17 Oral Presentation Skills 3.3.14 Revise Oral Presentation Skills 3.6.2 Different Ways to Tell a Story 3.6.7 Different Ways to Write and Speak 3.7.17 Revise Oral Presentation Skills</p> <p>4.1.6 Effective Listening 4.1.10 Effective Speaking 4.1.11 Non-Verbal Communication 4.4.11 Slang, Colloquial and Formal Words 4.5.17 Improve Your Speaking</p>
	<ul style="list-style-type: none"> Demonstrate appropriate language use when interacting in different social and learning contexts 	<p>3.1.2 Passionate Discussions 3.1.14 Modal Adverbs 3.1.17 Oral Presentation Skills 3.2.15 Task – Play Character Hot Seat 3.3.14 Revise Oral Presentation Skills 3.4.10 Task – Review an Animation 3.6.7 Different Ways to Write and Speak 3.7.17 Revise Oral Presentation Skills</p> <p>4.1.10 Effective Speaking 4.4.11 Slang, Colloquial and Formal Words 4.5.17 Improve Your Speaking</p>
	<ul style="list-style-type: none"> Identify cultural practices and/or protocols that Aboriginal and/or Torres Strait Islander Peoples use to interact, and how these may relate to specific roles 	<p>This description is partially covered in:</p> <p>3.2.10 Task – Compare Texts 3.6.2 Different Ways to Tell a Story</p> <p>To cover this description fully, you will need to supplement with your own material.</p>
	<ul style="list-style-type: none"> Follow agreed-upon protocols and assigned roles for classroom interactions in person and through the use of technology 	<p>3.1.2 Passionate Discussions 3.1.17 Oral Presentation Skills 3.2.10 Task – Compare Texts 3.2.12 Task – Write a Fable 3.2.15 Task – Play Character Hot Seat 3.3.14 Revise Oral Presentation Skills 3.6.7 Different Ways to Write and Speak 3.6.11 Task – Perform a Tableau 3.7.17 Revise Oral Presentation Skills</p> <p>4.1.10 Effective Speaking 4.5.17 Improve Your Speaking 4.8.13 Task – Discuss Poetry</p> <p>In addition to the modules identified, there are many opportunities throughout English Stars for students to work with a partner, small group or whole class, requiring them to take on assigned roles and follow agreed-upon protocols for those interactions.</p>
	<ul style="list-style-type: none"> Pose and respond to open-ended questions about literature that contribute to own or others' enjoyment 	<p>3.1.2 Passionate Discussions 3.2.10 Task – Compare Texts 3.2.15 Task – Play Character Hot Seat 3.4.7 Making Connections 3.4.10 Task – Review an Animation 3.7.13 Statements, Questions and Exclamations</p> <p>4.7.8 Task – Write Comprehension Questions 4.8.13 Task – Discuss Poetry</p> <p>In addition, the Comprehension Modules throughout English Stars provide students with opportunities to respond to open-ended questions about the texts.</p>

NSW Syllabus (Stage 2): English Stars Year 3 and 4

Oral language and communication

Outcomes	Content Descriptions	English Stars Modules
A student: communicates with familiar audiences for social and learning purposes, by interacting, understanding and presenting EN2-OLC-01 (continued)	Listening for understanding <ul style="list-style-type: none"> • Pose and respond to specific questions to clarify or follow up on information 	3.1.2 Passionate Discussions 3.2.10 Task – Compare Texts 3.2.15 Task – Play Character Hot Seat 3.4.7 Making Connections 4.1.6 Effective Listening 4.2.9 Compare Texts from Different Eras 4.7.8 Task – Write Comprehension Questions
	<ul style="list-style-type: none"> • Listen actively to identify spoken information, acknowledging the value of others’ contributions 	3.1.2 Passionate Discussions 3.1.13 Comprehension – Experience Teaches Us More than Books 3.1.17 Oral Presentation Skills 3.2.15 Task – Play Character Hot Seat 3.3.14 Revise Oral Presentation Skills 3.4.10 Task – Review an Animation 3.5.5 Comprehension – Short Cuts to Glory: Smashed Potatoes 3.6.2 Different Ways to Tell a Story 3.7.2 Summarising 3.7.5 Comprehension – BTN: Bark Canoe 3.7.11 Task – Explain a Life Cycle 3.7.17 Revise Oral Presentation Skills 3.8.7 Task – Write Quatrains 3.8.9 Similes and Metaphors 3.8.14 Task – Write a Haiku 4.1.6 Effective Listening 4.1.9 Comprehension – Skateboarding in Afghanistan 4.1.15 Write a Speech 4.2.9 Compare Texts from Different Eras 4.2.13 Comprehension – Visit Wales 4.5.1 Comprehension – BTN: Free Range 4.5.16 Comprehension – BTN: Debating Championships 4.6.5 Comprehension – Who Am I? 4.8.13 Task – Discuss Poetry
	<ul style="list-style-type: none"> • Identify connective vocabulary that supports cohesion and understanding in a spoken text 	3.1.7 Simple and Compound Sentences 3.3.10 Pronouns 3.3.11 Conjunctions 3.5.6 Sequence Words 3.5.10 Prepositions 4.2.3 This, That, These, Those 4.4.9 Pronoun Reference 4.5.6 Sequence Words 4.5.7 Cause and Effect Words 4.5.10 Prepositional Phrases 4.5.14 Compare and Contrast Words
	<ul style="list-style-type: none"> • Make notes when listening to spoken texts, asking questions to clarify or follow up on information and seeking assistance if required 	3.7.11 Task – Explain a Life Cycle 3.7.13 Statements, Questions and Exclamations 4.1.6 Effective Listening 4.7.8 Task – Write Comprehension Questions
	<ul style="list-style-type: none"> • Paraphrase portions of a spoken text or information that is presented through media 	3.7.2 Summarising 4.7.10 Plot Summary
	<ul style="list-style-type: none"> • Identify how inferred or literal meaning is impacted by tone, pace, pitch and volume, gesture and posture communication, and how these affect the audience 	3.1.17 Oral Presentation Skills 3.3.14 Revise Oral Presentation Skills 3.7.17 Revise Oral Presentation Skills 4.1.10 Effective Speaking 4.5.17 Improve Your Speaking
	<ul style="list-style-type: none"> • Understand that rhetorical questions can be used for intentional effect 	This description is partially covered in: 4.5.3 Persuasive Language 1 To cover this description fully, you will need to supplement with your own material, specifically in the context of listening for understanding.
	<ul style="list-style-type: none"> • Identify the evidence a speaker provides to support a particular point of view 	This description is partially covered in: 3.1.2 Passionate Discussions 3.1.13 Comprehension – Experience Teaches Us More than Books To cover this description fully, you will need to supplement with your own material.

NSW Syllabus (Stage 2): English Stars Year 3 and 4

Oral language and communication

Outcomes	Content Descriptions	English Stars Modules
A student: communicates with familiar audiences for social and learning purposes, by interacting, understanding and presenting EN2-OLC-01 (continued)	<ul style="list-style-type: none"> Identify language features in spoken texts that contribute to own or others' enjoyment and understanding 	3.1.17 Oral Presentation Skills 3.3.14 Revise Oral Presentation Skills 3.6.7 Different Ways to Write and Speak 3.6.9 Visualising 3.7.17 Revise Oral Presentation Skills 3.8.7 Task – Write Quatrains 3.8.9 Similes and Metaphors 3.8.14 Task – Write a Haiku 4.1.10 Effective Speaking 4.5.17 Improve Your Speaking 4.8.13 Task – Discuss Poetry
	Presenting <ul style="list-style-type: none"> Plan and deliver spoken presentations using language and structure to suit purpose and audience 	3.1.2 Passionate Discussions 3.1.17 Oral Presentation Skills 3.2.15 Task – Play Character Hot Seat 3.3.14 Revise Oral Presentation Skills 3.7.17 Revise Oral Presentation Skills 4.1.10 Effective Speaking 4.1.15 Write a Speech 4.5.17 Improve Your Speaking
	<ul style="list-style-type: none"> Adjust volume, pace and intonation to enhance meaning when presenting and reciting 	3.1.17 Oral Presentation Skills 3.3.14 Revise Oral Presentation Skills 3.7.17 Revise Oral Presentation Skills 4.1.10 Effective Speaking 4.5.17 Improve Your Speaking
	<ul style="list-style-type: none"> Use temporal connectives to sequence planned information in a presentation 	3.5.6 Sequence Words 4.1.15 Write a Speech 4.4.2 Adverbs 4.4.3 Adverb Phrases 4.5.6 Sequence Words
	<ul style="list-style-type: none"> Select and use prepositional, adverbial and adjectival phrases to extend communication and to suit the intended purpose of a planned and delivered spoken presentation 	This description is partially covered in: 3.5.10 Prepositions 4.4.2 Adverbs 4.4.3 Adverb Phrases 4.4.7 Adverb Clauses 4.5.10 Prepositional Phrases To cover this description fully, you will need to supplement with your own material specifically in the context of delivering a spoken presentation.
	<ul style="list-style-type: none"> State a reasoned argument in a presentation about learning area content, to a familiar audience 	This description is covered in: 3.1.2 Passionate Discussions In addition, we would encourage teachers to provide further opportunities for students to address this description individually.
	<ul style="list-style-type: none"> Include multimodal features in planned and delivered presentations, to expand meaning and engage an audience 	3.1.17 Oral Presentation Skills 3.1.18 Design a Slideshow 3.3.14 Revise Oral Presentation Skills 3.5.16 Taking Photos 3.5.17 Visual Procedure Structure 3.5.18 Revise Slideshow Design 3.6.11 Task – Perform a Tableau 3.6.14 Task – Publish Your Story 3.6.15 Task – Write a Story from Pictures 3.7.17 Revise Oral Presentation Skills 3.8.15 Task – Publish Your Poetry 4.1.10 Effective Speaking 4.1.11 Non-Verbal Communication 4.1.17 Design a Slideshow 4.5.17 Improve Your Speaking
	<ul style="list-style-type: none"> Reflect on and monitor own presentations according to given criteria 	3.1.2 Passionate Discussions 3.1.17 Oral Presentation Skills 3.2.15 Task – Play Character Hot Seat 3.3.14 Revise Oral Presentation Skills 3.7.10 How Do We Learn? 3.7.17 Revise Oral Presentation Skills 4.1.10 Effective Speaking 4.1.11 Non-Verbal Communication 4.5.17 Improve Your Speaking

NSW Syllabus (Stage 2): English Stars Year 3 and 4

Oral language and communication

Outcomes	Content Descriptions	English Stars Modules
A student: communicates with familiar audiences for social and learning purposes, by interacting, understanding and presenting EN2-OLC-01 (continued)	Complementary content for alternative communication forms: Listening for understanding <ul style="list-style-type: none"> Attend to a presenter and identify information in gestural, symbolic, signed or spoken communication, acknowledging the value of others' contributions 	3.1.2 Passionate Discussions 3.1.17 Oral Presentation Skills 3.2.15 Task – Play Character Hot Seat 3.3.14 Revise Oral Presentation Skills 3.6.2 Different Ways to Tell a Story 3.6.11 Task – Perform a Tableau 3.7.10 How Do We Learn? 3.7.17 Revise Oral Presentation Skills 4.1.10 Effective Speaking 4.1.11 Non-Verbal Communication 4.1.15 Write a Speech 4.5.17 Improve Your Speaking
	<ul style="list-style-type: none"> Identify the features of symbolic, signed or spoken communication that support understanding in texts 	3.1.2 Passionate Discussions 3.1.17 Oral Presentation Skills 3.2.15 Task – Play Character Hot Seat 3.3.14 Revise Oral Presentation Skills 3.6.2 Different Ways to Tell a Story 3.6.11 Task – Perform a Tableau 3.6.15 Task – Write a Story from Pictures 3.7.11 Task – Explain a Life Cycle 4.1.10 Effective Speaking 4.1.11 Non-Verbal Communication 4.1.15 Write a Speech 4.5.17 Improve Your Speaking
	<ul style="list-style-type: none"> Make notes when accessing symbolic, signed or spoken texts, and compose messages to ask questions, seek clarification, follow up on information or request assistance 	This description is partially covered in: 3.7.2 Summarising 3.7.11 Task – Explain a Life Cycle 4.1.6 Effective Listening To cover the description fully, you will need to supplement with your own material.
	<ul style="list-style-type: none"> Paraphrase portions of information from a signed or spoken text presented through media that might also use other forms of visual communication 	3.7.2 Summarising 4.7.10 Plot Summary
	<ul style="list-style-type: none"> Identify features of nonverbal communication that contribute to own or others' enjoyment and understanding 	3.1.12 Task – Create a Persuasive Poster 3.1.17 Oral Presentation Skills 3.3.14 Revise Oral Presentation Skills 3.6.2 Different Ways to Tell a Story 3.6.15 Task – Write a Story from Pictures 3.7.15 Interpret Images 3.7.17 Revise Oral Presentation Skills 4.1.11 Non-Verbal Communication 4.1.12 Design a Poster 4.1.17 Design a Slideshow
	<ul style="list-style-type: none"> Plan and deliver a series of visuals or digital presentations using structure and language to suit purpose and audience 	3.1.12 Task – Create a Persuasive Poster 3.1.18 Design a Slideshow 3.4.13 Task – Publish Your Review 3.5.16 Taking Photos 3.5.17 Visual Procedure Structure 3.5.18 Revise Slideshow Design 3.6.11 Task – Perform a Tableau 3.6.14 Task – Publish Your Story 3.6.15 Task – Write a Story from Pictures 3.7.14 Task – Write for a Younger Child 3.7.16 Task – Publish Your Explanation 3.8.15 Task – Publish Your Poetry 4.1.17 Design a Slideshow
	<ul style="list-style-type: none"> Adjust gestures, facial expressions and posture to enhance meaning when presenting 	3.1.17 Oral Presentation Skills 3.3.14 Revise Oral Presentation Skills 3.6.11 Task – Perform a Tableau 3.7.17 Revise Oral Presentation Skills 4.1.11 Non-Verbal Communication 4.1.15 Write a Speech

NSW Syllabus (Stage 2): English Stars Year 3 and 4

Oral language and communication

Outcomes	Content Descriptions	English Stars Modules
A student: communicates with familiar audiences for social and learning purposes, by interacting, understanding and presenting EN2-OLC-01 (continued)	<ul style="list-style-type: none"> Select and use prepositional, adverbial and adjectival phrases as well as nonverbal features of communication such as gesture, facial expression, posture and eye gaze to enhance the intended message of a planned presentation 	<p>This description is partially covered in:</p> <p>3.1.1 Understanding Text 3.1.17 Oral Presentation Skills 3.5.10 Prepositions</p> <p>4.1.11 Non-Verbal Communication 4.4.2 Adverbs 4.4.3 Adverb Phrases 4.4.7 Adverb Clauses 4.5.17 Improve Your Speaking</p> <p>To cover this description fully, you will need to supplement with your own material, specifically in the context of delivering a spoken presentation containing prepositional, adverbial and adjectival phrases.</p>

NSW Syllabus (Stage 2): English Stars Year 3 and 4

Vocabulary

Outcomes	Content Descriptions	English Stars Modules
A student: builds knowledge and use of Tier 1, Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, and by defining and analysing words EN2-VOCAB-01	<p>Learning and using words</p> <ul style="list-style-type: none"> Build personal Tier 1, Tier 2 and Tier 3 vocabulary through social and learning interactions, reading and writing 	<p>3.1.3 Common and Proper Nouns 3.1.6 Persuasive Language 3.1.7 Simple and Compound Sentences 3.1.10 Paragraphs 1 3.1.11 Action Verbs 3.1.14 Modal Adverbs 3.1.15 Modal Verbs 3.2.2 Plot 3.2.3 Adjectives 1 3.2.4 Interesting Introductions 3.2.7 Saying Verbs 3.2.11 Paragraphs 2 3.3.2 Recount Structure 3.3.6 Tense 1 3.3.7 Contractions 3.3.10 Pronouns 3.3.11 Conjunctions 3.3.13 Synonyms 3.4.2 Review Structure 3.4.4 Text Types 3.4.5 Thinking and Feeling Verbs 3.4.7 Making Connections 3.4.8 Evaluative Language 3.4.9 Clauses 3.4.12 Subject-Verb Agreement 3.5.2 Tense 2 3.5.3 Precise Vocabulary 3.5.4 Procedural Text Structure 3.5.6 Sequence Words 3.5.7 Using the Internet 3.5.10 Prepositions 3.5.11 Adjectives 2 3.5.14 Editing Skills 3.5.16 Taking Photos 3.5.17 Visual Procedure Structure 3.5.18 Revise Slideshow Design 3.6.2 Different Ways to Tell a Story 3.6.3 Revise Plot 3.6.7 Different Ways to Write and Speak 3.6.9 Visualising 3.7.2 Summarising 3.7.3 Dictionary Strategies 3.7.4 Explanation Text Structure 3.7.6 Technical Vocabulary 3.7.7 Relating Verbs 3.7.10 How Do We Learn? 3.7.13 Statements, Questions and Exclamations 3.7.16 Task – Publish Your Explanation 3.8.3 Rhyme 3.8.5 Onomatopoeia 3.8.6 Quatrains 3.8.9 Similes and Metaphors 3.8.10 Cinquains 3.8.13 Haikus</p>

NSW Syllabus (Stage 2): English Stars Year 3 and 4

Vocabulary

Outcomes	Content Descriptions	English Stars Modules
<p>A student: builds knowledge and use of Tier 1, Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, and by defining and analysing words EN2-VOCAB-01 (continued)</p>	<ul style="list-style-type: none"> Build personal Tier 1, Tier 2 and Tier 3 vocabulary through social and learning interactions, reading and writing (continued) 	<p>4.1.2 Past Tense 4.1.3 Doubling in Spelling 4.1.4 Greek and Latin Roots 4.1.7 Noun Phrases 4.1.8 Contractions 4.1.12 Design a Poster 4.1.14 Prefixes 4.1.15 Write a Speech 4.1.16 Borrowed Words 4.1.17 Design a Slideshow 4.2.2 Information Report Structure 4.2.3 This, That, These, Those 4.2.4 Suffixes 4.2.6 Informative Paragraphs 4.2.7 Websites and Readability 4.2.9 Compare Texts from Different Eras 4.2.10 Informative Language Features 4.2.11 New Vocabulary 1 4.3.2 What Is a Story? 4.3.3 Characters 4.3.4 Setting 4.3.6 Plot 4.3.12 Explore Comic Strips 4.3.14 Tension and Suspense 4.4.2 Adverbs 4.4.3 Adverb Phrases 4.4.4 Homophones 4.4.6 Personal Response Structure 4.4.7 Adverb Clauses 4.4.9 Pronoun Reference 4.4.10 Tricky Homophones 4.4.11 Slang, Colloquial and Formal Words 4.4.12 Sentences 4.5.2 Fact or Opinion 4.5.3 Persuasive Language 1 4.5.6 Sequence Words 4.5.7 Cause and Effect Words 4.5.8 Persuasive Language 2 4.5.10 Prepositional Phrases 4.5.11 Persuasive Essay Structure 4.5.14 Compare and Contrast Words 4.5.15 Plural Rules 4.6.2 Adjectives 1 4.6.3 Description Text Structure 4.6.6 Adjectives 2 4.6.8 Verb Phrases 4.7.2 Genres 4.7.6 Reflect on Characters 4.7.10 Plot Summary 4.7.11 Book Review Language 4.7.12 Book Review Structure 4.8.2 Poetic Language 4.8.3 New Vocabulary 2 4.8.4 Rhyme 4.8.6 Spoonerisms 4.8.7 Neologisms 4.8.10 Puns 4.8.11 Limericks</p> <p>In addition, students can practise building vocabulary in all Year 3 and 4 Comprehension and Task modules.</p>
	<ul style="list-style-type: none"> Understand that Aboriginal English is a recognised dialect and that Aboriginal English words are used in multimodal, spoken and written texts 	<p>3.5.13 Comprehension – How to Make an Earth Oven 3.6.2 Different Ways to Tell a Story 4.1.16 Borrowed Words</p>
	<ul style="list-style-type: none"> Identify and explain the difference between synonyms and antonyms 	<p>This description is partially covered in: 3.3.13 Synonyms</p> <p>To cover the description fully, you will need to supplement with your own material.</p>
	<ul style="list-style-type: none"> Describe how modal words indicate degrees of probability, occurrence, obligation and inclination 	<p>3.1.14 Modal Adverbs 3.1.15 Modal Adverbs</p>

NSW Syllabus (Stage 2): English Stars Year 3 and 4

Vocabulary

Outcomes	Content Descriptions	English Stars Modules
A student: builds knowledge and use of Tier 1, Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, and by defining and analysing words EN2-VOCAB-01 (continued)	<ul style="list-style-type: none"> Identify and use terminology associated with figurative language encountered in texts 	This description is partially covered in: 3.8.5 Onomatopoeia 3.8.9 Similes and Metaphors To cover this description fully, you could use the teaching and learning resources from Year 5 Modules 9.2 Idioms, 9.5 Metaphors and Similes, 9.7 Personification and Year 6 Modules 5.10 Emphasis, Repetition and Metaphor, 8.4 Sound Devices.
	<ul style="list-style-type: none"> Recognise that words and phrases can have literal or implied meanings according to context 	3.1.1 Understanding Text Students have opportunities throughout all of the Comprehension Modules in Years 3 and 4, to identify literal and implied meanings in texts.
	<ul style="list-style-type: none"> Understand that many words derive from other languages, including Aboriginal and Torres Strait Islander Languages, and that the pronunciation and spelling of words may reflect their etymology 	3.2.10 Task – Compare Texts 3.5.13 Comprehension – How to Make an Earth Oven 4.1.1 Comprehension – The Origins of English 4.1.4 Greek and Latin Roots 4.1.16 Borrowed Words 4.2.11 New Vocabulary 1 4.8.3 New Vocabulary 2 This description is also partially addressed in Spelling Spot (Greek and Latin roots). For more information see the Year 5 and 6 Spelling Spot Scope & Sequences.
	<ul style="list-style-type: none"> Understand and use language associated with digital texts 	3.1.18 Design a Slideshow 3.4.13 Task – Publish Your Review 3.5.7 Using the Internet 3.5.17 Visual Procedure Structure 3.5.18 Revise Slideshow Design 3.7.16 Task – Publish Your Explanation 4.1.17 Design a Slideshow 4.2.7 Websites and Readability
	<p>Defining and analysing words</p> <ul style="list-style-type: none"> Use a thesaurus to locate synonyms and antonyms or to clarify dictionary meanings, to expand vocabulary 	This description is partially covered in: 3.3.13 Synonyms 3.5.3 Precise Vocabulary To cover this description fully, you will need to supplement with your own material.
	<ul style="list-style-type: none"> Define meanings for homonyms according to context 	4.4.4 Homophones 4.4.10 Tricky Homophones This description is also addressed in Spelling Spot (Homophones). For more information see the Year 3 and 4 Spelling Spot Scope and Sequences.
	<ul style="list-style-type: none"> Understand and use word play including puns and spoonerisms 	3.8.3 Rhyme 3.8.5 Onomatopoeia 3.8.6 Quatrains 3.8.7 Task – Write Quatrains 3.8.9 Similes and Metaphors 4.4.4 Homophones 4.4.10 Tricky Homophones 4.8.2 Poetic Language 4.8.4 Rhyme 4.8.6 Spoonerisms 4.8.7 Neologisms 4.8.8 Task – Write Quatrain Poems 4.8.10 Puns 4.8.11 Limericks 4.8.12 Task – Write an Acrostic Poem
<ul style="list-style-type: none"> Apply morphemic knowledge to change word meanings by adding different prefixes and suffixes to a base word or root 	4.1.14 Prefixes 4.2.4 Suffixes This description is also addressed in Spelling Spot (Prefixes and Suffixes). For more information see the Year 3 and 4 Spelling Spot Scope and Sequences.	
	<ul style="list-style-type: none"> Use word associations to build word knowledge 	This description is partially covered in: 3.7.3 Dictionary Strategies 3.7.6 Technical Vocabulary To cover this description fully, you will need to supplement with your own material.

NSW Syllabus (Stage 2): English Stars Year 3 and 4

Reading fluency		
Outcomes	Content Descriptions	English Stars Modules
A student: sustains independent reading with accuracy, automaticity, rate and prosody suited to purpose, audience and meaning EN2-REFLU-01	Reading automaticity and rate	There are no English Stars modules that directly align to this description. To cover the description, you will need to supplement with your own material.
	<ul style="list-style-type: none"> Explain how effortless and accurate word reading, at a pace appropriate for text and purpose, can support reading fluency and comprehension 	There are no English Stars modules that directly align to this description. To cover the description, you will need to supplement with your own material.
	<ul style="list-style-type: none"> Syllabify, blend grapheme–phoneme correspondences and use morphemic knowledge as strategies for reading words accurately 	There are no English Stars modules that directly align to this description. To cover the description, you will need to supplement with your own material.
	<ul style="list-style-type: none"> Read multisyllabic words, phrases and continuous texts with accuracy and appropriate rate suited to reading purpose 	There are no English Stars modules that directly align to this description. To cover the description, you will need to supplement with your own material.
	<ul style="list-style-type: none"> Maintain stamina when reading extended texts 	There are no English Stars modules that directly align to this description. To cover the description, you will need to supplement with your own material.
	<ul style="list-style-type: none"> Demonstrate use of navigation pathways to support fluency when engaging with print, visual and multimodal texts 	The use of navigation pathways is partially covered in: 4.2.7 Websites and Readability To cover the description, you will need to supplement with your own material.
	Prosody	There are no English Stars modules that directly align to this description. To cover the description, you will need to supplement with your own material.
	<ul style="list-style-type: none"> Explain how prosodic reading involves emphasis, expression, intonation and pausing 	There are no English Stars modules that directly align to this description. To cover the description, you will need to supplement with your own material.
	<ul style="list-style-type: none"> Adjust voice, tone, volume and pitch reflected by the punctuation in a text, to enhance reading fluency and support comprehension 	This description is partially covered in: 3.1.17 Oral Presentation Skills 3.3.14 Revise Oral Presentation Skills 3.7.17 Revise Oral Presentation Skills 4.1.10 Effective Speaking 4.5.17 Improve Your Speaking To cover the description, you will need to supplement with your own material.
	<ul style="list-style-type: none"> Apply appropriate tone to represent characters' emotions when reading text with dialogue 	There are no English Stars modules that directly align to this description. To cover the description, you will need to supplement with your own material.
	Monitoring reading fluency	There are no English Stars modules that directly align to this description. To cover the description, you will need to supplement with your own material.
	<ul style="list-style-type: none"> Recognise that there are different purposes and audiences for reading and adjust reading rate to suit a text's purpose 	There are no English Stars modules that directly align to this description. To cover the description, you will need to supplement with your own material.
	<ul style="list-style-type: none"> Reflect on and compare differences between own oral reading fluency and silent reading fluency 	There are no English Stars modules that directly align to this description. To cover the description, you will need to supplement with your own material.
<ul style="list-style-type: none"> Reflect on how adjusting reading rate and prosody supports comprehension and can engage an audience 	There are no English Stars modules that directly align to this description. To cover the description, you will need to supplement with your own material.	
<ul style="list-style-type: none"> Reflect on stamina for reading sustained texts 	There are no English Stars modules that directly align to this description. To cover the description, you will need to supplement with your own material.	
<ul style="list-style-type: none"> Monitor and adjust own goals for improving reading fluency 	There are no English Stars modules that directly align to this description. To cover the description, you will need to supplement with your own material.	

NSW Syllabus (Stage 2): English Stars Year 3 and 4

Reading comprehension		
Outcomes	Content Descriptions	English Stars Modules
A student: reads and comprehends texts for wide purposes using knowledge of text structures and language, and by monitoring comprehension EN2-RECOM-01	Reading for interest and wide purposes	3.1.1 Understanding Text
<ul style="list-style-type: none"> Identify different purposes and strategies for reading 		3.1.4 Persuasive Essay Structure
		3.1.6 Persuasive Language
		3.1.12 Task – Create a Persuasive Poster
		3.2.1 Predicting
		3.2.10 Task – Compare Texts
		3.2.11 Paragraphs 2
		3.2.12 Task – Write a Fable
		3.2.14 Task – Rewrite the Ending of a Fable
		3.3.2 Recount Structure
		3.4.2 Review Structure
		3.4.7 Making Connections
		3.5.4 Procedural Text Structure
		3.5.12 Task – Write a Silly Science Procedure
		3.5.14 Editing Skills
		3.5.17 Visual Procedure Structure
		3.6.2 Different Ways to Tell a Story
		3.6.9 Visualising

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Reading comprehension

Outcomes	Content Descriptions	English Stars Modules
A student: reads and comprehends texts for wide purposes using knowledge of text structures and language, and by monitoring comprehension EN2-RECOM-01 (continued)	<ul style="list-style-type: none"> Identify different purposes and strategies for reading (continued) 	3.6.13 Task – Complete the Comprehension Text 3.7.2 Summarising 3.7.4 Explanation Text Structure 4.1.12 Design a Poster 4.1.17 Design a Slideshow 4.2.2 Information Report Structure 4.2.6 Informative Paragraphs 4.2.7 Websites and Readability 4.2.10 Informative Language Features 4.4.6 Personal Response Structure 4.5.2 Fact or Opinion 4.5.11 Persuasive Essay Structure 4.6.3 Description Text Structure 4.7.12 Book Review Structure
	<ul style="list-style-type: none"> Select and read texts of personal interest and to gather information for learning 	3.1.5 Comprehension – All Children Should Play Sport 3.1.9 Comprehension – Books Are Better than Films 3.2.1 Predicting 3.2.2 Plot 3.2.5 Comprehension – The Tortoise and the Hare 3.2.9 Comprehension – Kangaroo and Hermit Crab 3.2.10 Task – Compare Texts 3.2.12 Task – Write a Fable 3.2.13 Comprehension – The Fox and the Crow 3.2.14 Task – Rewrite the Ending of a Fable 3.3.1 Comprehension – Are We There Yet? 3.3.5 Comprehension – Sophie Scott Goes South 3.3.9 Comprehension – Diary of a Soccer Star 3.4.1 Comprehension – Review of The Angry Birds Movie 3.4.3 Comprehension – Review of Untitled 3.4.4 Text Types 3.4.11 Comprehension – Review of UNO 3.5.1 Comprehension – Ant Antics 3.5.5 Comprehension – Short Cuts to Glory: Smashed Potatoes 3.5.9 Comprehension – Impossible Invisibility Spray 3.5.12 Task – Write a Silly Science Procedure 3.5.13 Comprehension – How to Make an Earth Oven 3.5.14 Editing Skills 3.6.1 Comprehension – Deadly D and Justice Jones: Making the Team 3.6.2 Different Ways to Tell a Story 3.6.5 Comprehension – The Cinderella Letters 3.6.9 Visualising 3.6.10 Comprehension – Fantastic Mr Fox 3.6.13 Task – Complete the Comprehension Text 3.7.1 Comprehension – How Does Milk Get to Your Fridge? 3.7.2 Summarising 3.7.4 Explanation Text Structure 3.7.9 Comprehension – Why Do the Seasons Change? 3.7.12 Comprehension – How Is Snooker Played? 3.8.1 Comprehension – What Is Poetry? 3.8.4 Comprehension – Monkey 3.8.5 Onomatopoeia 3.8.6 Quatrains 3.8.8 Comprehension – What Is a Cinquain? 3.8.12 Comprehension – What Is a Haiku? 4.1.1 Comprehension – The Origins of English 4.1.5 Comprehension – A Trip to the Australian War Memorial 4.1.13 Comprehension – Finding a Hero 4.2.1 Comprehension – The Giraffe 4.2.2 Information Report Structure 4.2.5 Comprehension – Buderim 4.2.6 Informative Paragraphs 4.2.7 Websites and Readability 4.3.1 Comprehension – The Curious Dictionary 4.3.3 Characters 4.3.4 Setting 4.3.5 Comprehension – The Monster in the Roof 4.3.9 Comprehension – Billy’s Bad Day 4.3.13 Comprehension – The Sapphire Robbery 4.3.14 Tension and Suspense 4.4.5 Comprehension – Mona Lisa

NSW Syllabus (Stage 2): English Stars Year 3 and 4

Reading comprehension

Outcomes	Content Descriptions	English Stars Modules
<p>A student: reads and comprehends texts for wide purposes using knowledge of text structures and language, and by monitoring comprehension EN2-RECOM-01 (continued)</p>	<ul style="list-style-type: none"> Select and read texts of personal interest and to gather information for learning (continued) 	<p>4.4.6 Personal Response Structure 4.5.5 Comprehension – The Case For Homework 4.5.9 Comprehension – The Case Against Homework 4.5.11 Persuasive Essay Structure 4.5.13 Comprehension – Explore the Stars! 4.6.1 Comprehension – Streetscape 4.6.3 Description Text Structure 4.7.1 Comprehension – Somewhere Around the Corner 4.7.2 Genres 4.7.5 Comprehension – At the Creek 4.7.6 Reflect on Characters 4.7.8 Task – Write Comprehension Questions 4.7.9 Different Stories, Similar Ideas 4.7.12 Book Review Structure 4.8.1 Comprehension – Rosie’s Scowl 4.8.2 Poetic Language 4.8.3 New Vocabulary 2 4.8.4 Rhyme 4.8.5 Comprehension – Brodie B Buckles and Barnabas Blake 4.8.9 Comprehension – Six Limericks 4.8.11 Limericks 4.8.12 Task – Write an Acrostic Poem</p>
	<ul style="list-style-type: none"> Build topic knowledge, including key vocabulary, and activate background knowledge prior to and during reading 	<p>3.1.5 Comprehension – All Children Should Play Sport 3.1.9 Comprehension – Books Are Better than Films 3.2.1 Predicting 3.2.2 Plot 3.2.5 Comprehension – The Tortoise and the Hare 3.2.9 Comprehension – Kangaroo and Hermit Crab 3.2.10 Task – Compare Texts 3.2.11 Paragraphs 2 3.2.12 Task – Write a Fable 3.2.13 Comprehension – The Fox and the Crow 3.2.14 Task – Rewrite the Ending of a Fable 3.3.1 Comprehension – Are We There Yet? 3.3.5 Comprehension – Sophie Scott Goes South 3.3.9 Comprehension – Diary of a Soccer Star 3.4.1 Comprehension – Review of The Angry Birds Movie 3.4.3 Comprehension – Review of Untitled 3.4.4 Text Types 3.4.11 Comprehension – Review of UNO 3.5.1 Comprehension – Ant Antics 3.5.5 Comprehension – Short Cuts to Glory: Smashed Potatoes 3.5.9 Comprehension – Impossible Invisibility Spray 3.5.12 Task – Write a Silly Science Procedure 3.5.13 Comprehension – How to Make an Earth Oven 3.6.1 Comprehension – Deadly D and Justice Jones: Making the Team 3.6.2 Different Ways to Tell a Story 3.6.5 Comprehension – The Cinderella Letters 3.6.9 Visualising 3.6.10 Comprehension – Fantastic Mr Fox 3.6.13 Task – Complete the Comprehension Text 3.7.1 Comprehension – How Does Milk Get to Your Fridge? 3.7.2 Summarising 3.7.4 Explanation Text Structure 3.7.9 Comprehension – Why Do the Seasons Change? 3.7.12 Comprehension – How Is Snooker Played? 3.8.1 Comprehension – What Is Poetry? 3.8.4 Comprehension – Monkey 3.8.5 Onomatopoeia 3.8.6 Quatrains 3.8.8 Comprehension – What Is a Cinquain? 3.8.12 Comprehension – What Is a Haiku? 4.1.1 Comprehension – The Origins of English 4.1.5 Comprehension – A Trip to the Australian War Memorial 4.1.13 Comprehension – Finding a Hero 4.2.1 Comprehension – The Giraffe 4.2.2 Information Report Structure 4.2.5 Comprehension – Buderim 4.2.6 Informative Paragraphs 4.2.7 Websites and Readability</p>

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Reading comprehension

Outcomes	Content Descriptions	English Stars Modules
<p>A student: reads and comprehends texts for wide purposes using knowledge of text structures and language, and by monitoring comprehension EN2-RECOM-01 (continued)</p>	<ul style="list-style-type: none"> Build topic knowledge, including key vocabulary, and activate background knowledge prior to and during reading (continued) 	<p>4.2.10 Informative Language Features 4.3.1 Comprehension – The Curious Dictionary 4.3.3 Characters 4.3.4 Setting 4.3.5 Comprehension – The Monster in the Roof 4.3.9 Comprehension – Billy’s Bad Day 4.3.13 Comprehension – The Sapphire Robbery 4.4.5 Comprehension – Mona Lisa 4.4.6 Personal Response Structure 4.5.2 Fact or Opinion 4.5.3 Persuasive Language 1 4.5.5 Comprehension – The Case For Homework 4.5.9 Comprehension – The Case Against Homework 4.5.13 Comprehension – Explore the Stars! 4.6.1 Comprehension – Streetscape 4.6.3 Description Text Structure 4.7.1 Comprehension – Somewhere Around the Corner 4.7.2 Genres 4.7.5 Comprehension – At the Creek 4.7.6 Reflect on Characters 4.7.8 Task – Write Comprehension Questions 4.7.9 Different Stories, Similar Ideas 4.7.12 Book Review Structure 4.8.1 Comprehension – Rosie’s Scowl 4.8.2 Poetic Language 4.8.3 New Vocabulary 2 4.8.4 Rhyme 4.8.5 Comprehension – Brodie B Buckles and Barnabas Blake 4.8.9 Comprehension – Six Limericks 4.8.11 Limericks 4.8.12 Task – Write an Acrostic Poem</p>
	<ul style="list-style-type: none"> Identify similarities and compare differences within and between texts by making text-to-self, text-to-text and text-to-world connections 	<p>3.2.10 Task – Compare Texts 3.4.7 Making Connections 4.7.2 Genres 4.7.9 Different Stories, Similar Ideas</p>
	<ul style="list-style-type: none"> Locate, select and retrieve relevant information from a print or digital text and consider accuracy of information presented 	<p>3.1.1 Understanding Text 3.2.1 Predicting 3.2.2 Plot 3.2.11 Paragraphs 2 3.3.2 Recount Structure 3.5.14 Editing Skills 3.5.17 Visual Procedure Structure 3.6.2 Different Ways to Tell a Story 3.7.2 Summarising 3.7.4 Explanation Text Structure 3.8.5 Onomatopoeia 3.8.6 Quatrains 4.2.2 Information Report Structure 4.2.6 Informative Paragraphs 4.2.7 Websites and Readability 4.2.10 Informative Language Features 4.3.3 Characters 4.3.4 Setting 4.3.14 Tension and Suspense 4.4.6 Personal Response Structure 4.5.2 Fact or Opinion 4.5.3 Persuasive Language 1 4.5.11 Persuasive Essay Structure 4.6.3 Description Text Structure 4.7.2 Genres 4.7.6 Reflect on Characters 4.7.9 Different Stories, Similar Ideas</p> <p>In addition, students can practise locating relevant information in all Year 3 and 4 Comprehension and Task modules.</p>

NSW Syllabus (Stage 2): English Stars Year 3 and 4

Reading comprehension

Outcomes	Content Descriptions	English Stars Modules
<p>A student: reads and comprehends texts for wide purposes using knowledge of text structures and language, and by monitoring comprehension EN2-RECOM-01 (continued)</p>	<ul style="list-style-type: none"> Determine the relevance of a text for a specific purpose 	<p>3.1.4 Persuasive Essay Structure 3.1.6 Persuasive Language 3.1.10 Paragraphs 1 3.1.18 Design a Slideshow 3.2.1 Predicting 3.4.2 Review Structure 3.4.4 Text Types 3.4.7 Making Connections 3.5.4 Procedural Text Structure 3.5.17 Visual Procedure Structure 3.5.18 Revise Slideshow Design 3.6.2 Different Ways to Tell a Story 3.6.9 Visualising 3.7.4 Explanation Text Structure</p> <p>4.1.12 Design a Poster 4.1.17 Design a Slideshow 4.2.2 Information Report Structure 4.2.6 Informative Paragraphs 4.2.7 Websites and Readability 4.2.9 Compare Texts from Different Eras 4.2.10 Informative Language Features 4.3.2 What Is a Story? 4.4.6 Personal Response Structure 4.5.2 Fact or Opinion 4.5.3 Persuasive Language 1 4.5.8 Persuasive Language 2 4.5.11 Persuasive Essay Structure 4.6.3 Description Text Structure 4.7.2 Genres 4.7.9 Different Stories, Similar Ideas 4.7.11 Book Review Language</p> <p>In addition, students can practise determining the relevance of a text for a specific purpose in all Year 3 and 4 Comprehension and Task modules.</p>
	<p>Comprehending text structures and features</p> <ul style="list-style-type: none"> Identify different structures and features of persuasive, informative and imaginative texts 	<p>3.1.1 Understanding Text 3.1.4 Persuasive Essay Structure 3.1.6 Persuasive Language 3.1.10 Paragraphs 1 3.1.14 Modal Adverbs 3.1.15 Modal Verbs 3.1.18 Design a Slideshow 3.2.1 Predicting 3.2.2 Plot 3.2.3 Adjectives 1 3.2.4 Interesting Introductions 3.2.6 Quoted Speech 3.2.7 Saying Verbs 3.2.11 Paragraphs 2 3.3.2 Recount Structure 3.3.6 Tense 1 3.4.2 Review Structure 3.4.4 Text Types 3.4.5 Thinking and Feeling Verbs 3.4.8 Evaluative Language 3.5.2 Tense 2 3.5.3 Precise Vocabulary 3.5.4 Procedural Text Structure 3.5.6 Sequence Words 3.5.17 Visual Procedure Structure 3.6.2 Different Ways to Tell a Story 3.6.3 Revise Plot 3.6.4 Revise Quoted Speech 3.6.6 Reported Speech 3.6.7 Different Ways to Write and Speak 3.6.9 Visualising 3.7.4 Explanation Text Structure 3.7.6 Technical Vocabulary 3.7.15 Interpret Images 3.8.3 Rhyme 3.8.5 Onomatopoeia 3.8.6 Quatrains</p>

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Reading comprehension

Outcomes	Content Descriptions	English Stars Modules
<p>A student: reads and comprehends texts for wide purposes using knowledge of text structures and language, and by monitoring comprehension EN2-RECOM-01 (continued)</p>	<ul style="list-style-type: none"> Identify different structures and features of persuasive, informative and imaginative texts (continued) 	<p>3.8.9 Similes and Metaphors 3.8.10 Cinquains 3.8.13 Haikus 3.8.14 Task – Write a Haiku</p> <p>4.1.2 Past Tense 4.1.12 Design a Poster 4.1.15 Write a Speech 4.1.17 Design a Slideshow 4.2.2 Information Report Structure 4.2.6 Informative Paragraphs 4.2.10 Informative Language Features 4.3.2 What Is a Story? 4.3.3 Characters 4.3.4 Setting 4.3.6 Plot 4.3.8 Quoted and Reported Speech 4.3.12 Explore Comic Strips 4.3.14 Tension and Suspense 4.4.2 Adverbs 4.4.3 Adverb Phrases 4.4.6 Personal Response Structure 4.4.7 Adverb Clauses 4.5.2 Fact or Opinion 4.5.3 Persuasive Language 1 4.5.6 Sequence Words 4.5.7 Cause and Effect Words 4.5.8 Persuasive Language 2 4.5.11 Persuasive Essay Structure 4.6.2 Adjectives 1 4.6.3 Description Text Structure 4.6.6 Adjectives 2 4.6.8 Verb Phrases 4.7.2 Genres 4.7.9 Different Stories, Similar Ideas 4.7.10 Plot Summary 4.7.11 Book Review Language 4.7.12 Book Review Structure 4.8.2 Poetic Language 4.8.4 Rhyme 4.8.6 Spoonerisms 4.8.7 Neologisms 4.8.10 Puns 4.8.11 Limericks</p> <p>In addition, students can identify structures and features of persuasive, informative and imaginative texts in all Year 3 and 4 Comprehension and Task modules.</p>
	<ul style="list-style-type: none"> Identify and describe how text structure, features and language work together to achieve a text's purpose 	<p>3.1.2 Passionate Discussions 3.1.4 Persuasive Essay Structure 3.1.6 Persuasive Language 3.1.10 Paragraphs 1 3.1.11 Action Verbs 3.1.14 Modal Adverbs 3.1.15 Modal Verbs 3.1.18 Design a Slideshow 3.2.1 Predicting 3.2.2 Plot 3.2.4 Interesting Introductions 3.2.6 Quoted Speech 3.2.8 Character Profiles 3.2.11 Paragraphs 2 3.3.2 Recount Structure 3.3.6 Tense 1 3.4.2 Review Structure 3.4.4 Text Types 3.4.5 Thinking and Feeling Verbs 3.4.8 Evaluative Language 3.5.2 Tense 2 3.5.3 Precise Vocabulary 3.5.4 Procedural Text Structure 3.5.6 Sequence Words</p>

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Reading comprehension

Outcomes	Content Descriptions	English Stars Modules
<p>A student: reads and comprehends texts for wide purposes using knowledge of text structures and language, and by monitoring comprehension EN2-RECOM-01 (continued)</p>	<ul style="list-style-type: none"> Identify and describe how text structure, features and language work together to achieve a text's purpose (continued) 	<p>3.5.11 Adjectives 2 3.5.12 Task – Write a Silly Science Procedure 3.5.14 Editing Skills 3.5.17 Visual Procedure Structure 3.6.2 Different Ways to Tell a Story 3.6.3 Revise Plot 3.6.4 Revise Quoted Speech 3.6.6 Reported Speech 3.6.9 Visualising 3.7.4 Explanation Text Structure 3.7.6 Technical Vocabulary 3.7.15 Interpret Images 3.8.5 Onomatopoeia 3.8.6 Quatrains 3.8.9 Similes and Metaphors 3.8.10 Cinquains 3.8.13 Haikus 4.1.2 Past Tense 4.1.12 Design a Poster 4.1.15 Write a Speech 4.1.17 Design a Slideshow 4.2.2 Information Report Structure 4.2.6 Informative Paragraphs 4.2.9 Compare Texts from Different Eras 4.2.10 Informative Language Features 4.3.2 What Is a Story? 4.3.3 Characters 4.3.4 Setting 4.3.6 Plot 4.3.8 Quoted and Reported Speech 4.3.12 Explore Comic Strips 4.3.14 Tension and Suspense 4.4.2 Adverbs 4.4.3 Adverb Phrases 4.4.6 Personal Response Structure 4.4.7 Adverb Clauses 4.5.2 Fact or Opinion 4.5.3 Persuasive Language 1 4.5.6 Sequence Words 4.5.7 Cause and Effect Words 4.5.8 Persuasive Language 2 4.5.10 Prepositional Phrases 4.5.11 Persuasive Essay Structure 4.5.14 Compare and Contrast Words 4.6.2 Adjectives 1 4.6.3 Description Text Structure 4.6.4 Task – Describe a Subject 4.6.6 Adjectives 2 4.6.8 Verb Phrases 4.7.2 Genres 4.7.9 Different Stories, Similar Ideas 4.7.10 Plot Summary 4.7.11 Book Review Language 4.7.12 Book Review Structure 4.8.2 Poetic Language 4.8.4 Rhyme 4.8.6 Spoonerisms 4.8.10 Puns 4.8.11 Limericks</p> <p>In addition, students can identify and describe how text structure, features and language work together to achieve a text's purpose in all Year 3 and 4 Comprehension and Task modules.</p>
	<ul style="list-style-type: none"> Describe how multimodal features enhance meaning and contribute to salience in texts 	<p>3.1.12 Task – Create a Persuasive Poster 3.1.18 Design a Slideshow 3.2.1 Predicting 3.5.16 Taking Photos 3.5.17 Visual Procedure Structure 3.5.18 Revise Slideshow Design 3.6.15 Task – Write a Story from Pictures 3.7.15 Interpret Images 4.1.12 Design a Poster 4.1.17 Design a Slideshow</p>

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Reading comprehension

Outcomes	Content Descriptions	English Stars Modules
<p>A student: reads and comprehends texts for wide purposes using knowledge of text structures and language, and by monitoring comprehension EN2-RECOM-01 (continued)</p>	<ul style="list-style-type: none"> Understand that dialogue is a common feature of imaginative texts, signalled by quotation marks or speech bubbles to indicate interactions between characters 	<p>3.2.6 Quoted Speech 3.6.4 Revise Quoted Speech 4.3.8 Quoted and Reported Speech 4.3.11 Quotation Marks 4.3.12 Explore Comic Strips</p>
	<ul style="list-style-type: none"> Identify the difference between quoted speech and reported speech 	<p>3.2.6 Quoted Speech 3.6.4 Revise Quoted Speech 3.6.6 Reported Speech 4.3.8 Quoted and Reported Speech 4.3.11 Quotation Marks 4.3.12 Explore Comic Strips</p>
	<ul style="list-style-type: none"> Understand that literal information can be sourced directly from a text and that inferences can be made by using multiple sources of information 	<p>3.1.1 Understanding Text 4.7.8 Task – Write Comprehension Questions In addition, students can address this description in all Year 3 and 4 Comprehension modules.</p>
	<p>Comprehending language</p> <ul style="list-style-type: none"> Use morphemic knowledge to read and understand the meaning of words 	<p>4.1.4 Greek and Latin Roots 4.1.14 Prefixes 4.1.16 Borrowed Words 4.2.4 Suffixes 4.2.11 New Vocabulary 1 4.5.15 Plural Rules 4.8.3 New Vocabulary 2</p>
	<ul style="list-style-type: none"> Adjust own mental model as reading presents new words and understanding 	<p>This description is partially covered in: 3.1.1 Understanding Text 3.2.1 Predicting 3.4.7 Making Connections 3.6.9 Visualising 3.7.2 Summarising 4.2.11 New Vocabulary 1 4.7.8 Task – Write Comprehension Questions 4.8.3 New Vocabulary 2 To cover this description fully, you will need to supplement with your own material.</p>
	<ul style="list-style-type: none"> Use key words from a text to visualise events, characters and settings when making inferences and confirming predictions 	<p>This description is partially covered in: 3.2.1 Predicting 3.4.7 Making Connections 3.6.9 Visualising 3.7.2 Summarising 4.3.3 Characters 4.3.4 Setting To cover this description fully, you could use opportunities when reading texts throughout English Stars (such as in Comprehension Modules) as well as supplement with your own material.</p>
	<ul style="list-style-type: none"> Identify the adverbs, nouns and verbs that influence own emotional response to characters 	<p>3.1.3 Common and Proper Nouns 3.1.14 Modal Adverbs 3.1.15 Modal Verbs 3.2.3 Adjectives 1 3.2.7 Saying Verbs 3.4.5 Thinking and Feeling Verbs 3.4.8 Evaluative Language 3.7.7 Relating Verbs 4.1.7 Noun Phrases 4.3.3 Characters 4.4.2 Adverbs 4.4.3 Adverb Phrases 4.4.7 Adverb Clauses 4.7.6 Reflect on Characters</p>
	<ul style="list-style-type: none"> Identify different types of verbs that control meaning 	<p>3.1.11 Action Verbs 3.1.15 Modal Verbs 3.2.7 Saying Verbs 3.4.5 Thinking and Feeling Verbs 3.5.3 Precise Vocabulary 3.7.7 Relating Verbs 4.6.8 Verb Phrases</p>

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Reading comprehension

Outcomes	Content Descriptions	English Stars Modules
<p>A student: reads and comprehends texts for wide purposes using knowledge of text structures and language, and by monitoring comprehension EN2-RECOM-01 (continued)</p>	<ul style="list-style-type: none"> Identify word patterns, including repetition, that create cohesion or effect 	<p>3.3.11 Conjunctions 3.1.4 Persuasive Essay Structure 3.1.6 Persuasive Language 4.4.9 Pronoun Reference 4.5.3 Persuasive Language 1 4.5.7 Cause and Effect Words 4.5.8 Persuasive Language 2 4.5.10 Prepositional Phrases 4.5.11 Persuasive Essay Structure 4.5.14 Compare and Contrast Words</p> <p>In addition, you could use the teaching and learning resources from Year 6 Module 5.2 Cohesive Links.</p>
	<ul style="list-style-type: none"> Understand that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters 	<p>3.3.7 Contractions 4.1.8 Contractions</p> <p>This description is also addressed in Spelling Spot (Contractions). For more information see the Year 3 and Year 4 Spelling Spot Scope and Sequences.</p>
	<ul style="list-style-type: none"> Identify different types of connectives used by the author that support inference 	<p>This description is partially covered in:</p> <p>3.3.10 Pronouns 3.3.11 Conjunctions 3.4.12 Subject-Verb Agreement 3.5.6 Sequence Words 3.5.10 Prepositions 3.7.7 Relating Verbs 4.2.3 This, That, These, Those 4.4.9 Pronoun Reference 4.5.6 Sequence Words 4.5.7 Cause and Effect Words 4.5.14 Compare and Contrast Words</p> <p>To cover this description fully, you will need to supplement with your own material.</p>
	<ul style="list-style-type: none"> Use knowledge of homonyms to understand metaphor and to support inference 	<p>There are no English Stars modules that directly align to this description.</p> <p>To cover the description, you will need to supplement with your own material.</p> <p>Note: metaphors are addressed in Year 3 Module 8.9 Similes and Metaphors, and homophones are addressed in Year 4 Modules 4.4 Homophones and 4.10 Tricky Homophones.</p>
	<ul style="list-style-type: none"> Link the meanings of words and phrases across consecutive sentences to support local inferencing 	<p>3.1.10 Paragraphs 1 3.2.11 Paragraphs 2 3.3.10 Pronouns 3.3.11 Conjunctions 3.4.12 Subject-Verb Agreement 3.5.6 Sequence Words 4.1.7 Noun Phrases 4.2.3 This, That, These, Those 4.2.6 Informative Paragraphs 4.4.3 Adverb Phrases 4.4.9 Pronoun Reference 4.5.4 Task – Write Persuasive Paragraphs 4.5.6 Sequence Words 4.5.7 Cause and Effect Words 4.5.10 Prepositional Phrases 4.5.14 Compare and Contrast Words 4.6.8 Verb Phrases</p>
	<ul style="list-style-type: none"> Clarify and link the meanings of key words across a text to support global inferencing 	<p>3.1.1 Understanding Text 3.2.1 Predicting 3.4.7 Making Connections 3.6.9 Visualising 3.7.2 Summarising 4.2.11 New Vocabulary 1 4.7.9 Different Stories, Similar Ideas 4.7.10 Plot Summary 4.8.3 New Vocabulary 2</p> <p>In addition, students can address this description in all Year 3 and 4 Comprehension and Task modules.</p>

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Reading comprehension

Outcomes	Content Descriptions	English Stars Modules
<p>A student: reads and comprehends texts for wide purposes using knowledge of text structures and language, and by monitoring comprehension EN2-RECOM-01 (continued)</p>	<ul style="list-style-type: none"> Identify and describe the difference between subjective and objective language in texts 	<p>This description is partially covered in:</p> <p>3.1.4 Persuasive Essay Structure 3.1.6 Persuasive Language 3.1.16 Task – Write a Persuasive Essay</p> <p>4.5.2 Fact or Opinion 4.5.3 Persuasive Language 1 4.5.8 Persuasive Language 2 4.5.11 Persuasive Essay Structure 4.5.12 Task – Write a Persuasive Essay</p> <p>To cover this description fully, you could use the teaching and learning resources from Year 5 Module 4.2 Objective and Subjective Language and Year 6 Module 6.6 Objective and Subjective Language.</p>
	<ul style="list-style-type: none"> Understand past, present and future tense and their impact on text meaning 	<p>3.3.6 Tense 1 3.5.2 Tense 2</p> <p>4.1.2 Past Tense</p>
	<p>Monitoring comprehension</p> <ul style="list-style-type: none"> Identify how their background knowledge is used to actively build and adjust a mental model prior to and during reading 	<p>3.1.1 Understanding Text 3.2.1 Predicting 3.4.7 Making Connections 3.6.9 Visualising</p> <p>Students have opportunities to use their background knowledge as a comprehension strategy when reading the texts in all of the Comprehension Modules.</p>
	<ul style="list-style-type: none"> Identify where meaning breaks down when reading 	<p>There are no English Stars modules that directly align to this description. To cover this description fully, you will need to supplement with your own material.</p>
	<ul style="list-style-type: none"> Identify and use strategies to repair reading when meaning breaks down 	<p>This description is partially covered in:</p> <p>3.2.1 Predicting 3.4.7 Making Connections 3.6.9 Visualising 3.7.2 Summarising 3.7.3 Dictionary Strategies 3.7.10 How Do We Learn?</p> <p>4.2.11 New Vocabulary 1 4.8.3 New Vocabulary 2</p> <p>To cover this description fully, you will need to supplement with your own material with a focus on employing appropriate comprehension strategies when meaning breaks down.</p>
	<ul style="list-style-type: none"> Ask questions to clarify meaning and promote deeper understanding of a text 	<p>This description is partially covered in:</p> <p>3.2.1 Predicting 3.4.7 Making Connections 3.6.9 Visualising 3.7.2 Summarising</p> <p>4.7.8 Task – Write Comprehension Questions</p> <p>To cover this description fully, you will need to supplement with your own material and provide opportunities for students to ask questions.</p>
	<ul style="list-style-type: none"> Make gist statements and record them to monitor understanding 	<p>This description is partially covered in:</p> <p>3.7.2 Summarising</p> <p>To cover this description fully, you will need to supplement with your own material to provide further opportunities to practise summarising.</p>
	<ul style="list-style-type: none"> Use information from paragraphs or chapters to group related ideas and support summarisation of the whole text 	<p>This description is partially covered in:</p> <p>3.7.2 Summarising</p> <p>4.7.10 Plot Summary</p> <p>To cover this description fully, you will need to supplement with your own material.</p>
	<ul style="list-style-type: none"> Reflect on reading experiences and identify texts of personal significance and pleasure 	<p>4.7.2 Genres 4.8.2 Poetic Language</p> <p>In addition, students have opportunities throughout the Comprehension Modules to reflect on what they have read and identify texts they enjoyed.</p>
	<ul style="list-style-type: none"> Reflect on own understanding of texts and monitor own goals for reading 	<p>There are no English Stars modules that directly align to this description. To cover this description fully, you will need to supplement with your own material.</p>

NSW Syllabus (Stage 2): English Stars Year 3 and 4

Creating written texts

Outcomes	Content Descriptions	English Stars Modules
<p>A student:</p> <ul style="list-style-type: none"> plans, creates and revises written texts for imaginative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience EN2-CWT-01; plans, creates and revises written texts for informative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience EN2-CWT-02; plans, creates and revises written texts for persuasive purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience EN2-CWT-03 	<p>Imaginative purposes</p> <ul style="list-style-type: none"> Create imaginative texts to engage an audience, using first person or third person narrative voice 	<p>3.5.12 Task – Write a Silly Science Procedure</p> <p>3.2.2 Plot</p> <p>3.2.4 Interesting Introductions</p> <p>3.2.8 Character Profiles</p> <p>3.2.12 Task – Write a Fable</p> <p>3.2.14 Task – Rewrite the Ending of a Fable</p> <p>3.3.2 Recount Structure</p> <p>3.3.4 Task – Write a Recount about Yesterday</p> <p>3.3.8 Task – Write an Animal Diary</p> <p>3.3.12 Task – Write a Recount about a Robot</p> <p>3.6.2 Different Ways to Tell a Story</p> <p>3.6.3 Revise Plot</p> <p>3.6.12 Task – Write a Story</p> <p>3.6.14 Task – Publish Your Story</p> <p>3.6.15 Task – Write a Story from Pictures</p> <p>3.8.7 Task – Write Quatrains</p> <p>3.8.11 Task – Write a Cinquain</p> <p>3.8.14 Task – Write a Haiku</p> <p>3.8.15 Task – Publish Your Poetry</p> <p>4.1.7 Noun Phrases</p> <p>4.1.15 Write a Speech</p> <p>4.1.17 Design a Slideshow</p> <p>4.3.2 What Is a Story?</p> <p>4.3.3 Characters</p> <p>4.3.4 Setting</p> <p>4.3.6 Plot</p> <p>4.3.7 Task – Write a Story from a Plot Outline</p> <p>4.3.10 Task – Rewrite Billy's Bad Day</p> <p>4.3.14 Tension and Suspense</p> <p>4.7.2 Genres</p> <p>4.7.6 Reflect on Characters</p> <p>4.7.7 Task – Retell a Story</p> <p>4.7.9 Different Stories, Similar Ideas</p> <p>4.8.8 Task – Write Quatrain Poems</p> <p>4.8.12 Task – Write an Acrostic Poem</p> <p>4.8.14 Task – Publish a Poem</p>
	<ul style="list-style-type: none"> Experiment using second person narrative voice for effect 	<p>There are no Year 3 or Year 4 English Stars modules that directly align to this description.</p> <p>To cover this description you could use the teaching and learning resources from Year 5 Modules 6.2 Narrative Voice and 6.4 Task – Write a Second Person Narrative.</p>
	<ul style="list-style-type: none"> Use an orientation, complication, resolution structure to create narratives centred on time, place and characters 	<p>3.2.2 Plot</p> <p>3.2.4 Interesting Introductions</p> <p>3.2.12 Task – Write a Fable</p> <p>3.2.14 Task – Rewrite the Ending of a Fable</p> <p>3.6.3 Revise Plot</p> <p>3.6.12 Task – Write a Story</p> <p>3.6.14 Task – Publish Your Story</p> <p>3.6.15 Task – Write a Story from Pictures</p> <p>4.3.2 What Is a Story?</p> <p>4.3.3 Characters</p> <p>4.3.4 Setting</p> <p>4.3.6 Plot</p> <p>4.3.7 Task – Write a Story from a Plot Outline</p> <p>4.3.10 Task – Rewrite Billy's Bad Day</p> <p>4.3.12 Explore Comic Strips</p>
	<ul style="list-style-type: none"> Sequence ideas and actions into paragraphs aligned to the stages of the text, to provide elaborated details about settings, character motives and actions 	<p>3.1.10 Paragraphs 1</p> <p>3.2.2 Plot</p> <p>3.2.11 Paragraphs 2</p> <p>3.3.2 Recount Structure</p> <p>3.3.4 Task – Write a Recount about Yesterday</p> <p>3.3.12 Task – Write a Recount about a Robot</p> <p>3.6.3 Revise Plot</p> <p>3.6.12 Task – Write a Story</p> <p>3.6.14 Task – Publish Your Story</p>

NSW Syllabus (Stage 2): English Stars Year 3 and 4

Creating written texts

Outcomes	Content Descriptions	English Stars Modules
<p>A student:</p> <ul style="list-style-type: none"> plans, creates and revises written texts for imaginative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience EN2-CWT-01; plans, creates and revises written texts for informative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience EN2-CWT-02; plans, creates and revises written texts for persuasive purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience EN2-CWT-03 <p>(continued)</p>	<ul style="list-style-type: none"> Sequence ideas and actions into paragraphs aligned to the stages of the text, to provide elaborated details about settings, character motives and actions (continued) 	<p>4.1.15 Write a Speech 4.3.6 Plot 4.3.7 Task – Write a Story from a Plot Outline 4.3.10 Task – Rewrite Billy's Bad Day</p>
	<ul style="list-style-type: none"> Experiment with using and punctuating dialogue in texts 	<p>3.2.6 Quoted Speech 3.2.12 Task – Write a Fable 3.2.14 Task – Rewrite the Ending of a Fable 3.6.4 Revise Quoted Speech 3.6.6 Reported Speech 3.6.12 Task – Write a Story 3.6.14 Task – Publish Your Story 3.6.15 Task – Write a Story from Pictures</p> <p>4.3.7 Task – Write a Story from a Plot Outline 4.3.8 Quoted and Reported Speech 4.3.10 Task – Rewrite Billy's Bad Day 4.3.11 Quotation Marks 4.3.12 Explore Comic Strips</p>
	<ul style="list-style-type: none"> Experiment with different poetic forms using stanzas 	<p>3.8.6 Quatrains 3.8.7 Task – Write Quatrains 3.8.10 Cinquains 3.8.11 Task – Write a Cinquain 3.8.13 Haikus 3.8.14 Task – Write a Haiku</p> <p>4.8.8 Task – Write Quatrain Poems 4.8.11 Limericks 4.8.14 Task – Publish a Poem</p>
	<ul style="list-style-type: none"> Experiment with poetry to include innovative use of punctuation to suit purpose and for effect 	<p>There are no Year 3 or Year 4 English Stars modules that directly align to this description.</p> <p>This description is partially covered in Year 5 Module 9.9 Write in the Style of a Poet. To cover this description fully, you will need to supplement with your own material.</p>
	<p>Text features for multiple purposes</p> <ul style="list-style-type: none"> Maintain appropriate, consistent past, present or future tense across a text 	<p>3.1.4 Persuasive Essay Structure 3.3.2 Recount Structure 3.3.6 Tense 1 3.4.2 Review Structure 3.4.4 Text Types 3.5.2 Tense 2 3.5.4 Procedural Text Structure 3.7.4 Explanation Text Structure</p> <p>4.1.2 Past Tense 4.1.15 Write a Speech 4.2.2 Information Report Structure 4.2.6 Informative Paragraphs 4.3.12 Explore Comic Strips 4.4.6 Personal Response Structure 4.5.11 Persuasive Essay Structure 4.6.3 Description Text Structure 4.7.10 Plot Summary</p> <p>In addition, students can address this description in all Year 3 and 4 Task modules.</p>
<ul style="list-style-type: none"> Maintain noun–pronoun referencing across a text for cohesion 	<p>This description is partially covered in:</p> <p>3.4.9 Clauses 4.4.9 Pronoun Reference</p> <p>To cover this description fully, you will need to supplement with your own material to support students in identifying pronoun referencing when editing and proofreading their written work.</p>	
<ul style="list-style-type: none"> Use temporal, conditional and causal conjunctions within sentences, and as connectives to link ideas across sentences for cohesion 	<p>3.1.4 Persuasive Essay Structure 3.1.7 Simple and Compound Sentences 3.2.4 Interesting Introductions 3.3.2 Recount Structure 3.3.11 Conjunctions 3.4.2 Review Structure 3.5.4 Procedural Text Structure 3.5.6 Sequence Words 3.7.4 Explanation Text Structure</p> <p>4.1.15 Write a Speech 4.2.3 This, That, These, Those 4.3.12 Explore Comic Strips</p>	

NSW Syllabus (Stage 2): English Stars Year 3 and 4

Creating written texts

Outcomes	Content Descriptions	English Stars Modules
<p>A student:</p> <ul style="list-style-type: none"> plans, creates and revises written texts for imaginative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience EN2-CWT-01; plans, creates and revises written texts for informative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience EN2-CWT-02; plans, creates and revises written texts for persuasive purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience EN2-CWT-03 <p>(continued)</p>	<ul style="list-style-type: none"> Use temporal, conditional and causal conjunctions within sentences, and as connectives to link ideas across sentences for cohesion (continued) 	<p>4.4.6 Personal Response Structure 4.4.12 Sentences 4.5.6 Sequence Words 4.5.7 Cause and Effect Words 4.5.10 Prepositional Phrases 4.5.11 Persuasive Essay Structure 4.5.14 Compare and Contrast Words</p> <p>In addition, students can address this description in all Year 3 and 4 Task modules.</p>
	<ul style="list-style-type: none"> Use language to create imagery or humour, including idioms, puns, simile and personification 	<p>This description is partially covered in:</p> <p>3.8.5 Onomatopoeia 3.8.9 Similes and Metaphors</p> <p>4.8.6 Spoonerisms 4.8.10 Puns</p> <p>To cover this description fully, you could use the teaching and learning resources from Year 5 Modules 9.2 Idioms, 9.5 Metaphors & Similes, 9.7 Personification, 9.8 Sound Devices, and Year 6 Module 8.2 Imagery</p>
	<ul style="list-style-type: none"> Maintain correct subject–verb agreement throughout a text 	<p>3.4.9 Clauses 3.4.12 Subject–Verb Agreement</p>
	<ul style="list-style-type: none"> Use definite articles for particular things and indefinite articles for general things for cohesion 	<p>There are no English Stars modules that directly align to this description. To cover this description fully, you will need to supplement with your own material.</p>
	<ul style="list-style-type: none"> Select and use multimodal features to add meaning 	<p>3.1.12 Task – Create a Persuasive Poster 3.1.17 Oral Presentation Skills 3.1.18 Design a Slideshow 3.3.14 Revise Oral Presentation Skills 3.4.13 Task – Publish Your Review 3.5.16 Taking Photos 3.5.17 Visual Procedure Structure 3.5.18 Revise Slideshow Design 3.6.14 Task – Publish Your Story 3.6.15 Task – Write a Story from Pictures 3.7.11 Task – Explain a Life Cycle 3.7.14 Task – Write for a Younger Child 3.7.16 Task – Publish Your Explanation 3.7.17 Revise Oral Presentation Skills 3.8.15 Task – Publish Your Poetry</p> <p>4.1.11 Non-Verbal Communication 4.1.12 Design a Poster 4.1.15 Write a Speech 4.1.17 Design a Slideshow 4.4.13 Task – Publish a Personal Response 4.8.14 Task – Publish a Poem</p>
	<p>Sentence-level grammar</p> <ul style="list-style-type: none"> Use adjectival clauses with noun groups to add information to subjects and objects 	<p>3.2.3 Adjectives 1 3.5.11 Adjectives 2</p> <p>4.6.2 Adjectives 1 4.6.3 Description Text Structure 4.6.4 Task – Describe a Subject 4.6.6 Adjectives 2 4.6.7 Task – Describe a Minibeast 4.7.11 Book Review Language 4.7.12 Book Review Structure</p>
	<ul style="list-style-type: none"> Use coordinating conjunctions in compound sentences to compare and contrast, or for addition 	<p>3.1.7 Simple and Compound Sentences 3.3.11 Conjunctions</p> <p>4.4.12 Sentences 4.5.14 Compare and Contrast Words</p>
	<ul style="list-style-type: none"> Use subordinating conjunctions in complex sentences to signal sequence, reason or cause and effect 	<p>There are no Year 3 and 4 English Stars modules that directly align to this description.</p> <p>To cover this description, you could use the teaching and learning resources from Year 5 Module 3.3 Clauses, Year 5 Module 3.5 Complex Sentences and Year 6 Module 5.3 Complex Sentences.</p>
	<ul style="list-style-type: none"> Create cause-and-effect statements 	<p>4.5.3 Persuasive Language 1 4.5.4 Task – Write Persuasive Paragraphs 4.5.7 Cause and Effect Words 4.5.11 Persuasive Essay Structure 4.5.12 Task – Write a Persuasive Essay</p>

NSW Syllabus (Stage 2): English Stars Year 3 and 4

Creating written texts

Outcomes	Content Descriptions	English Stars Modules
<p>A student:</p> <ul style="list-style-type: none"> plans, creates and revises written texts for imaginative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience EN2-CWT-01; plans, creates and revises written texts for informative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience EN2-CWT-02; plans, creates and revises written texts for persuasive purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience EN2-CWT-03 <p>(continued)</p>	<ul style="list-style-type: none"> Use declarative sentences to provide facts or state a viewpoint 	<p>4.5.2 Fact or Opinion</p> <p>4.5.3 Persuasive Language 1</p> <p>4.5.4 Task – Write Persuasive Paragraphs</p> <p>4.5.11 Persuasive Essay Structure</p> <p>4.5.12 Task – Write a Persuasive Essay</p>
	<ul style="list-style-type: none"> Use interrogative sentences to ask a direct question, or for rhetorical effect to engage the reader with a viewpoint 	<p>3.7.13 Statements, Questions and Exclamations</p> <p>4.5.3 Persuasive Language 1</p> <p>4.5.4 Task – Write Persuasive Paragraphs</p> <p>4.5.11 Persuasive Essay Structure</p> <p>4.5.12 Task – Write a Persuasive Essay</p> <p>4.7.8 Task – Write Comprehension Questions</p>
	<ul style="list-style-type: none"> Use simple, compound and complex sentences of varying lengths for variation and readability 	<p>This description is partially covered in:</p> <p>3.1.7 Simple and Compound Sentences</p> <p>3.3.11 Conjunctions</p> <p>4.4.12 Sentences</p> <p>To cover this description fully, you could use the teaching and learning resources from Year 5 Module 3.5 Complex Sentences.</p>
	<ul style="list-style-type: none"> Use adverbial phrases or clauses to add information to the verb or verb group of the main or other clauses, to provide reasons for or circumstances 	<p>3.1.14 Modal Adverbs</p> <p>3.1.16 Task – Write a Persuasive Essay</p> <p>4.4.2 Adverbs</p> <p>4.4.3 Adverb Phrases</p> <p>4.4.7 Adverb Clauses</p> <p>4.5.4 Task – Write Persuasive Paragraphs</p> <p>4.5.11 Persuasive Essay Structure</p> <p>4.5.12 Task – Write a Persuasive Essay</p>
	<ul style="list-style-type: none"> Use verb sentence openers to indicate action processes 	<p>3.5.4 Procedural Text Structure</p> <p>3.5.8 Task – Write a Procedure</p> <p>3.5.12 Task – Write a Silly Science Procedure</p> <p>3.5.17 Visual Procedure Structure</p>
	<ul style="list-style-type: none"> Select and use precise saying, thinking, acting, and relating verbs and verb groups to align with text purposes 	<p>This description is partially covered in:</p> <p>3.1.11 Action Verbs</p> <p>3.2.7 Saying Verbs</p> <p>3.4.5 Thinking and Feeling Verbs</p> <p>3.5.3 Precise Vocabulary</p> <p>3.5.17 Visual Procedure Structure</p> <p>3.7.7 Relating Verbs</p> <p>4.6.8 Verb Phrases</p> <p>To cover this description fully, you will need to supplement with your own material.</p>
	<ul style="list-style-type: none"> Use imperative sentences to advise, provide instructions, express a request or a command 	<p>3.1.11 Action Verbs</p> <p>3.5.4 Procedural Text Structure</p> <p>3.5.8 Task – Write a Procedure</p> <p>3.5.12 Task – Write a Silly Science Procedure</p> <p>3.5.17 Visual Procedure Structure</p>
	<ul style="list-style-type: none"> Use exclamatory sentences to emphasise a point or express a strong emotion 	<p>3.7.13 Statements, Questions and Exclamations</p> <p>4.5.3 Persuasive Language 1</p> <p>4.5.4 Task – Write Persuasive Paragraphs</p> <p>4.5.11 Persuasive Essay Structure</p> <p>4.5.12 Task – Write a Persuasive Essay</p>
	<p>Punctuation</p> <ul style="list-style-type: none"> Understand and use quoted and reported text or speech in own writing 	<p>3.2.6 Quoted Speech</p> <p>3.2.12 Task – Write a Fable</p> <p>3.2.14 Task – Rewrite the Ending of a Fable</p> <p>3.6.4 Revise Quoted Speech</p> <p>3.6.6 Reported Speech</p> <p>3.6.12 Task – Write a Story</p> <p>3.6.14 Task – Publish Your Story</p> <p>3.6.15 Task – Write a Story from Pictures</p> <p>4.3.8 Quoted and Reported Speech</p> <p>4.3.10 Task – Rewrite Billy’s Bad Day</p> <p>4.3.11 Quotation Marks</p> <p>4.3.12 Explore Comic Strips</p>

NSW Syllabus (Stage 2): English Stars Year 3 and 4

Creating written texts

Outcomes	Content Descriptions	English Stars Modules
<p>A student:</p> <ul style="list-style-type: none"> plans, creates and revises written texts for imaginative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience EN2-CWT-01; plans, creates and revises written texts for informative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience EN2-CWT-02; plans, creates and revises written texts for persuasive purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience EN2-CWT-03 <p>(continued)</p>	<ul style="list-style-type: none"> Use capital letters to indicate the beginning of a sentence, proper nouns, headings and subheadings, to indicate the beginning of a poetry line, for emphasis, and when using acronyms 	<p>3.1.3 Common and Proper Nouns 3.1.7 Simple and Compound Sentences 3.3.3 Proofreading Skills</p> <p>4.2.6 Informative Paragraphs 4.4.12 Sentences</p> <p>In addition, students can address this description in all Year 3 and 4 Task modules.</p>
	<ul style="list-style-type: none"> Use commas between words in a list or to separate adjectives when more than one is used 	<p>This description is partially covered in:</p> <p>3.5.15 Commas in Lists</p> <p>To cover this description fully, you could use the teaching and learning resources from Year 5 Module 3.2 Commas and Year 6 Module 3.9 Commas in Lists and with Adjectives.</p>
	<ul style="list-style-type: none"> Use a comma to separate a dependent clause before a main clause 	<p>There are no Year 3 or 4 English Stars modules that directly align to this description.</p> <p>To cover this description you could use the teaching and learning resources from Year 6 Module 3.10 Commas in Sentences and Module 3.13 Incorrect Use of the comma.</p>
	<ul style="list-style-type: none"> Use bullet points or numbering to list items or a sequence of steps 	<p>This description is partially covered in:</p> <p>3.5.4 Procedural Text Structure 3.5.8 Task – Write a Procedure 3.5.12 Task – Write a Silly Science Procedure 3.5.17 Visual Procedure Structure</p> <p>To cover this description, you will need to supplement with your own material.</p>
	<ul style="list-style-type: none"> Use apostrophes for contractions, and to show singular and plural possession 	<p>This description is partially covered in:</p> <p>3.3.7 Contractions</p> <p>This content is also covered in Spelling Spot (Contractions). For more information see the Year 3 and 4 Spelling Spot Scope & Sequences.</p>
	<p>Word-level language</p> <ul style="list-style-type: none"> Use personal pronouns to suit purpose and to connect personally with the audience 	<p>3.1.4 Persuasive Essay Structure 3.1.6 Persuasive Language 3.1.8 Task – Write a Persuasive Essay 3.1.16 Task – Write a Persuasive Essay 3.3.4 Task – Write a Recount about Yesterday 3.3.8 Task – Write an Animal Diary 3.3.10 Pronouns 3.3.12 Task – Write a Recount about a Robot 3.4.6 Task – Review an Artwork 3.4.10 Task – Review an Animation 3.4.13 Task – Publish Your Review 3.6.8 Task – Write a Letter to a Character 3.6.12 Task – Write a Story 3.6.14 Task – Publish Your Story 3.6.15 Task – Write a Story from Pictures</p> <p>4.3.7 Task – Write a Story from a Plot Outline 4.3.10 Task – Rewrite Billy’s Bad Day 4.3.12 Explore Comic Strips 4.4.6 Personal Response Structure 4.4.8 Task – Respond to Artwork 4.4.9 Pronoun Reference 4.4.13 Task – Publish a Personal Response 4.5.3 Persuasive Language 1 4.5.4 Task – Write Persuasive Paragraphs 4.5.11 Persuasive Essay Structure 4.6.4 Task – Describe a Subject 4.6.5 Comprehension – Who Am I? 4.6.7 Task – Describe a Minibeast</p>
<ul style="list-style-type: none"> Use adjectives to develop descriptive features 	<p>3.2.3 Adjectives 1 3.2.12 Task – Write a Fable 3.2.14 Task – Rewrite the Ending of a Fable 3.5.11 Adjectives 2 3.6.12 Task – Write a Story 3.6.14 Task – Publish Your Story 3.6.15 Task – Write a Story from Pictures</p> <p>4.3.7 Task – Write a Story from a Plot Outline 4.3.10 Task – Rewrite Billy’s Bad Day 4.6.2 Adjectives 1</p>	

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<p>A student:</p> <ul style="list-style-type: none"> plans, creates and revises written texts for imaginative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience EN2-CWT-01; plans, creates and revises written texts for informative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience EN2-CWT-02; plans, creates and revises written texts for persuasive purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience EN2-CWT-03 <p>(continued)</p>	<ul style="list-style-type: none"> Use adjectives to develop descriptive features (continued) 	<ul style="list-style-type: none"> 4.6.4 Task – Describe a Subject 4.6.6 Adjectives 2 4.6.7 Task – Describe a Minibeast 4.7.11 Book Review Language 4.7.12 Book Review Structure
	<ul style="list-style-type: none"> Use topic-specific Tier 2 and Tier 3 vocabulary to demonstrate authority 	<ul style="list-style-type: none"> 3.1.2 Passionate Discussions 3.1.4 Persuasive Essay Structure 3.1.8 Task – Write a Persuasive Essay 3.1.11 Action Verbs 3.1.12 Task – Create a Persuasive Poster 3.1.14 Modal Adverbs 3.1.15 Modal Verbs 3.1.16 Task – Write a Persuasive Essay 3.1.17 Oral Presentation Skills 3.3.13 Synonyms 3.4.5 Thinking and Feeling Verbs 3.4.8 Evaluative Language 3.5.3 Precise Vocabulary 3.5.4 Procedural Text Structure 3.5.6 Sequence Words 3.5.8 Task – Write a Procedure 3.5.12 Task – Write a Silly Science Procedure 3.5.17 Visual Procedure Structure 3.6.7 Different Ways to Write and Speak 3.7.3 Dictionary Strategies 3.7.4 Explanation Text Structure 3.7.6 Technical Vocabulary 3.7.8 Task – Write an Explanation 3.7.11 Task – Explain a Life Cycle 3.7.16 Task – Publish Your Explanation 4.2.2 Information Report Structure 4.2.6 Informative Paragraphs 4.2.8 Task – Write an Information Report 4.2.10 Informative Language Features 4.2.11 New Vocabulary 1 4.4.2 Adverbs 4.4.6 Personal Response Structure 4.4.8 Task – Respond to Artwork 4.4.11 Slang, Colloquial and Formal Words 4.4.13 Task – Publish a Personal Response 4.5.3 Persuasive Language 1 4.5.4 Task – Write Persuasive Paragraphs 4.5.6 Sequence Words 4.5.7 Cause and Effect Words 4.5.8 Persuasive Language 2 4.5.11 Persuasive Essay Structure 4.5.12 Task – Write a Persuasive Essay 4.5.14 Compare and Contrast Words 4.7.11 Book Review Language 4.7.12 Book Review Structure 4.8.3 New Vocabulary 2
	<ul style="list-style-type: none"> Experiment with words, word order and repetition for rhetorical effect or to create atmosphere 	<ul style="list-style-type: none"> 3.1.2 Passionate Discussions 3.1.4 Persuasive Essay Structure 3.1.6 Persuasive Language 3.1.8 Task – Write a Persuasive Essay 3.1.12 Task – Create a Persuasive Poster 3.1.14 Modal Adverbs 3.1.15 Modal Verbs 3.1.16 Task – Write a Persuasive Essay 3.2.7 Saying Verbs 3.4.2 Review Structure 3.4.5 Thinking and Feeling Verbs 3.4.6 Task – Review an Artwork 3.4.8 Evaluative Language 3.4.10 Task – Review an Animation 3.4.13 Task – Publish Your Review 3.5.11 Adjectives 2 3.6.7 Different Ways to Write and Speak 3.7.7 Relating Verbs 3.8.5 Onomatopoeia 3.8.9 Similes and Metaphors

NSW Syllabus (Stage 2): English Stars Year 3 and 4

Creating written texts

Outcomes	Content Descriptions	English Stars Modules
<p>A student:</p> <ul style="list-style-type: none"> plans, creates and revises written texts for imaginative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience EN2-CWT-01; plans, creates and revises written texts for informative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience EN2-CWT-02; plans, creates and revises written texts for persuasive purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience EN2-CWT-03 <p>(continued)</p>	<ul style="list-style-type: none"> Experiment with words, word order and repetition for rhetorical effect or to create atmosphere (continued) 	<ul style="list-style-type: none"> 4.4.2 Adverbs 4.4.3 Adverb Phrases 4.4.6 Personal Response Structure 4.4.7 Adverb Clauses 4.4.8 Task – Respond to Artwork 4.4.11 Slang, Colloquial and Formal Words 4.4.13 Task – Publish a Personal Response 4.5.2 Fact or Opinion 4.5.3 Persuasive Language 1 4.5.4 Task – Write Persuasive Paragraphs 4.5.6 Sequence Words 4.5.7 Cause and Effect Words 4.5.8 Persuasive Language 2 4.5.11 Persuasive Essay Structure 4.5.12 Task – Write a Persuasive Essay 4.5.14 Compare and Contrast Words 4.7.11 Book Review Language 4.7.12 Book Review Structure 4.8.2 Poetic Language 4.8.6 Spoonerisms 4.8.7 Neologisms 4.8.10 Puns
	<ul style="list-style-type: none"> Experiment with modality to indicate probability, occurrence, obligation or inclination 	<ul style="list-style-type: none"> 3.1.2 Passionate Discussions 3.1.6 Persuasive Language 3.1.8 Task – Write a Persuasive Essay 3.1.12 Task – Create a Persuasive Poster 3.1.14 Modal Adverbs 3.1.15 Modal Verbs 3.1.16 Task – Write a Persuasive Essay 4.4.6 Personal Response Structure 4.4.8 Task – Respond to Artwork 4.4.13 Task – Publish a Personal Response 4.5.3 Persuasive Language 1 4.5.4 Task – Write Persuasive Paragraphs 4.5.11 Persuasive Essay Structure
	<ul style="list-style-type: none"> Use synonyms to replace words to avoid repetition and engage the reader 	<p>This description is partially covered in:</p> <ul style="list-style-type: none"> 3.3.13 Synonyms 3.5.3 Precise Vocabulary 3.6.7 Different Ways to Write and Speak 3.7.3 Dictionary Strategies 3.7.6 Technical Vocabulary 4.2.11 New Vocabulary 1 4.4.11 Slang, Colloquial and Formal Words 4.8.3 New Vocabulary 2 <p>To cover the description fully, you will need to supplement with your own material.</p>
	<p>Informative purposes</p> <ul style="list-style-type: none"> Create written texts that describe experiences and observations to connect with and inform an audience 	<ul style="list-style-type: none"> 3.5.4 Procedural Text Structure 3.5.8 Task – Write a Procedure 3.5.12 Task – Write a Silly Science Procedure 3.5.17 Visual Procedure Structure 3.7.2 Summarising 3.7.4 Explanation Text Structure 3.7.8 Task – Write an Explanation 3.7.11 Task – Explain a Life Cycle 3.7.14 Task – Write for a Younger Child 3.7.16 Task – Publish Your Explanation 4.2.2 Information Report Structure 4.2.6 Informative Paragraphs 4.2.8 Task – Write an Information Report 4.2.10 Informative Language Features 4.7.4 Task – Review a Film 4.7.11 Book Review Language 4.7.12 Book Review Structure

NSW Syllabus (Stage 2): English Stars Year 3 and 4

Creating written texts

Outcomes	Content Descriptions	English Stars Modules
<p>A student:</p> <ul style="list-style-type: none"> plans, creates and revises written texts for imaginative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience EN2-CWT-01; plans, creates and revises written texts for informative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience EN2-CWT-02; plans, creates and revises written texts for persuasive purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience EN2-CWT-03 <p>(continued)</p>	<ul style="list-style-type: none"> Create informative written texts that include headings, paragraphs beginning with topic sentences, and may conclude information in a final paragraph 	<p>3.4.4 Text Types</p> <p>3.7.4 Explanation Text Structure</p> <p>3.7.8 Task – Write an Explanation</p> <p>3.7.11 Task – Explain a Life Cycle</p> <p>3.7.14 Task – Write for a Younger Child</p> <p>3.7.16 Task – Publish Your Explanation</p> <p>4.2.2 Information Report Structure</p> <p>4.2.6 Informative Paragraphs</p> <p>4.2.8 Task – Write an Information Report</p> <p>4.2.10 Informative Language Features</p> <p>4.7.4 Task – Review a Film</p> <p>4.7.11 Book Review Language</p> <p>4.7.12 Book Review Structure</p>
	<ul style="list-style-type: none"> Create written texts that instruct, that may include a statement of purpose or goal, a list of resources and a series of steps 	<p>3.4.4 Text Types</p> <p>3.5.4 Procedural Text Structure</p> <p>3.5.8 Task – Write a Procedure</p> <p>3.5.12 Task – Write a Silly Science Procedure</p> <p>3.5.17 Visual Procedure Structure</p>
	<ul style="list-style-type: none"> Create written texts that explain how or why something happens through a series of steps, including an opening statement and a conclusion 	<p>3.4.4 Text Types</p> <p>3.7.4 Explanation Text Structure</p> <p>3.7.8 Task – Write an Explanation</p> <p>3.7.11 Task – Explain a Life Cycle</p> <p>3.7.14 Task – Write for a Younger Child</p> <p>3.7.16 Task – Publish Your Explanation</p>
	<ul style="list-style-type: none"> Create written factual and historical accounts that include an introduction with the who, what, when, where and why of an experience or event, a description of a series of events and a conclusion 	<p>This description is partially covered in:</p> <p>4.7.4 Task – Review a Film</p> <p>To cover this description fully, you could use the teaching and learning resources from Year 5 Module 4.3 News Article Structure, 4.4 Task – Write a News Article, 5.3 Task – Review a Restaurant, 5.5 Film Review Structure and 5.6 Task – Review a TV Show.</p>
	<p>Persuasive purposes</p> <ul style="list-style-type: none"> Use facts or opinions to reinforce a viewpoint 	<p>3.1.2 Passionate Discussions</p> <p>3.1.4 Persuasive Essay Structure</p> <p>3.1.6 Persuasive Language</p> <p>3.1.8 Task – Write a Persuasive Essay</p> <p>3.1.12 Task – Create a Persuasive Poster</p> <p>3.1.16 Task – Write a Persuasive Essay</p> <p>3.4.2 Review Structure</p> <p>3.4.6 Task – Review an Artwork</p> <p>3.4.8 Evaluative Language</p> <p>3.4.10 Task – Review an Animation</p> <p>3.4.13 Task – Publish Your Review</p> <p>4.4.6 Personal Response Structure</p> <p>4.4.8 Task – Respond to Artwork</p> <p>4.4.13 Task – Publish a Personal Response</p> <p>4.5.2 Fact or Opinion</p> <p>4.5.3 Persuasive Language 1</p> <p>4.5.4 Task – Write Persuasive Paragraphs</p> <p>4.5.8 Persuasive Language 2</p> <p>4.5.11 Persuasive Essay Structure</p> <p>4.5.12 Task – Write a Persuasive Essay</p> <p>4.7.4 Task – Review a Film</p> <p>4.7.12 Book Review Structure</p>
	<ul style="list-style-type: none"> Create written texts that argue a viewpoint using rhetorical devices to persuade an audience 	<p>This description is partially covered in:</p> <p>4.5.3 Persuasive Language 1</p> <p>4.5.4 Task – Write Persuasive Paragraphs</p> <p>4.5.11 Persuasive Essay Structure</p> <p>4.5.12 Task – Write a Persuasive Essay</p> <p>To cover this description fully, you could use the teaching and learning resources from Year 5 Module 2.3 Persuasive Language 1, 2.6 Persuasive Essay Structure, 2.7 Write a Persuasive Essay.</p>
	<ul style="list-style-type: none"> Use a structure that includes a statement of position, has sequenced paragraphs and a conclusion 	<p>3.1.4 Persuasive Essay Structure</p> <p>3.1.8 Task – Write a Persuasive Essay</p> <p>3.1.16 Task – Write a Persuasive Essay</p> <p>3.4.4 Text Types</p> <p>4.5.11 Persuasive Essay Structure</p> <p>4.5.12 Task – Write a Persuasive Essay</p>

NSW Syllabus (Stage 2): English Stars Year 3 and 4

Creating written texts

Outcomes	Content Descriptions	English Stars Modules
A student: <ul style="list-style-type: none"> plans, creates and revises written texts for imaginative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience EN2-CWT-01; plans, creates and revises written texts for informative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience EN2-CWT-02; plans, creates and revises written texts for persuasive purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience EN2-CWT-03 (continued)	<ul style="list-style-type: none"> Sequence argument points in paragraphs that begin with a topic sentence and support the development of ideas 	3.1.4 Persuasive Essay Structure 3.1.8 Task – Write a Persuasive Essay 3.1.10 Paragraphs 1 3.1.16 Task – Write a Persuasive Essay 4.5.4 Task – Write Persuasive Paragraphs 4.5.11 Persuasive Essay Structure 4.5.12 Task – Write a Persuasive Essay
	<ul style="list-style-type: none"> Experiment with modality to modulate an argument for persuasive effect 	3.1.2 Passionate Discussions 3.1.4 Persuasive Essay Structure 3.1.8 Task – Write a Persuasive Essay 3.1.12 Task – Create a Persuasive Poster 3.1.14 Modal Adverbs 3.1.15 Modal Verbs 3.1.16 Task – Write a Persuasive Essay 4.5.3 Persuasive Language 1 4.5.4 Task – Write Persuasive Paragraphs 4.5.11 Persuasive Essay Structure 4.5.12 Task – Write a Persuasive Essay 4.7.12 Book Review Structure
	<p>Planning, monitoring and revising</p> <ul style="list-style-type: none"> Plan structures and language to suit the purpose of a text 	3.1.3 Common and Proper Nouns 3.1.7 Simple and Compound Sentences 3.1.8 Task – Write a Persuasive Essay 3.1.10 Paragraphs 1 3.1.11 Action Verbs 3.1.12 Task – Create a Persuasive Poster 3.1.14 Modal Adverbs 3.1.15 Modal Verbs 3.1.16 Task – Write a Persuasive Essay 3.1.18 Design a Slideshow 3.2.2 Plot 3.2.3 Adjectives 1 3.2.4 Interesting Introductions 3.2.6 Quoted Speech 3.2.7 Saying Verbs 3.2.8 Character Profiles 3.2.11 Paragraphs 2 3.2.12 Task – Write a Fable 3.2.14 Task – Rewrite the Ending of a Fable 3.3.2 Recount Structure 3.3.4 Task – Write a Recount about Yesterday 3.3.6 Tense 1 3.3.8 Task – Write an Animal Diary 3.3.10 Pronouns 3.3.11 Conjunctions 3.3.12 Task – Write a Recount about a Robot 3.4.4 Text Types 3.4.5 Thinking and Feeling Verbs 3.4.8 Evaluative Language 3.4.9 Clauses 3.4.12 Subject–Verb Agreement 3.5.2 Tense 2 3.5.3 Precise Vocabulary 3.5.4 Procedural Text Structure 3.5.6 Sequence Words 3.5.8 Task – Write a Procedure 3.5.10 Prepositions 3.5.11 Adjectives 2 3.5.12 Task – Write a Silly Science Procedure 3.5.17 Visual Procedure Structure 3.5.18 Revise Slideshow Design 3.6.2 Different Ways to Tell a Story 3.6.3 Revise Plot 3.6.4 Revise Quoted Speech 3.6.7 Different Ways to Write and Speak 3.6.8 Task – Write a Letter to a Character 3.6.12 Task – Write a Story 3.6.14 Task – Publish Your Story 3.6.15 Task – Write a Story from Pictures

NSW Syllabus (Stage 2): English Stars Year 3 and 4

Creating written texts

Outcomes	Content Descriptions	English Stars Modules
<p>A student:</p> <ul style="list-style-type: none"> plans, creates and revises written texts for imaginative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience EN2-CWT-01; plans, creates and revises written texts for informative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience EN2-CWT-02; plans, creates and revises written texts for persuasive purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience EN2-CWT-03 <p>(continued)</p>	<ul style="list-style-type: none"> Plan structures and language to suit the purpose of a text <p>(continued)</p>	<ul style="list-style-type: none"> 3.7.2 Summarising 3.7.4 Explanation Text Structure 3.7.6 Technical Vocabulary 3.7.7 Relating Verbs 3.7.8 Task – Write an Explanation 3.7.11 Task – Explain a Life Cycle 3.7.13 Statements, Questions and Exclamations 3.7.14 Task – Write for a Younger Child 3.7.16 Task – Publish Your Explanation 3.8.3 Rhyme 3.8.5 Onomatopoeia 3.8.6 Quatrains 3.8.7 Task – Write Quatrains 3.8.9 Similes and Metaphors 3.8.10 Cinquains 3.8.13 Haikus 3.8.14 Task – Write a Haiku 3.8.15 Task – Publish Your Poetry 4.1.2 Past Tense 4.1.7 Noun Phrases 4.1.12 Design a Poster 4.1.15 Write a Speech 4.1.17 Design a Slideshow 4.2.2 Information Report Structure 4.2.3 This, That, These, Those 4.2.6 Informative Paragraphs 4.2.8 Task – Write an Information Report 4.2.10 Informative Language Features 4.3.2 What Is a Story? 4.3.3 Characters 4.3.4 Setting 4.3.6 Plot 4.3.7 Task – Write a Story from a Plot Outline 4.3.8 Quoted and Reported Speech 4.3.10 Task – Rewrite Billy’s Bad Day 4.3.12 Explore Comic Strips 4.3.14 Tension and Suspense 4.4.2 Adverbs 4.4.3 Adverb Phrases 4.4.7 Adverb Clauses 4.4.9 Pronoun Reference 4.4.11 Slang, Colloquial and Formal Words 4.4.12 Sentences 4.5.2 Fact or Opinion 4.5.3 Persuasive Language 1 4.5.4 Task – Write Persuasive Paragraphs 4.5.6 Sequence Words 4.5.7 Cause and Effect Words 4.5.8 Persuasive Language 2 4.5.10 Prepositional Phrases 4.5.11 Persuasive Essay Structure 4.5.12 Task – Write a Persuasive Essay 4.5.14 Compare and Contrast Words 4.6.2 Adjectives 1 4.6.3 Description Text Structure 4.6.4 Task – Describe a Subject 4.6.6 Adjectives 2 4.6.7 Task – Describe a Minibeast 4.6.8 Verb Phrases 4.7.4 Task – Review a Film 4.7.7 Task – Retell a Story 4.7.10 Plot Summary 4.7.11 Book Review Language 4.7.12 Book Review Structure 4.8.2 Poetic Language 4.8.4 Rhyme 4.8.6 Spoonerisms 4.8.8 Task – Write Quatrain Poems 4.8.10 Puns 4.8.11 Limericks 4.8.12 Task – Write an Acrostic Poem 4.8.14 Task – Publish a Poem

NSW Syllabus (Stage 2): English Stars Year 3 and 4

Creating written texts

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<p>A student:</p> <ul style="list-style-type: none"> plans, creates and revises written texts for imaginative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience EN2-CWT-01; plans, creates and revises written texts for informative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience EN2-CWT-02; plans, creates and revises written texts for persuasive purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience EN2-CWT-03 <p>(continued)</p>	<ul style="list-style-type: none"> Research, summarise and list topic-related ideas when planning 	<p>3.1.6 Persuasive Language</p> <p>3.1.8 Task – Write a Persuasive Essay</p> <p>3.1.12 Task – Create a Persuasive Poster</p> <p>3.1.16 Task – Write a Persuasive Essay</p> <p>3.2.12 Task – Write a Fable</p> <p>3.3.4 Task – Write a Recount about Yesterday</p> <p>3.3.8 Task – Write an Animal Diary</p> <p>3.3.12 Task – Write a Recount about a Robot</p> <p>3.4.6 Task – Review an Artwork</p> <p>3.4.10 Task – Review an Animation</p> <p>3.4.13 Task – Publish Your Review</p> <p>3.5.8 Task – Write a Procedure</p> <p>3.5.12 Task – Write a Silly Science Procedure</p> <p>3.6.12 Task – Write a Story</p> <p>3.6.15 Task – Write a Story from Pictures</p> <p>3.7.2 Summarising</p> <p>3.7.8 Task – Write an Explanation</p> <p>3.7.11 Task – Explain a Life Cycle</p> <p>3.8.7 Task – Write Quatrains</p> <p>3.8.11 Task – Write a Cinquain</p> <p>3.8.14 Task – Write a Haiku</p> <p>4.1.12 Design a Poster</p> <p>4.1.15 Write a Speech</p> <p>4.2.6 Informative Paragraphs</p> <p>4.2.8 Task – Write an Information Report</p> <p>4.3.6 Plot</p> <p>4.3.7 Task – Write a Story from a Plot Outline</p> <p>4.3.10 Task – Rewrite Billy’s Bad Day</p> <p>4.3.12 Explore Comic Strips</p> <p>4.4.8 Task – Respond to Artwork</p> <p>4.4.13 Task – Publish a Personal Response</p> <p>4.5.4 Task – Write Persuasive Paragraphs</p> <p>4.5.12 Task – Write a Persuasive Essay</p> <p>4.6.4 Task – Describe a Subject</p> <p>4.6.7 Task – Describe a Minibeast</p> <p>4.7.4 Task – Review a Film</p> <p>4.7.7 Task – Retell a Story</p> <p>4.7.10 Plot Summary</p> <p>4.7.11 Book Review Language</p> <p>4.7.12 Book Review Structure</p>
	<ul style="list-style-type: none"> Create texts by drawing on personal and others’ experiences, and texts read, viewed and listened to for inspiration and ideas 	<p>3.1.8 Task – Write a Persuasive Essay</p> <p>3.1.12 Task – Create a Persuasive Poster</p> <p>3.1.16 Task – Write a Persuasive Essay</p> <p>3.1.18 Design a Slideshow</p> <p>3.2.4 Interesting Introductions</p> <p>3.2.10 Task – Compare Texts</p> <p>3.2.12 Task – Write a Fable</p> <p>3.2.14 Task – Rewrite the Ending of a Fable</p> <p>3.2.15 Task – Play Character Hot Seat</p> <p>3.3.4 Task – Write a Recount about Yesterday</p> <p>3.3.8 Task – Write an Animal Diary</p> <p>3.3.12 Task – Write a Recount about a Robot</p> <p>3.4.4 Text Types</p> <p>3.4.6 Task – Review an Artwork</p> <p>3.4.7 Making Connections</p> <p>3.4.10 Task – Review an Animation</p> <p>3.4.13 Task – Publish Your Review</p> <p>3.5.8 Task – Write a Procedure</p> <p>3.5.12 Task – Write a Silly Science Procedure</p> <p>3.6.2 Different Ways to Tell a Story</p> <p>3.6.7 Different Ways to Write and Speak</p> <p>3.6.8 Task – Write a Letter to a Character</p> <p>3.6.12 Task – Write a Story</p> <p>3.6.14 Task – Publish Your Story</p> <p>3.6.15 Task – Write a Story from Pictures</p> <p>3.7.8 Task – Write an Explanation</p> <p>3.7.11 Task – Explain a Life Cycle</p> <p>3.7.14 Task – Write for a Younger Child</p> <p>3.7.16 Task – Publish Your Explanation</p> <p>3.8.7 Task – Write Quatrains</p>

NSW Syllabus (Stage 2): English Stars Year 3 and 4

Creating written texts

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	<ul style="list-style-type: none"> Create texts using digital technologies 	<p>3.1.18 Design a Slideshow 3.4.13 Task – Publish Your Review 3.5.16 Taking Photos 3.5.17 Visual Procedure Structure 3.5.18 Revise Slideshow Design 3.6.14 Task – Publish Your Story 3.7.16 Task – Publish Your Explanation 3.8.15 Task – Publish Your Poetry</p> <p>4.1.17 Design a Slideshow 4.4.13 Task – Publish a Personal Response 4.8.14 Task – Publish a Poem</p>
	<ul style="list-style-type: none"> Reflect on and monitor texts according to given criteria, and respond to feedback from others 	<p>3.1.2 Passionate Discussions 3.1.4 Persuasive Essay Structure 3.1.8 Task – Write a Persuasive Essay 3.1.12 Task – Create a Persuasive Poster 3.1.16 Task – Write a Persuasive Essay 3.1.18 Design a Slideshow 3.2.10 Task – Compare Texts 3.2.12 Task – Write a Fable 3.2.14 Task – Rewrite the Ending of a Fable 3.3.2 Recount Structure 3.3.3 Proofreading Skills 3.3.4 Task – Write a Recount about Yesterday 3.3.8 Task – Write an Animal Diary 3.3.12 Task – Write a Recount about a Robot 3.4.2 Review Structure 3.4.6 Task – Review an Artwork 3.4.10 Task – Review an Animation 3.4.13 Task – Publish Your Review 3.5.4 Procedural Text Structure 3.5.8 Task – Write a Procedure 3.5.12 Task – Write a Silly Science Procedure 3.5.14 Editing Skills 3.5.17 Visual Procedure Structure 3.6.8 Task – Write a Letter to a Character 3.6.12 Task – Write a Story 3.6.14 Task – Publish Your Story 3.6.15 Task – Write a Story from Pictures 3.7.4 Explanation Text Structure 3.7.8 Task – Write an Explanation 3.7.11 Task – Explain a Life Cycle 3.7.14 Task – Write for a Younger Child 3.7.16 Task – Publish Your Explanation 3.8.7 Task – Write Quatrains 3.8.11 Task – Write a Cinquain</p>

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Creating written texts

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<p>A student:</p> <ul style="list-style-type: none"> plans, creates and revises written texts for imaginative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience EN2-CWT-01; plans, creates and revises written texts for informative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience EN2-CWT-02; plans, creates and revises written texts for persuasive purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience EN2-CWT-03 <p>(continued)</p>	<ul style="list-style-type: none"> Reflect on and monitor texts according to given criteria, and respond to feedback from others (continued) 	<p>3.8.14 Task – Write a Haiku 3.8.15 Task – Publish Your Poetry</p> <p>4.1.12 Design a Poster 4.1.15 Write a Speech 4.1.17 Design a Slideshow 4.2.2 Information Report Structure 4.2.6 Informative Paragraphs 4.2.8 Task – Write an Information Report 4.2.9 Compare Texts from Different Eras 4.2.10 Informative Language Features 4.3.7 Task – Write a Story from a Plot Outline 4.3.10 Task – Rewrite Billy’s Bad Day 4.3.12 Explore Comic Strips 4.4.6 Personal Response Structure 4.4.8 Task – Respond to Artwork 4.4.13 Task – Publish a Personal Response 4.5.4 Task – Write Persuasive Paragraphs 4.5.11 Persuasive Essay Structure 4.5.12 Task – Write a Persuasive Essay 4.6.4 Task – Describe a Subject 4.6.7 Task – Describe a Minibeast 4.7.4 Task – Review a Film 4.7.6 Reflect on Characters 4.7.7 Task – Retell a Story 4.7.9 Different Stories, Similar Ideas 4.7.11 Book Review Language 4.7.12 Book Review Structure</p>
	<ul style="list-style-type: none"> Proofread, revise and edit written texts to refine language, correct spelling and ensure cohesion and engagement for the reader 	<p>3.1.8 Task – Write a Persuasive Essay 3.1.12 Task – Create a Persuasive Poster 3.1.16 Task – Write a Persuasive Essay 3.2.12 Task – Write a Fable 3.2.14 Task – Rewrite the Ending of a Fable 3.3.3 Proofreading Skills 3.3.4 Task – Write a Recount about Yesterday 3.3.8 Task – Write an Animal Diary 3.3.12 Task – Write a Recount about a Robot 3.4.6 Task – Review an Artwork 3.4.10 Task – Review an Animation 3.4.13 Task – Publish Your Review 3.5.8 Task – Write a Procedure 3.5.12 Task – Write a Silly Science Procedure 3.5.14 Editing Skills 3.6.8 Task – Write a Letter to a Character 3.6.12 Task – Write a Story 3.6.14 Task – Publish Your Story 3.6.15 Task – Write a Story from Pictures 3.7.8 Task – Write an Explanation 3.7.11 Task – Explain a Life Cycle 3.7.14 Task – Write for a Younger Child 3.7.16 Task – Publish Your Explanation 3.8.7 Task – Write Quatrains 3.8.11 Task – Write a Cinquain 3.8.14 Task – Write a Haiku 3.8.15 Task – Publish Your Poetry</p> <p>4.1.12 Design a Poster 4.1.15 Write a Speech 4.1.17 Design a Slideshow 4.2.6 Informative Paragraphs 4.2.8 Task – Write an Information Report 4.3.7 Task – Write a Story from a Plot Outline 4.3.10 Task – Rewrite Billy’s Bad Day 4.3.12 Explore Comic Strips 4.4.8 Task – Respond to Artwork 4.4.13 Task – Publish a Personal Response 4.5.4 Task – Write Persuasive Paragraphs 4.5.12 Task – Write a Persuasive Essay 4.6.4 Task – Describe a Subject 4.6.7 Task – Describe a Minibeast 4.7.4 Task – Review a Film 4.8.8 Task – Write Quatrain Poems 4.8.12 Task – Write an Acrostic Poem 4.8.14 Task – Publish a Poem</p>

NSW Syllabus (Stage 2): English Stars Year 3 and 4

Spelling

Outcomes	Content Descriptions	English Stars Modules
<p>A student: selects, applies and describes appropriate phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts EN2-SPELL-01</p>	<p>Phonological component</p> <ul style="list-style-type: none"> Explain how to segment multisyllabic words into syllables and phonemes, and apply this knowledge when spelling 	<p>This description is partially covered in: 3.8.2 Syllables 3.8.13 Haikus To cover this description fully, you will need to supplement with your own material.</p>
	<ul style="list-style-type: none"> Identify differences in vowel phonemes (short, long, diphthong and schwa vowels) 	<p>There are no English Stars modules that directly align to this description. To cover the description, you will need to supplement with your own material.</p>
	<ul style="list-style-type: none"> Recognise stressed and unstressed syllables in multisyllabic words and apply this knowledge when spelling 	<p>There are no English Stars modules that directly align to this description. To cover the description, you will need to supplement with your own material.</p>
	<ul style="list-style-type: none"> Understand that the schwa occurs in an unstressed syllable and apply this knowledge when spelling 	<p>There are no English Stars modules that directly align to this description. To cover the description, you will need to supplement with your own material.</p>
	<p>Orthographic component</p> <ul style="list-style-type: none"> Understand that some graphemes are dependent on their position in a word in English and apply this knowledge when spelling 	<p>This description is partially addressed in Spelling Spot (Patterns). For more information see the Year 3 and 4 Spelling Spot Scope & Sequences. To cover the description fully, you will need to supplement with your own material.</p>
	<ul style="list-style-type: none"> Understand that graphemes can be explained by their etymology 	<p>This description is partially covered in: 4.1.4 Greek and Latin Roots To cover this description fully, you could use the teaching and learning resources from Year 5 and 6 Spelling Spot (Greek and Latin Roots). For more information see the Year 5 and 6 Spelling Spot Scope and Sequences.</p>
	<ul style="list-style-type: none"> Apply knowledge of taught vowel graphemes when spelling 	<p>This description is partially covered in: 3.3.3 Proofreading Skills This description is also partially addressed Spelling Spot (Patterns). For more information see the Year 3 and 4 Spelling Spot Scope & Sequences.</p>
	<ul style="list-style-type: none"> Proofread, identify and correct misspellings when creating written texts 	<p>3.3.3 Proofreading Skills In addition all written Tasks in English Stars include a step prompting students to proofread.</p>
	<ul style="list-style-type: none"> Use spelling reference tools where required and recognise that spellcheck accuracy may depend on understanding the word 	<p>This description is partially covered in: 3.7.3 Dictionary Strategies To cover the description, you will need to supplement with your own material.</p>
	<p>Morphological component</p> <ul style="list-style-type: none"> Identify inflected suffixes, explaining when and how to treat base words when they are affixed, and apply this knowledge when spelling 	<p>This description is partially covered in: 4.1.3 Doubling in Spelling This description is also addressed in Spelling Spot (Suffixes). For more information see the Year 3 and 4 Spelling Spot Scope and Sequences.</p>
	<ul style="list-style-type: none"> Identify derivational suffixes such as -able, -ness, -ian and -ment, explaining when and how to treat base words when they are affixed, and apply this knowledge when spelling 	<p>This description is addressed in Spelling Spot (Suffixes). For more information see the Year 4, 5 and 6 Spelling Spot Scope and Sequences.</p>
	<ul style="list-style-type: none"> Identify prefixes that require no change to the base word or root when they are affixed, and apply this knowledge when spelling 	<p>This description is addressed in Spelling Spot (Prefixes). For more information see the Year 3 and 4 Spelling Spot Scope and Sequences.</p>
	<ul style="list-style-type: none"> Correctly spell irregular plural words across a range of written contexts 	<p>This description is partially covered in: 4.5.15 Plural Rules To cover this description fully, you could use the teaching and learning resources from Year 5 Module 1.2 Uncommon Plurals.</p>
	<ul style="list-style-type: none"> Correctly spell taught homophones when creating written texts 	<p>This description is partially covered in: 3.7.3 Dictionary Strategies 4.4.4 Homophones This description is also addressed in Spelling Spot (Homophones). For more information see the Year 3 and 4 Spelling Spot Scope and Sequences.</p>

NSW Syllabus (Stage 2): English Stars Year 3 and 4

Handwriting and digital transcription

Outcomes	Content Descriptions	English Stars Modules
<p>A student:</p> <ul style="list-style-type: none"> forms legible joined letters to develop handwriting fluency EN2-HANDW-01; uses digital technologies to create texts EN2-HANDW-02 	<p>Handwriting legibility and fluency</p> <ul style="list-style-type: none"> Understand that legible handwriting is consistent in size and spacing and can support learning 	<p>There are no English Stars modules that directly align to this description. However, throughout English Stars students will have opportunities to practise their handwriting to build legibility and fluency.</p>
	<ul style="list-style-type: none"> Apply appropriate pressure when joining letters 	<p>There are no English Stars modules that directly align to this description. However, throughout English Stars students will have opportunities to practise their handwriting to build legibility and fluency.</p>
	<ul style="list-style-type: none"> Join letters when writing familiar words 	<p>There are no English Stars modules that directly align to this description. However, throughout English Stars students will have opportunities to practise their handwriting to build legibility and fluency.</p>
	<ul style="list-style-type: none"> Join letters using consistent size and spacing to develop fluency 	<p>There are no English Stars modules that directly align to this description. However, throughout English Stars students will have opportunities to practise their handwriting to build legibility and fluency.</p>
	<ul style="list-style-type: none"> Sustain the NSW Foundation Style cursive to facilitate fluency and legibility across a text 	<p>There are no English Stars modules that directly align to this description. However, throughout English Stars students will have opportunities to practise their handwriting to build legibility and fluency.</p>
	<p>Software functionalities and typing</p> <ul style="list-style-type: none"> Use knowledge of the keyboard layout and functions to type texts 	<p>There are no English Stars modules that directly align to this description. However, throughout English Stars students will have opportunities to use software functionalities and practise typing.</p>
	<ul style="list-style-type: none"> Position a chosen device in a way that facilitates efficient and sustained text creation 	<p>There are no English Stars modules that directly align to this description. However, throughout English Stars students will have opportunities to use software functionalities and practise typing.</p>
	<ul style="list-style-type: none"> Search, filter, select, download and save relevant digital information 	<p>This description is partially covered in:</p> <p>3.5.7 Using the Internet</p> <p>4.2.7 Websites and Readability</p> <p>To cover this description fully, you will need to supplement with your own material.</p>
	<ul style="list-style-type: none"> Monitor goals that build on typing accuracy and rate 	<p>There are no English Stars modules that directly align to this description. However, throughout English Stars students will have opportunities to use software functionalities and practise typing.</p>
	<ul style="list-style-type: none"> Use word-processing program functions or augmentative and alternative communication (AAC) to draft and revise texts 	<p>3.1.12 Task – Create a Persuasive Poster 3.1.18 Design a Slideshow 3.4.13 Task – Publish Your Review 3.5.16 Taking Photos 3.5.17 Visual Procedure Structure 3.5.18 Revise Slideshow Design 3.6.14 Task – Publish Your Story 3.7.14 Task – Write for a Younger Child 3.7.16 Task – Publish Your Explanation 3.8.15 Task – Publish Your Poetry</p> <p>4.1.12 Design a Poster 4.1.17 Design a Slideshow 4.4.13 Task – Publish a Personal Response 4.8.14 Task – Publish a Poem</p>
<ul style="list-style-type: none"> Select and insert visual, print and audio elements into texts 	<p>3.1.12 Task – Create a Persuasive Poster 3.1.18 Design a Slideshow 3.4.13 Task – Publish Your Review 3.5.16 Taking Photos 3.5.17 Visual Procedure Structure 3.5.18 Revise Slideshow Design 3.6.14 Task – Publish Your Story 3.7.14 Task – Write for a Younger Child 3.7.16 Task – Publish Your Explanation 3.8.15 Task – Publish Your Poetry</p> <p>4.1.12 Design a Poster 4.1.17 Design a Slideshow 4.4.13 Task – Publish a Personal Response 4.8.14 Task – Publish a Poem</p>	

NSW Syllabus (Stage 2): English Stars Year 3 and 4

Understanding and responding to literature

Outcomes	Content Descriptions	English Stars Modules
<p>A student: identifies and describes how ideas are represented in literature and strategically uses similar representations when creating texts EN2-UARL-01</p>	<p>Narrative</p> <ul style="list-style-type: none"> Describe the interplay of plot, character and setting in different types of narratives 	<p>3.2.2 Plot 3.2.4 Interesting Introductions 3.2.8 Character Profiles 3.2.10 Task – Compare Texts 3.2.15 Task – Play Character Hot Seat 3.3.1 Comprehension – Are We There Yet? 3.3.5 Comprehension – Sophie Scott Goes South 3.3.9 Comprehension – Diary of a Soccer Star 3.6.2 Different Ways to Tell a Story 3.6.3 Revise Plot 3.6.9 Visualising 3.6.10 Comprehension – Fantastic Mr Fox 4.3.1 Comprehension – The Curious Dictionary 4.3.2 What Is a Story? 4.3.3 Characters 4.3.4 Setting 4.3.5 Comprehension – The Monster in the Roof 4.3.6 Plot 4.3.7 Task – Write a Story from a Plot Outline 4.3.9 Comprehension – Billy’s Bad Day 4.3.13 Comprehension – The Sapphire Robbery 4.7.1 Comprehension – Somewhere Around the Corner 4.7.2 Genres 4.7.5 Comprehension – At the Creek 4.7.6 Reflect on Characters 4.7.10 Plot Summary</p>
	<ul style="list-style-type: none"> Describe how narratives set up expectations using familiar, real and imagined characters, situations and phrases 	<p>3.2.1 Predicting 3.2.2 Plot 3.2.4 Interesting Introductions 3.2.8 Character Profiles 3.2.10 Task – Compare Texts 3.2.12 Task – Write a Fable 3.2.14 Task – Rewrite the Ending of a Fable 3.3.1 Comprehension – Are We There Yet? 3.3.5 Comprehension – Sophie Scott Goes South 3.3.9 Comprehension – Diary of a Soccer Star 3.6.2 Different Ways to Tell a Story 3.6.3 Revise Plot 3.6.7 Different Ways to Write and Speak 3.6.10 Comprehension – Fantastic Mr Fox 3.6.12 Task – Write a Story 3.6.14 Task – Publish Your Story 3.6.15 Task – Write a Story from Pictures 4.3.1 Comprehension – The Curious Dictionary 4.3.2 What Is a Story? 4.3.3 Characters 4.3.4 Setting 4.3.5 Comprehension – The Monster in the Roof 4.3.6 Plot 4.3.7 Task – Write a Story from a Plot Outline 4.3.9 Comprehension – Billy’s Bad Day 4.3.10 Task – Rewrite Billy’s Bad Day 4.7.1 Comprehension – Somewhere Around the Corner 4.7.2 Genres 4.7.5 Comprehension – At the Creek</p>
	<ul style="list-style-type: none"> Describe how narrative conventions engage the reader 	<p>3.2.2 Plot 3.2.3 Adjectives 1 3.2.4 Interesting Introductions 3.2.6 Quoted Speech 3.2.7 Saying Verbs 3.2.8 Character Profiles 3.2.10 Task – Compare Texts 3.6.2 Different Ways to Tell a Story 3.6.3 Revise Plot 3.6.4 Revise Quoted Speech 3.6.6 Reported Speech 3.6.7 Different Ways to Write and Speak 3.6.9 Visualising</p>

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Understanding and responding to literature

Outcomes	Content Descriptions	English Stars Modules
A student: identifies and describes how ideas are represented in literature and strategically uses similar representations when creating texts EN2-UARL-01 (continued)	<ul style="list-style-type: none"> Describe how narrative conventions engage the reader (continued) 	4.3.2 What Is a Story? 4.3.3 Characters 4.3.4 Setting 4.3.6 Plot 4.3.8 Quoted and Reported Speech 4.3.14 Tension and Suspense
	<ul style="list-style-type: none"> Describe connections between own or shared experiences and those depicted in narratives 	3.2.5 Comprehension – The Tortoise and the Hare 3.2.9 Comprehension – Kangaroo and Hermit Crab 3.2.10 Task – Compare Texts 3.2.13 Comprehension – The Fox and the Crow 3.3.1 Comprehension – Are We There Yet? 3.3.5 Comprehension – Sophie Scott Goes South 3.3.9 Comprehension – Diary of a Soccer Star 3.4.7 Making Connections 3.4.10 Task – Review an Animation 3.6.1 Comprehension – Deadly D and Justice Jones: Making the Team 3.6.5 Comprehension – The Cinderella Letters 3.6.9 Visualising 3.6.10 Comprehension – Fantastic Mr Fox 4.3.1 Comprehension – The Curious Dictionary 4.3.5 Comprehension – The Monster in the Roof 4.3.9 Comprehension – Billy’s Bad Day 4.3.13 Comprehension – The Sapphire Robbery 4.7.5 Comprehension – At the Creek 4.7.9 Different Stories, Similar Ideas
	<ul style="list-style-type: none"> Identify the purpose and structure of Aboriginal and Torres Strait Islander cultural narratives 	This description is partially covered in: 3.2.9 Comprehension – Kangaroo and Hermit Crab 3.2.10 Task – Compare Texts 3.6.2 Different Ways to Tell a Story To cover this description fully, you will need to supplement with your own material.
	<ul style="list-style-type: none"> Experiment with narrative structures and narrative conventions encountered in literature when creating texts 	3.2.2 Plot 3.2.3 Adjectives 1 3.2.4 Interesting Introductions 3.2.6 Quoted Speech 3.2.7 Saying Verbs 3.2.8 Character Profiles 3.2.12 Task – Write a Fable 3.2.14 Task – Rewrite the Ending of a Fable 3.6.3 Revise Plot 3.6.4 Revise Quoted Speech 3.6.6 Reported Speech 3.6.7 Different Ways to Write and Speak 3.6.11 Task – Perform a Tableau 3.6.12 Task – Write a Story 3.6.14 Task – Publish Your Story 3.6.15 Task – Write a Story from Pictures 4.3.3 Characters 4.3.4 Setting 4.3.6 Plot 4.3.7 Task – Write a Story from a Plot Outline 4.3.8 Quoted and Reported Speech 4.3.12 Explore Comic Strips 4.3.14 Tension and Suspense
Characterisation <ul style="list-style-type: none"> Understand that characterisation refers to the qualities attributed to real and imagined characters, including their personality and emotional attributes 	3.2.8 Character Profiles 3.2.15 Task – Play Character Hot Seat 3.6.8 Task – Write a Letter to a Character 3.6.11 Task – Perform a Tableau 4.3.3 Characters 4.7.6 Reflect on Characters 4.7.9 Different Stories, Similar Ideas	

NSW Syllabus (Stage 2): English Stars Year 3 and 4

Understanding and responding to literature

Outcomes	Content Descriptions	English Stars Modules
A student: identifies and describes how ideas are represented in literature and strategically uses similar representations when creating texts EN2-UARL-01 (continued)	<ul style="list-style-type: none"> Recognise that characters may be identified through familiar, individual or group characteristics 	3.2.8 Character Profiles 3.2.15 Task – Play Character Hot Seat 3.6.8 Task – Write a Letter to a Character 4.3.3 Characters 4.7.6 Reflect on Characters 4.7.9 Different Stories, Similar Ideas
	<ul style="list-style-type: none"> Identify how authors use dialogue to convey what characters say and think, and experiment with dialogue when creating texts 	3.2.6 Quoted Speech 3.2.7 Saying Verbs 3.2.8 Character Profiles 3.2.12 Task – Write a Fable 3.2.14 Task – Rewrite the Ending of a Fable 3.3.1 Comprehension – Are We There Yet? 3.3.5 Comprehension – Sophie Scott Goes South 3.3.9 Comprehension – Diary of a Soccer Star 3.6.4 Revise Quoted Speech 3.6.10 Comprehension – Fantastic Mr Fox 3.6.12 Task – Write a Story 3.6.14 Task – Publish Your Story 3.6.15 Task – Write a Story from Pictures 4.3.1 Comprehension – The Curious Dictionary 4.3.3 Characters 4.3.5 Comprehension – The Monster in the Roof 4.3.8 Quoted and Reported Speech 4.3.9 Comprehension – Billy’s Bad Day 4.3.10 Task – Rewrite Billy’s Bad Day 4.3.12 Explore Comic Strips 4.7.1 Comprehension – Somewhere Around the Corner 4.7.5 Comprehension – At the Creek 4.7.9 Different Stories, Similar Ideas
	<ul style="list-style-type: none"> Describe how a character drives the plot in a narrative 	3.2.2 Plot 3.2.8 Character Profiles 3.2.10 Task – Compare Texts 3.6.3 Revise Plot 4.3.2 What Is a Story? 4.3.3 Characters 4.3.6 Plot 4.7.6 Reflect on Characters 4.7.10 Plot Summary
	<ul style="list-style-type: none"> Describe how characters invite emotional engagement with literature 	3.2.6 Quoted Speech 3.2.8 Character Profiles 3.6.4 Revise Quoted Speech 4.3.3 Characters 4.7.6 Reflect on Characters
	<ul style="list-style-type: none"> Describe ways in which characters are represented in literature and experiment with characterisation when creating texts 	3.2.2 Plot 3.2.5 Comprehension – The Tortoise and the Hare 3.2.8 Character Profiles 3.2.9 Comprehension – Kangaroo and Hermit Crab 3.2.12 Task – Write a Fable 3.2.13 Comprehension – The Fox and the Crow 3.2.14 Task – Rewrite the Ending of a Fable 3.3.1 Comprehension – Are We There Yet? 3.3.5 Comprehension – Sophie Scott Goes South 3.3.8 Task – Write an Animal Diary 3.3.9 Comprehension – Diary of a Soccer Star 3.3.12 Task – Write a Recount about a Robot 3.4.7 Making Connections 3.4.10 Task – Review an Animation 3.6.1 Comprehension – Deadly D and Justice Jones: Making the Team 3.6.2 Different Ways to Tell a Story 3.6.3 Revise Plot 3.6.5 Comprehension – The Cinderella Letters 3.6.10 Comprehension – Fantastic Mr Fox 3.6.11 Task – Perform a Tableau 3.6.12 Task – Write a Story 3.6.14 Task – Publish Your Story 3.6.15 Task – Write a Story from Pictures 3.8.4 Comprehension – Monkey

NSW Syllabus (Stage 2): English Stars Year 3 and 4

Understanding and responding to literature

Outcomes	Content Descriptions	English Stars Modules
<p>A student: identifies and describes how ideas are represented in literature and strategically uses similar representations when creating texts EN2-UARL-01 (continued)</p>	<ul style="list-style-type: none"> Describe ways in which characters are represented in literature and experiment with characterisation when creating texts (continued) 	<p>4.1.13 Comprehension – Finding a Hero 4.3.2 What Is a Story? 4.3.3 Characters 4.3.5 Comprehension – The Monster in the Roof 4.3.6 Plot 4.3.7 Task – Write a Story from a Plot Outline 4.3.9 Comprehension – Billy’s Bad Day 4.3.10 Task – Rewrite Billy’s Bad Day 4.3.12 Explore Comic Strips 4.3.13 Comprehension – The Sapphire Robbery 4.6.5 Comprehension – Who Am I? 4.7.6 Reflect on Characters 4.7.7 Task – Retell a Story 4.8.1 Comprehension – Rosie’s Scowl 4.8.5 Comprehension – Brodie B Buckles and Barnabas Blake</p>
	<p>Imagery, symbol and connotation</p> <ul style="list-style-type: none"> Recognise imagery and symbols in literature 	<p>3.8.5 Onomatopoeia 3.8.8 Comprehension – What Is a Cinquain? 3.8.9 Similes and Metaphors 3.8.10 Cinquains 3.8.11 Task – Write a Cinquain 3.8.12 Comprehension – What Is a Haiku? 3.8.13 Haikus 3.8.14 Task – Write a Haiku 4.8.2 Poetic Language 4.8.13 Task – Discuss Poetry</p>
	<ul style="list-style-type: none"> Identify figurative language in literature and how it can influence meaning, and experiment with figurative language when creating texts 	<p>3.8.5 Onomatopoeia 3.8.8 Comprehension – What Is a Cinquain? 3.8.9 Similes and Metaphors 3.8.10 Cinquains 3.8.11 Task – Write a Cinquain 3.8.15 Task – Publish Your Poetry 4.8.1 Comprehension – Rosie’s Scowl 4.8.2 Poetic Language 4.8.13 Task – Discuss Poetry</p>
	<ul style="list-style-type: none"> Describe how words, sounds, images, logos and colour contribute to meaning in literature 	<p>There are no English Stars modules that directly align to this description. To cover this description, you will need to supplement with your own material.</p>
	<ul style="list-style-type: none"> Recognise how Aboriginal and Torres Strait Islander authors use imagery and symbols in texts 	<p>There are no Year 3 or Year 4 English Stars modules that directly align to this description. To cover this description, you could use the teaching and learning resources from Year 6 Module 2.1 Comprehension – My Girragundji and you will also need to supplement with your own material.</p>
	<p>Genre</p> <ul style="list-style-type: none"> Understand that genre refers to texts that are grouped according to purpose, subject matter, form, structure and language choices, and that a type of text can differ in mode and medium 	<p>3.1.4 Persuasive Essay Structure 3.1.6 Persuasive Language 3.1.8 Task – Write a Persuasive Essay 3.1.12 Task – Create a Persuasive Poster 3.1.18 Design a Slideshow 3.2.2 Plot 3.2.4 Interesting Introductions 3.2.10 Task – Compare Texts 3.2.12 Task – Write a Fable 3.2.14 Task – Rewrite the Ending of a Fable 3.3.2 Recount Structure 3.3.4 Task – Write a Recount about Yesterday 3.3.8 Task – Write an Animal Diary 3.3.12 Task – Write a Recount about a Robot 3.4.2 Review Structure 3.4.4 Text Types 3.4.6 Task – Review an Artwork 3.4.10 Task – Review an Animation 3.4.13 Task – Publish Your Review 3.5.4 Procedural Text Structure 3.5.8 Task – Write a Procedure 3.5.12 Task – Write a Silly Science Procedure 3.5.17 Visual Procedure Structure 3.5.18 Revise Slideshow Design 3.6.2 Different Ways to Tell a Story 3.6.3 Revise Plot</p>

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Understanding and responding to literature

Outcomes	Content Descriptions	English Stars Modules
<p>A student: identifies and describes how ideas are represented in literature and strategically uses similar representations when creating texts EN2-UARL-01 (continued)</p>	<ul style="list-style-type: none"> Understand that genre refers to texts that are grouped according to purpose, subject matter, form, structure and language choices, and that a type of text can differ in mode and medium (continued) 	<p>3.6.8 Task – Write a Letter to a Character 3.6.11 Task – Perform a Tableau 3.6.14 Task – Publish Your Story 3.6.15 Task – Write a Story from Pictures 3.7.4 Explanation Text Structure 3.7.8 Task – Write an Explanation 3.7.11 Task – Explain a Life Cycle 3.7.14 Task – Write for a Younger Child 3.7.16 Task – Publish Your Explanation 3.8.1 Comprehension – What Is Poetry? 3.8.6 Quatrains 3.8.7 Task – Write Quatrains 3.8.8 Comprehension – What Is a Cinquain? 3.8.10 Cinquains 3.8.11 Task – Write a Cinquain 3.8.12 Comprehension – What Is a Haiku? 3.8.13 Haikus 3.8.14 Task – Write a Haiku 4.1.12 Design a Poster 4.1.15 Write a Speech 4.1.17 Design a Slideshow 4.2.2 Information Report Structure 4.2.6 Informative Paragraphs 4.2.8 Task – Write an Information Report 4.2.9 Compare Texts from Different Eras 4.2.10 Informative Language Features 4.3.2 What Is a Story? 4.3.6 Plot 4.3.7 Task – Write a Story from a Plot Outline 4.3.10 Task – Rewrite Billy’s Bad Day 4.3.12 Explore Comic Strips 4.4.6 Personal Response Structure 4.4.8 Task – Respond to Artwork 4.4.13 Task – Publish a Personal Response 4.5.3 Persuasive Language 1 4.5.4 Task – Write Persuasive Paragraphs 4.5.8 Persuasive Language 2 4.5.11 Persuasive Essay Structure 4.5.12 Task – Write a Persuasive Essay 4.6.3 Description Text Structure 4.6.4 Task – Describe a Subject 4.7.2 Genres 4.7.4 Task – Review a Film 4.7.7 Task – Retell a Story 4.7.9 Different Stories, Similar Ideas 4.7.10 Plot Summary 4.7.11 Book Review Language 4.7.12 Book Review Structure 4.8.2 Poetic Language 4.8.8 Task – Write Quatrain Poems 4.8.11 Limericks 4.8.12 Task – Write an Acrostic Poem 4.8.13 Task – Discuss Poetry 4.8.14 Task – Publish a Poem</p>
	<ul style="list-style-type: none"> Identify different text genres when a text is characterised by more than a single genre 	<p>This description is covered in: 4.7.2 Genres To cover this description fully, you could use the teaching and learning resources in Year 5 Module 8.2 Genre and Fantasy, as well as supplement with your own material.</p>
	<p>Theme</p> <ul style="list-style-type: none"> Describe the difference between themes and topics in literature 	<p>There are no Year 3 or Year 4 English Stars modules that directly align to this description. To cover this description, you could use the teaching and learning resources in Year 6 Module 2.7 Make Connections in Text, 2.8 Explore Diary Writing and 3.8 Different Authors, Similar Themes, as well as supplement with your own material.</p>
	<ul style="list-style-type: none"> Identify themes in literature, recognising that there may be multiple themes within and between texts 	<p>There are no Year 3 or Year 4 English Stars modules that directly align to this description. This description is partially covered in Year 6 Module 2.7 Make Connections in Text, 2.8 Explore Diary Writing and 3.8 Different Authors, Similar Themes, as well as supplement with your own material.</p>

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Understanding and responding to literature

Outcomes	Content Descriptions	English Stars Modules
A student: identifies and describes how ideas are represented in literature and strategically uses similar representations when creating texts EN2-UARL-01 (continued)	Perspective and context <ul style="list-style-type: none"> Understand that literature is created by drawing upon personal, social and cultural contexts and perspectives 	This description is partially covered in: 3.1.1 Understanding Text 3.1.4 Persuasive Essay Structure 3.1.6 Persuasive Language 3.4.4 Text Types 3.4.7 Making Connections 3.6.2 Different Ways to Tell a Story 3.6.7 Different Ways to Write and Speak 3.6.9 Visualising 4.1.12 Design a Poster 4.1.15 Write a Speech 4.2.9 Compare Texts from Different Eras 4.3.2 What Is a Story? 4.3.3 Characters 4.3.4 Setting 4.3.6 Plot 4.3.14 Tension and Suspense 4.4.6 Personal Response Structure 4.5.2 Fact or Opinion 4.5.3 Persuasive Language 1 4.5.8 Persuasive Language 2 4.5.11 Persuasive Essay Structure 4.6.3 Description Text Structure 4.7.2 Genres 4.7.6 Reflect on Characters 4.7.9 Different Stories, Similar Ideas 4.7.11 Book Review Language 4.7.12 Book Review Structure In addition, students can address this description in most Year 3 and 4 Comprehension and Task modules. To cover this description fully, you could use the teaching and learning resources from Year 5 Module 2.13 Audience, Purpose and Context, 7.2 Explore Contexts in Literature and Year 6 Module 2.27 Make Connections in Texts.
	<ul style="list-style-type: none"> Identify and describe ways in which perspective is represented in literature 	There are no English Stars modules that directly align to this description. To cover this description, you will need to supplement with your own material.
	<ul style="list-style-type: none"> Identify and discuss the purpose of a text, and its intended audience, mode and medium 	3.1.1 Understanding Text 3.1.4 Persuasive Essay Structure 3.1.18 Design a Slideshow 3.2.4 Interesting Introductions 3.3.2 Recount Structure 3.4.2 Review Structure 3.4.4 Text Types 3.4.7 Making Connections 3.5.4 Procedural Text Structure 3.5.17 Visual Procedure Structure 3.5.18 Revise Slideshow Design 3.6.2 Different Ways to Tell a Story 3.6.7 Different Ways to Write and Speak 3.7.4 Explanation Text Structure 3.8.6 Quatrains 3.8.10 Cinquains 3.8.13 Haikus 4.1.12 Design a Poster 4.1.15 Write a Speech 4.1.17 Design a Slideshow 4.2.2 Information Report Structure 4.2.6 Informative Paragraphs 4.2.9 Compare Texts from Different Eras 4.2.10 Informative Language Features 4.3.2 What Is a Story? 4.3.12 Explore Comic Strips 4.4.6 Personal Response Structure 4.5.11 Persuasive Essay Structure 4.6.3 Description Text Structure 4.7.2 Genres 4.7.9 Different Stories, Similar Ideas 4.7.11 Book Review Language

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Understanding and responding to literature

Outcomes	Content Descriptions	English Stars Modules
A student: identifies and describes how ideas are represented in literature and strategically uses similar representations when creating texts EN2-UARL-01 (continued)	<ul style="list-style-type: none"> Identify and discuss the purpose of a text, and its intended audience, mode and medium (continued) 	4.7.12 Book Review Structure 4.8.2 Poetic Language 4.8.11 Limericks In addition, students can address this description in all Year 3 and 4 Comprehension and Task modules.
	<ul style="list-style-type: none"> Understand how context informs the setting within a text, and experiment with setting for different contexts when creating texts 	This description is partially covered in: 4.2.9 Compare Texts from Different Eras 4.3.4 Setting 4.7.9 Different Stories, Similar Ideas To cover this description fully, you could use the teaching and learning resources from Year 5 Module 2.13 Audience, Purpose and Context and 7.2 Explore Contexts in Literature.
	<ul style="list-style-type: none"> Describe how Aboriginal and/or Torres Strait Islander authors use language to build cultural understanding and context 	There are no English Stars modules that directly align to this description. To cover this description, you will need to supplement with your own material.
	Argument and authority <ul style="list-style-type: none"> Recognise that an argument is not a dispute but can be a single perspective that is presented or defended 	3.1.2 Passionate Discussions 3.1.4 Persuasive Essay Structure 3.1.5 Comprehension – All Children Should Play Sport 3.1.6 Persuasive Language 3.1.8 Task – Write a Persuasive Essay 3.1.9 Comprehension – Books Are Better than Films 3.1.12 Task – Create a Persuasive Poster 3.1.13 Comprehension – Experience Teaches Us More than Books 3.1.16 Task – Write a Persuasive Essay 3.4.1 Comprehension – Review of The Angry Birds Movie 3.4.2 Review Structure 3.4.3 Comprehension – Review of Untitled 3.4.4 Text Types 3.4.6 Task – Review an Artwork 3.4.10 Task – Review an Animation 3.4.11 Comprehension – Review of UNO 3.4.13 Task – Publish Your Review 4.4.1 Comprehension – Matrix Blast Review 4.4.5 Comprehension – Mona Lisa 4.4.6 Personal Response Structure 4.4.8 Task – Respond to Artwork 4.4.13 Task – Publish a Personal Response 4.5.1 Comprehension – BTN: Free Range 4.5.2 Fact or Opinion 4.5.3 Persuasive Language 1 4.5.4 Task – Write Persuasive Paragraphs 4.5.5 Comprehension – The Case For Homework 4.5.8 Persuasive Language 2 4.5.9 Comprehension – The Case Against Homework 4.5.11 Persuasive Essay Structure 4.5.12 Task – Write a Persuasive Essay 4.5.13 Comprehension – Explore the Stars! 4.7.1 Comprehension – Somewhere Around the Corner 4.7.4 Task – Review a Film 4.7.11 Book Review Language 4.7.12 Book Review Structure
	<ul style="list-style-type: none"> Describe the difference between authorship and authority 	There are no English Stars modules that directly align to this description. To cover this description, you will need to supplement with your own material.
<ul style="list-style-type: none"> Understand that to control impact and effect authors make intentional choices about language, form and structure 	There are no English Stars modules that directly align to this description. To cover this description, you will need to supplement with your own material.	

Note: Year 4 Module 2.12 Consonant Cluster and 7.3 Spelling Rules are considered additional content.

NSW Syllabus (Stage 3): English Stars Year 5 and 6

Oral language and communication

Outcomes	Content Descriptions	English Stars Modules
<p>A student: communicates to wide audiences with social and cultural awareness, by interacting and presenting, and by analysing and evaluating for understanding EN3-OLC-01</p>	<p>Interacting</p> <ul style="list-style-type: none"> Initiate and contribute to sustained discussions, through questioning, building on and evaluating shared information 	<p>5.2.12 Non-Verbal Cues 5.2.13 Audience, Purpose and Context 5.7.3 Interaction Skills 6.3.2 Discussions 6.3.11 Evaluative Language 6.3.14 Oral Presentation Skills</p>
	<ul style="list-style-type: none"> Identify varying social conventions that influence interactions across wide audiences 	<p>5.2.9 Bare Assertions 5.2.12 Non-Verbal Cues 5.2.13 Audience, Purpose and Context 5.7.3 Interaction Skills 6.3.2 Discussions 6.3.14 Oral Presentation Skills 6.4.4 Australian Accents 6.4.8 Dialogue and Stage Directions</p>
	<ul style="list-style-type: none"> Describe ways of interacting with cultural protocols or practices used by Aboriginal and/or Torres Strait Islander Peoples 	<p>6.2.1 Comprehension – My Girragundji 6.2.7 Make Connections in Texts</p>
	<ul style="list-style-type: none"> Follow agreed-upon protocols and define individual roles as needed for in-person or online interactions, establishing specific goals, criteria or timeframes 	<p>5.2.13 Audience, Purpose and Context 5.7.3 Interaction Skills 5.7.7 Interview Questions 6.3.2 Discussions 6.4.4 Australian Accents 6.4.8 Dialogue and Stage Directions</p>
	<ul style="list-style-type: none"> Interact in a range of contexts and deliberately adjust language and style 	<p>5.1.3 Precise Vocabulary 5.2.3 Persuasive Language 1 5.2.4 Persuasive Language 2 5.2.9 Bare Assertions 5.2.12 Non-Verbal Cues 5.2.13 Audience, Purpose and Context 5.4.2 Objective and Subjective Language 5.7.3 Interaction Skills 5.9.2 Idioms 5.9.5 Metaphors and Similes 5.9.7 Personification 6.2.2 Persuasive Language 1 6.2.3 Persuasive Language 2 6.3.6 Sensory Language 6.3.11 Evaluative Language 6.4.4 Australian Accents 6.4.8 Dialogue and Stage Directions 6.5.9 Modality 6.5.10 Emphasis, Repetition and Metaphor 6.6.3 Balanced Information 6.6.6 Objective and Subjective Language 6.6.7 Bias</p>
	<ul style="list-style-type: none"> Ask and respond to analytical and evaluative questions about literature that contribute to own or others' enjoyment and understanding 	<p>5.2.3 Persuasive Language 1 5.2.4 Persuasive Language 2 5.2.12 Non-Verbal Cues 5.4.2 Objective and Subjective Language 5.7.3 Interaction Skills 6.2.2 Persuasive Language 1 6.2.3 Persuasive Language 2 6.3.11 Evaluative Language 6.5.9 Modality 6.6.3 Balanced Information 6.6.6 Objective and Subjective Language 6.6.7 Bias</p>
<ul style="list-style-type: none"> Evaluate the role of gesture during social and learning interactions and describe its impact on the audience 	<p>5.2.12 Non-Verbal Cues 5.2.13 Audience, Purpose and Context 5.7.3 Interaction Skills 6.3.14 Oral Presentation Skills 6.4.8 Dialogue and Stage Directions</p>	

NSW Syllabus (Stage 3): English Stars Year 5 and 6

Oral language and communication

Outcomes	Content Descriptions	English Stars Modules
<p>A student: communicates to wide audiences with social and cultural awareness, by interacting and presenting, and by analysing and evaluating for understanding EN3-OLC-01 (continued)</p>	<p>Listening for understanding</p> <ul style="list-style-type: none"> Respond to questions with elaboration and detail 	<p>5.2.2 Justify a Point of View 5.2.13 Audience, Purpose and Context 5.7.3 Interaction Skills 5.7.7 Interview Questions 5.7.8 Conduct an Interview 6.3.2 Discussions 6.3.14 Oral Presentation Skills 6.6.6 Objective and Subjective Language</p>
	<ul style="list-style-type: none"> Apply interactive listening strategies by responding to and providing feedback to the speaker 	<p>5.2.13 Audience, Purpose and Context 5.7.3 Interaction Skills 5.7.7 Interview Questions 5.7.8 Conduct an Interview 6.3.2 Discussions 6.3.14 Oral Presentation Skills</p>
	<ul style="list-style-type: none"> Apply active listening strategies by retelling or repeating what another person has expressed and by building on what has been said 	<p>This description is partially covered in: 6.5.6 Task – Recount Your Craziest Day To cover this description fully, you could use the teaching and learning resources from Year 4 Module 7.7 Task – Retell a Story, as well as supplement with your own material.</p>
	<ul style="list-style-type: none"> Analyse key ideas and perspectives expressed by others through paraphrasing and note-taking 	<p>5.5.2 Plot Summary 5.7.3 Interaction Skills 6.3.2 Discussions 6.6.3 Balanced Information</p>
	<ul style="list-style-type: none"> Analyse how audio elements in texts integrate with linguistic, visual, gestural and spatial elements to create meaning and impact 	<p>5.2.14 Design a Slideshow 5.7.10 Revise Slideshow Design 6.3.14 Oral Presentation Skills 6.7.5 News Video Script Features</p>
	<ul style="list-style-type: none"> Evaluate the effectiveness of rhetorical questions used for intentional effect 	<p>5.2.3 Persuasive Language 1 5.2.4 Persuasive Language 2 5.7.3 Interaction Skills 6.2.2 Persuasive Language 1 6.2.3 Persuasive Language 2 6.3.2 Discussions</p>
	<ul style="list-style-type: none"> Evaluate features of spoken texts that contribute to own or others’ enjoyment 	<p>5.2.13 Audience, Purpose and Context 5.7.3 Interaction Skills 5.7.7 Interview Questions 6.3.2 Discussions 6.3.14 Oral Presentation Skills</p>
	<p>Presenting</p> <ul style="list-style-type: none"> Deliver presentations suited to purpose and audience 	<p>5.2.13 Audience, Purpose and Context 5.7.3 Interaction Skills 6.3.2 Discussions 6.3.14 Oral Presentation Skills</p>
	<ul style="list-style-type: none"> Experiment with volume, pace and intonation to enhance meaning when presenting and reciting, and recognise the effects these have on audience understanding 	<p>5.2.13 Audience, Purpose and Context 5.7.3 Interaction Skills 6.3.2 Discussions 6.3.14 Oral Presentation Skills</p>
	<ul style="list-style-type: none"> Select and use a variety of sentence lengths to suit the purpose of planned spoken texts 	<p>5.2.13 Audience, Purpose and Context 5.3.5 Complex Sentences 5.3.9 Informative Sentences 5.7.3 Interaction Skills 6.3.2 Discussions 6.3.14 Oral Presentation Skills 6.5.3 Complex Sentences</p>
	<ul style="list-style-type: none"> Use connectives to signal a change in perspective or to show causal relationships when speaking 	<p>5.2.3 Persuasive Language 1 5.3.3 Clauses 5.3.5 Complex Sentences 5.3.9 Informative Sentences 6.1.5 Procedural Text Structure 6.2.2 Persuasive Language 1 6.2.4 Persuasive Essay Structure 6.5.2 Cohesive Links 6.5.3 Complex Sentences</p>

NSW Syllabus (Stage 3): English Stars Year 5 and 6

Oral language and communication

Outcomes	Content Descriptions	English Stars Modules
A student: communicates to wide audiences with social and cultural awareness, by interacting and presenting, and by analysing and evaluating for understanding EN3-OLC-01 (continued)	<ul style="list-style-type: none"> Use expanded noun and verb groups to present planned, detailed descriptions 	5.4.6 Noun Phrases 6.5.5 Verbs
	<ul style="list-style-type: none"> Present multimodal arguments that include research and references, topic-specific vocabulary and the selection of persuasive techniques appropriate to audience 	5.1.3 Precise Vocabulary 5.2.3 Persuasive Language 1 5.2.4 Persuasive Language 2 5.2.6 Persuasive Essay Structure 5.2.9 Bare Assertions 5.5.4 Facts and Opinions in Film Reviews 6.2.2 Persuasive Language 1 6.2.3 Persuasive Language 2 6.7.3 Finding Facts
	<ul style="list-style-type: none"> Select multimedia components, visual displays or use gestural features to enhance and bring clarity to presentations 	5.2.13 Audience, Purpose and Context 5.2.14 Design a Slideshow 5.4.8 News Video Techniques 5.5.8 Design Principles 6.2.11 Design Principles 6.6.11 Revise Design Principles 6.7.5 News Video Script Features 6.7.6 Task – Write a News Video Script
	<ul style="list-style-type: none"> Reflect on and monitor own and peer presentations according to given criteria 	5.7.3 Interaction Skills 5.7.7 Interview Questions 6.3.2 Discussions 6.3.14 Oral Presentation Skills 6.7.8 Filming and Presentation Techniques
	Complementary content for alternative communication forms: Listening for understanding <ul style="list-style-type: none"> Attend to a presenter and respond using facial expression, gesture, symbols, signs or spoken language to provide feedback 	5.2.12 Non-Verbal Cues 5.2.13 Audience, Purpose and Context 5.7.3 Interaction Skills 6.3.2 Discussions 6.3.14 Oral Presentation Skills
	<ul style="list-style-type: none"> Attend to a communication partner and respond to their ideas using gestures, symbols, signs or spoken language 	5.2.12 Non-Verbal Cues 5.2.13 Audience, Purpose and Context 5.7.3 Interaction Skills 6.3.2 Discussions 6.3.14 Oral Presentation Skills
	<ul style="list-style-type: none"> Evaluate nonverbal features of communication in texts, such as facial expression, posture and eye gaze, that contribute to own or others' enjoyment 	5.2.12 Non-Verbal Cues 5.2.13 Audience, Purpose and Context 5.7.3 Interaction Skills 6.3.2 Discussions 6.3.14 Oral Presentation Skills
	Complementary content for alternative communication forms: Presenting <ul style="list-style-type: none"> Experiment with elements of body language, including facial expression and gesturing, and recognise the effect these have on audience understanding 	5.2.12 Non-Verbal Cues 5.2.13 Audience, Purpose and Context 5.7.3 Interaction Skills 6.3.2 Discussions 6.3.14 Oral Presentation Skills
	<ul style="list-style-type: none"> Select words and phrases to communicate information in a planned spoken text 	5.2.12 Non-Verbal Cues 5.2.13 Audience, Purpose and Context 5.7.3 Interaction Skills 6.3.2 Discussions 6.3.14 Oral Presentation Skills
	<ul style="list-style-type: none"> Select visual resources that suit the purpose of a planned presentation 	5.2.12 Non-Verbal Cues 5.2.13 Audience, Purpose and Context 5.7.3 Interaction Skills 5.8.11 Interpret Images 6.3.2 Discussions 6.3.14 Oral Presentation Skills 6.7.2 Graphical Images
	<ul style="list-style-type: none"> Use facial expression, gesture, posture, symbols or signs to communicate a change in perspective 	5.2.12 Non-Verbal Cues 5.2.13 Audience, Purpose and Context 5.7.3 Interaction Skills 6.3.2 Discussions 6.3.14 Oral Presentation Skills

NSW Syllabus (Stage 3): English Stars Year 5 and 6

Oral language and communication

Outcomes	Content Descriptions	English Stars Modules
A student: communicates to wide audiences with social and cultural awareness, by interacting and presenting, and by analysing and evaluating for understanding EN3-OLC-01 (continued)	<ul style="list-style-type: none"> Combine images, symbols and/or words representing nouns and verbs to present detailed descriptions 	5.2.12 Non-Verbal Cues 5.2.13 Audience, Purpose and Context 5.7.3 Interaction Skills 6.3.2 Discussions 6.3.14 Oral Presentation Skills

NSW Syllabus (Stage 3): English Stars Year 5 and 6

Vocabulary

Outcomes	Content Descriptions	English Stars Modules
A student: extends Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, morphological analysis and generating precise definitions for specific contexts EN3-VOCAB-01	Learning and using words <ul style="list-style-type: none"> Identify newly encountered words from interactions and wide reading, and use them in writing, discussions and presentations 	5.1.3 Precise Vocabulary 5.1.5 Homonyms 5.2.3 Persuasive Language 1 5.4.7 Adjective Phrases 6.2.2 Persuasive Language 1 6.3.6 Sensory Language 6.3.11 Evaluative Language 6.5.5 Verbs 6.6.3 Balanced Information 6.6.6 Objective and Subjective Language 6.6.7 Bias In addition, students can address this description in all Year 5 and 6 Comprehension and Task modules.
	<ul style="list-style-type: none"> Identify and use words that convey informative and objective meanings in texts 	5.2.9 Bare Assertions 5.2.11 Finding Facts 5.3.9 Informative Sentences 5.4.2 Objective and Subjective Language 6.6.3 Balanced Information 6.6.6 Objective and Subjective Language 6.6.7 Bias 6.7.3 Finding Facts
	<ul style="list-style-type: none"> Identify and use words that convey subjective, emotive and persuasive meanings in texts 	5.1.3 Precise Vocabulary 5.2.1 Comprehension – My Sport Rules! 5.2.3 Persuasive Language 1 5.2.4 Persuasive Language 2 5.2.5 Comprehension – Who Says Burgers Are Bad? 5.2.8 Comprehension – Don't Waste Water 5.2.9 Bare Assertions 5.2.11 Finding Facts 6.2.2 Persuasive Language 1 6.2.3 Persuasive Language 2 6.2.5 Comprehension – Vote For Me! 6.3.6 Sensory Language 6.3.11 Evaluative Language 6.6.3 Balanced Information 6.6.6 Objective and Subjective Language 6.6.7 Bias 6.7.3 Finding Facts
	<ul style="list-style-type: none"> Use metalanguage when discussing language features encountered in texts 	5.2.3 Persuasive Language 1 5.2.4 Persuasive Language 2 5.3.9 Informative Sentences 5.9.2 Idioms 5.9.3 Poetry Types 5.9.5 Metaphors and Similes 5.9.7 Personification 5.9.8 Sound Devices 6.2.2 Persuasive Language 1 6.2.3 Persuasive Language 2 6.3.6 Sensory Language 6.3.11 Evaluative Language

NSW Syllabus (Stage 3): English Stars Year 5 and 6

Vocabulary

Outcomes	Content Descriptions	English Stars Modules
A student: extends Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, morphological analysis and generating precise definitions for specific contexts EN3-VOCAB-01 (continued)	<ul style="list-style-type: none"> Use metalanguage when discussing language features encountered in texts (continued) 	6.6.6 Objective and Subjective Language 6.8.4 Sound Devices 6.8.5 Language Patterns
	<ul style="list-style-type: none"> Extend knowledge of literal and non-literal word meanings through idiom or metaphor 	5.9.2 Idioms 5.9.5 Metaphors and Similes 6.5.10 Emphasis, Repetition and Metaphor 6.8.5 Language Patterns
	<ul style="list-style-type: none"> Apply knowledge of taught Tier 3 subject-specific morphemes and their meanings 	5.1.2 Uncommon Plurals 5.1.9 Roots and Affixes 6.1.8 Roots and Affixes 6.1.9 Base Words 6.3.5 Spelling Rules
	<ul style="list-style-type: none"> Identify Aboriginal English words used in multimodal, spoken and written texts 	5.7.2 Explore Contexts in Literature 6.2.1 Comprehension – My Girragundji
	<ul style="list-style-type: none"> Identify and use words derived from other languages, including Aboriginal and Torres Strait Islander Languages, and know that the pronunciation and spelling of words may reflect their etymology 	5.7.2 Explore Contexts in Literature 6.2.1 Comprehension – My Girragundji 6.2.7 Make Connections in Texts
	Defining and analysing words <ul style="list-style-type: none"> Describe multiple meanings of words, including their metaphorical uses 	5.1.5 Homonyms 5.9.5 Metaphors and Similes 6.5.10 Emphasis, Repetition and Metaphor
	<ul style="list-style-type: none"> Evaluate the effectiveness of modal words used in texts to intensify or soften emotional responses 	5.2.3 Persuasive Language 1 6.5.9 Modality 6.6.6 Objective and Subjective Language
	<ul style="list-style-type: none"> Analyse morphemic structures of Tier 2 and Tier 3 words to determine their meaning 	5.1.2 Uncommon Plurals 5.1.8 Explanation Text Structure 5.1.9 Roots and Affixes 6.1.8 Roots and Affixes 6.1.9 Base Words 6.3.5 Spelling Rules
	<ul style="list-style-type: none"> Compare nuances and subtleties between synonyms to discern the most appropriate word for a given context 	This description is partially covered in: 5.1.3 Precise Vocabulary To cover this description fully, you could use the teaching and learning resources from Year 3 Module 1.13 Synonyms, as well as supplement with your own material.

NSW Syllabus (Stage 3): English Stars Year 5 and 6

Reading comprehension

Outcomes	Content Descriptions	English Stars Modules
A student: fluently reads and comprehends texts for wide purposes, analysing text structures and language, and by monitoring comprehension EN3-RECOM-01	Reading fluently <ul style="list-style-type: none"> Syllabify, blend grapheme–phoneme correspondences and use morphemic knowledge as strategies for reading words accurately 	5.1.2 Uncommon Plurals 5.1.9 Roots and Affixes 6.1.8 Roots and Affixes 6.1.9 Base Words 6.3.5 Spelling Rules This description is also addressed in Spelling Spot (Homophones, Patterns, Prefixes, Suffixes and Greek and Latin Roots). For more information see the Year 5 and Year 6 Spelling Spot Scope and Sequences.
	<ul style="list-style-type: none"> Adjust reading rate to suit the purpose for reading and the complexity of the text 	5.2.13 Audience, Purpose and Context 6.3.14 Oral Presentation Skills
	<ul style="list-style-type: none"> Adjust prosodic reading to enhance meaning and engage an audience 	5.2.13 Audience, Purpose and Context 5.7.3 Interaction Skills 6.3.14 Oral Presentation Skills Throughout English Stars students will have opportunities to practise their reading fluency.

NSW Syllabus (Stage 3): English Stars Year 5 and 6

Reading comprehension

Outcomes	Content Descriptions	English Stars Modules
A student: fluently reads and comprehends texts for wide purposes, analysing text structures and language, and by monitoring comprehension EN3-RECOM-01 (continued)	<ul style="list-style-type: none"> Efficiently follow signposting features to navigate print and digital texts 	5.1.8 Explanation Text Structure 5.2.6 Persuasive Essay Structure 5.2.14 Design a Slideshow 5.4.3 News Article Structure 5.5.5 Film Review Structure 5.7.10 Revise Slideshow Design 5.8.11 Interpret Images 6.1.5 Procedural Text Structure 6.2.4 Persuasive Essay Structure 6.2.11 Design Principles 6.4.9 Play Script Format and Structure 6.6.2 Informative Texts 6.6.8 Discussion Article Structure 6.6.11 Revise Design Principles 6.7.2 Graphical Images 6.7.5 News Video Script Features
	<p>Reading for interest and wide purposes</p> <ul style="list-style-type: none"> Select, compare and reflect on texts read for personal interest 	5.1.1 Comprehension – Our Changing Language 5.1.4 Comprehension – How Is a Rainbow Formed? 5.1.7 Comprehension – How Is Chocolate Made? 5.2.1 Comprehension – My Sport Rules! 5.2.5 Comprehension – Who Says Burgers Are Bad? 5.2.8 Comprehension – Don't Waste Water 5.3.1 Comprehension – Kerenza: A New Australian 5.3.4 Comprehension – The Blobfish 5.3.6 Text Types 5.3.7 Comprehension – Dinosaur Discovery 5.4.1 Comprehension – BTN: Future Jobs 5.4.5 Comprehension – Havoc as Flood Peak Hits Brisbane 5.5.1 Comprehension – Paper Planes Film Review 5.5.7 Comprehension – Hunt for the Wilderpeople 5.6.1 Comprehension – A Long Walk to Water 5.7.1 Comprehension – The Adventures of Matthew Flinders 5.7.2 Explore Contexts in Literature 5.7.6 Comprehension – Interview with Sir Edmund Hillary 5.8.1 Comprehension – Alice's Adventures in Wonderland 5.8.4 Comprehension – The Geeglenash 5.8.7 Comprehension – Two Weeks with the Queen 5.8.9 Comprehension – The Wandering Wand 5.9.1 Comprehension – Pookie Aleera Is Not My Boyfriend 5.9.3 Poetry Types 5.9.4 Comprehension – Poems, Poems, Everywhere 6.1.1 Comprehension – 30 Australian Sports Legends 6.1.4 Comprehension – Measuring Friction 6.1.7 Comprehension – Eaton Lake 6.2.1 Comprehension – My Girragundji 6.2.5 Comprehension – Vote For Me! 6.2.7 Make Connections in Texts 6.3.1 Comprehension – Refuge 6.3.3 An Author's Style 6.3.4 Comprehension – New Boy 6.3.7 Comprehension – Charlie and the Chocolate Factory 6.3.8 Different Authors, Similar Themes 6.4.1 Comprehension – Making a Point 6.4.5 Comprehension – The Fishing Trip 6.5.1 Comprehension – Bridget: A New Australian 6.5.4 Comprehension – The Weird Day 6.6.1 Comprehension – Boxing: For and Against 6.6.4 Comprehension – Shark Nets: For and Against 6.6.10 Comprehension – Animal Testing: For and Against 6.7.1 Comprehension – BTN: Piracy Crackdown 6.7.4 Comprehension – Rock Star Throws Tiara in River 6.7.7 Comprehension – BTN: Fake News 6.8.1 Comprehension – Toby: Not Good Enough

NSW Syllabus (Stage 3): English Stars Year 5 and 6

Reading comprehension

Outcomes	Content Descriptions	English Stars Modules
<p>A student: fluently reads and comprehends texts for wide purposes, analysing text structures and language, and by monitoring comprehension EN3-RECOM-01 (continued)</p>	<ul style="list-style-type: none"> Reflect on reading experiences and identify texts and language features that are enjoyable 	<p>5.1.1 Comprehension – Our Changing Language 5.1.4 Comprehension – How Is a Rainbow Formed? 5.1.7 Comprehension – How Is Chocolate Made? 5.1.8 Explanation Text Structure 5.2.1 Comprehension – My Sport Rules! 5.2.3 Persuasive Language 1 5.2.4 Persuasive Language 2 5.2.5 Comprehension – Who Says Burgers Are Bad? 5.2.6 Persuasive Essay Structure 5.2.8 Comprehension – Don't Waste Water 5.3.1 Comprehension – Kerenza: A New Australian 5.3.4 Comprehension – The Blobfish 5.3.6 Text Types 5.3.7 Comprehension – Dinosaur Discovery 5.4.1 Comprehension – BTN: Future Jobs 5.4.2 Objective and Subjective Language 5.4.3 News Article Structure 5.4.5 Comprehension – Havoc as Flood Peak Hits Brisbane 5.5.1 Comprehension – Paper Planes Film Review 5.5.5 Film Review Structure 5.5.7 Comprehension – Hunt for the Wilderpeople 5.6.1 Comprehension – A Long Walk to Water 5.7.1 Comprehension – The Adventures of Matthew Flinders 5.7.2 Explore Contexts in Literature 5.7.6 Comprehension – Interview with Sir Edmund Hillary 5.8.1 Comprehension – Alice's Adventures in Wonderland 5.8.4 Comprehension – The Geeglenash 5.8.7 Comprehension – Two Weeks with the Queen 5.8.9 Comprehension – The Wandering Wand 5.9.1 Comprehension – Pookie Aleera Is Not My Boyfriend 5.9.2 Idioms 5.9.3 Poetry Types 5.9.4 Comprehension – Poems, Poems, Everywhere 5.9.5 Metaphors and Similes 5.9.7 Personification 5.9.8 Sound Devices 6.1.1 Comprehension – 30 Australian Sports Legends 6.1.4 Comprehension – Measuring Friction 6.1.5 Procedural Text Structure 6.1.7 Comprehension – Eaton Lake 6.2.1 Comprehension – My Girragundji 6.2.2 Persuasive Language 1 6.2.3 Persuasive Language 2 6.2.4 Persuasive Essay Structure 6.2.5 Comprehension – Vote For Me! 6.2.7 Make Connections in Texts 6.3.1 Comprehension – Refuge 6.3.3 An Author's Style 6.3.4 Comprehension – New Boy 6.3.6 Sensory Language 6.3.7 Comprehension – Charlie and the Chocolate Factory 6.3.8 Different Authors, Similar Themes 6.3.11 Evaluative Language 6.4.1 Comprehension – Making a Point 6.4.5 Comprehension – The Fishing Trip 6.4.9 Play Script Format and Structure 6.5.1 Comprehension – Bridget: A New Australian 6.5.4 Comprehension – The Weird Day 6.5.9 Modality 6.5.10 Emphasis, Repetition and Metaphor 6.6.1 Comprehension – Boxing: For and Against 6.6.2 Informative Texts 6.6.3 Balanced Information 6.6.4 Comprehension – Shark Nets: For and Against 6.6.6 Objective and Subjective Language 6.6.7 Bias 6.6.8 Discussion Article Structure 6.6.10 Comprehension – Animal Testing: For and Against 6.7.1 Comprehension – BTN: Piracy Crackdown 6.7.4 Comprehension – Rock Star Throws Tiara in River</p>

NSW Syllabus (Stage 3): English Stars Year 5 and 6

Reading comprehension

Outcomes	Content Descriptions	English Stars Modules
<p>A student: fluently reads and comprehends texts for wide purposes, analysing text structures and language, and by monitoring comprehension EN3-RECOM-01 (continued)</p>	<ul style="list-style-type: none"> Reflect on reading experiences and identify texts and language features that are enjoyable (continued) 	<p>6.7.5 News Video Script Features 6.7.7 Comprehension – BTN: Fake News 6.8.1 Comprehension – Toby: Not Good Enough 6.8.4 Sound Devices</p>
	<ul style="list-style-type: none"> Select texts from print or digital sources to gather and organise research on a topic 	<p>5.2.11 Finding Facts 6.6.3 Balanced Information 6.7.3 Finding Facts In addition, students can address this description in all Year 5 and 6 Comprehension and Task modules.</p>
	<ul style="list-style-type: none"> Use criteria to determine the accuracy and reliability of sourced information 	<p>5.2.11 Finding Facts 6.6.3 Balanced Information 6.7.3 Finding Facts</p>
	<ul style="list-style-type: none"> Adjust reading approach to suit the purpose for reading 	<p>This description is partially covered in: 5.3.10 Skimming and Scanning 5.8.11 Interpret Images 6.7.2 Graphical Images To cover this description fully, you will need to supplement with your own material.</p>
	<ul style="list-style-type: none"> Bring subject vocabulary, technical vocabulary, background knowledge and conceptual knowledge to new reading tasks 	<p>5.1.1 Comprehension – Our Changing Language 5.1.3 Precise Vocabulary 5.1.4 Comprehension – How Is a Rainbow Formed? 5.1.6 Task – Explain a Life Cycle 5.1.7 Comprehension – How Is Chocolate Made? 5.1.8 Explanation Text Structure 5.1.10 Task – Write an Explanation 5.2.1 Comprehension – My Sport Rules! 5.2.5 Comprehension – Who Says Burgers Are Bad? 5.2.8 Comprehension – Don't Waste Water 5.2.11 Finding Facts 5.3.1 Comprehension – Kerenza: A New Australian 5.3.4 Comprehension – The Blobfish 5.3.7 Comprehension – Dinosaur Discovery 5.4.1 Comprehension – BTN: Future Jobs 5.7.2 Explore Contexts in Literature 6.1.1 Comprehension – 30 Australian Sports Legends 6.1.4 Comprehension – Measuring Friction 6.1.7 Comprehension – Eaton Lake 6.1.9 Base Words 6.2.1 Comprehension – My Girragundji 6.6.1 Comprehension – Boxing: For and Against 6.6.2 Informative Texts 6.6.4 Comprehension – Shark Nets: For and Against 6.6.9 Task – Discuss Dams 6.6.10 Comprehension – Animal Testing: For and Against 6.7.1 Comprehension – BTN: Piracy Crackdown 6.7.3 Finding Facts 6.7.7 Comprehension – BTN: Fake News To cover this description fully, you will need to provide students with opportunities to apply this knowledge to new reading tasks.</p>
	<ul style="list-style-type: none"> Compare and evaluate print and digital texts for their pertinence to a task, their authority and their level of detail 	<p>5.2.11 Finding Facts 6.6.3 Balanced Information 6.6.7 Bias 6.7.3 Finding Facts In addition, students can address this description in all Year 5 and 6 Comprehension and Task modules.</p>
	<ul style="list-style-type: none"> Use and compare different texts on similar themes or topics to synthesise ideas or information 	<p>5.7.2 Explore Contexts in Literature 6.2.7 Make Connections in Texts 6.3.8 Different Authors, Similar Themes</p>
	<p>Comprehending text structures and features</p> <ul style="list-style-type: none"> Use knowledge of text structure to navigate the text to locate specific information 	<p>5.1.8 Explanation Text Structure 5.2.6 Persuasive Essay Structure 5.4.3 News Article Structure 5.5.5 Film Review Structure 6.1.5 Procedural Text Structure 6.2.4 Persuasive Essay Structure</p>

NSW Syllabus (Stage 3): English Stars Year 5 and 6

Reading comprehension

Outcomes	Content Descriptions	English Stars Modules
<p>A student: fluently reads and comprehends texts for wide purposes, analysing text structures and language, and by monitoring comprehension EN3-RECOM-01 (continued)</p>	<ul style="list-style-type: none"> Use knowledge of text structure to navigate the text to locate specific information (continued) 	<p>6.4.9 Play Script Format and Structure 6.6.8 Discussion Article Structure</p> <p>In addition, students can address this description in all Year 5 and 6 Comprehension and Task modules.</p>
	<ul style="list-style-type: none"> Analyse how the integration of persuasive, informative and/or narrative structures within a text can enhance effect 	<p>5.3.6 Text Types 5.4.5 Comprehension – Havoc as Flood Peak Hits Brisbane 5.5.1 Comprehension – Paper Planes Film Review 5.6.2 Narrative Voice 5.6.3 Compare Narrative Voice 5.7.4 Introduction to Biographies 5.7.8 Conduct an Interview 5.8.2 Genre and Fantasy 5.8.5 Sequels, Prequels and Spin-offs 5.8.10 Create a Fantasy Plot Outline</p> <p>6.2.7 Make Connections in Texts 6.4.6 Setting 6.4.7 Plot 6.7.4 Comprehension – Rock Star Throws Tiara in River</p>
	<ul style="list-style-type: none"> Compare purposes for different texts and consider why authors and illustrators have structured texts in particular ways 	<p>5.2.13 Audience, Purpose and Context 5.3.6 Text Types 5.8.11 Interpret Images</p> <p>6.2.7 Make Connections in Texts 6.7.2 Graphical Images</p>
	<ul style="list-style-type: none"> Analyse use of multimodal features to enhance meaning within texts 	<p>5.2.14 Design a Slideshow 5.4.8 News Video Techniques 5.7.10 Revise Slideshow Design 5.8.11 Interpret Images</p> <p>6.2.11 Design Principles 6.6.11 Revise Design Principles 6.7.2 Graphical Images</p>
	<p>Comprehending language</p> <ul style="list-style-type: none"> Use morphology and etymology to work out the meaning of unfamiliar words 	<p>5.1.2 Uncommon Plurals 5.1.9 Roots and Affixes</p> <p>6.1.8 Roots and Affixes 6.1.9 Base Words 6.3.5 Spelling Rules</p> <p>This description is also addressed in Spelling Spot (Homophones, Patterns, Prefixes, Suffixes and Greek and Latin Roots). For more information see the Year 5 and Year 6 Spelling Spot Scope and Sequences.</p>
	<ul style="list-style-type: none"> Describe how own mental model is adjusted as new words and information deepen understanding during reading 	<p>There are no English Stars modules that directly align to this description. To cover this description, you will need to supplement with your own material.</p>
	<ul style="list-style-type: none"> Explain how language evokes responses when reading 	<p>5.2.3 Persuasive Language 1 5.2.4 Persuasive Language 2 5.2.13 Audience, Purpose and Context</p> <p>6.2.2 Persuasive Language 1 6.2.3 Persuasive Language 2 6.3.6 Sensory Language 6.3.11 Evaluative Language 6.6.3 Balanced Information 6.6.6 Objective and Subjective Language 6.6.7 Bias 6.8.5 Language Patterns</p>
	<ul style="list-style-type: none"> Explain how modality can have subtle impacts on the meanings of words and contribute to deeper understanding when reading 	<p>5.2.3 Persuasive Language 1 6.5.9 Modality 6.6.6 Objective and Subjective Language</p>
	<ul style="list-style-type: none"> Identify lexical cohesive devices used by the author that support understanding when reading 	<p>5.4.6 Noun Phrases</p> <p>6.5.2 Cohesive Links 6.8.5 Language Patterns</p>
	<ul style="list-style-type: none"> Recognise that anaphors, such as pronouns and verb phrases, take their meanings from other parts of a text to support inference 	<p>6.2.7 Make Connections in Texts 6.5.2 Cohesive Links</p>

NSW Syllabus (Stage 3): English Stars Year 5 and 6

Reading comprehension

Outcomes	Content Descriptions	English Stars Modules
<p>A student: fluently reads and comprehends texts for wide purposes, analysing text structures and language, and by monitoring comprehension EN3-RECOM-01 (continued)</p>	<ul style="list-style-type: none"> Identify cause and effect, using knowledge of causal connectives 	<p>There are no Year 5 or Year 6 English Stars modules that directly align to this description.</p> <p>To cover this description, you could use the teaching and learning resources from Year 4 Module 5.7 Cause and Effect Words, as well as supplement with your own material.</p>
	<ul style="list-style-type: none"> Understand that sentence openers signal what the sentence will be about, and that the rest of the sentence can provide new information 	<p>5.3.5 Complex Sentences</p> <p>6.5.2 Cohesive Links</p> <p>6.5.3 Complex Sentences</p>
	<ul style="list-style-type: none"> Analyse how the meanings of key words and phrases in sentences and across a text support local and global inferencing when reading 	<p>6.2.7 Make Connections in Texts</p> <p>6.5.2 Cohesive Links</p> <p>In addition, students can address this description in all Year 5 and 6 Comprehension and Task modules.</p>
	<ul style="list-style-type: none"> Recognise that personal narratives contain more subjective language, but factual accounts of events contain more objective language 	<p>5.2.9 Bare Assertions</p> <p>5.2.11 Finding Facts</p> <p>5.3.9 Informative Sentences</p> <p>5.4.2 Objective and Subjective Language</p> <p>5.6.2 Narrative Voice</p> <p>5.6.3 Compare Narrative Voice</p> <p>6.6.2 Informative Texts</p> <p>6.6.3 Balanced Information</p> <p>6.6.6 Objective and Subjective Language</p> <p>6.6.7 Bias</p> <p>6.7.3 Finding Facts</p>
	<ul style="list-style-type: none"> Compare and evaluate subjective and objective language to identify bias 	<p>5.2.9 Bare Assertions</p> <p>5.2.11 Finding Facts</p> <p>5.4.2 Objective and Subjective Language</p> <p>6.6.6 Objective and Subjective Language</p> <p>6.6.7 Bias</p> <p>6.7.3 Finding Facts</p>
	<ul style="list-style-type: none"> Recognise that a sequence of clauses may use different tenses but remains connected throughout a topic or section of text 	<p>6.5.2 Cohesive Links</p> <p>6.5.7 Tense</p>
	<p>Monitoring comprehension</p> <ul style="list-style-type: none"> Analyse how language, background and vocabulary knowledge, and inferencing are used together to effectively build and adjust a mental model prior to and during reading 	<p>There are no English Stars modules that directly align to this description.</p> <p>To cover this description, you will need to supplement with your own material.</p>
	<ul style="list-style-type: none"> Monitor and repair reading when meaning breaks down 	<p>There are no English Stars modules that directly align to this description.</p> <p>To cover this description, you will need to supplement with your own material.</p>
	<ul style="list-style-type: none"> Evaluate the effectiveness of comprehension strategies used to support reading and interpretation of texts 	<p>This description is partially covered in:</p> <p>6.2.7 Make Connections in Texts</p> <p>To cover this description fully, you will need to supplement with your own material.</p>
	<ul style="list-style-type: none"> Ask questions to clarify thinking, and to provide reasons or evidence 	<p>5.2.9 Bare Assertions</p> <p>5.2.11 Finding Facts</p> <p>5.7.7 Interview Questions</p> <p>6.6.3 Balanced Information</p> <p>6.7.3 Finding Facts</p>
	<ul style="list-style-type: none"> Question the assertions made by authors when engaging with print and digital texts 	<p>5.2.9 Bare Assertions</p> <p>5.2.11 Finding Facts</p> <p>5.4.2 Objective and Subjective Language</p> <p>5.8.11 Interpret Images</p> <p>6.6.3 Balanced Information</p> <p>6.6.6 Objective and Subjective Language</p> <p>6.6.7 Bias</p> <p>6.7.2 Graphical Images</p> <p>6.7.3 Finding Facts</p>
	<ul style="list-style-type: none"> Check the accuracy of own recorded gist statements made during reading, before summarising information to determine a text’s main themes, ideas or concepts 	<p>There are no English Stars modules that directly align to this description.</p> <p>To cover this description, you will need to supplement with your own material.</p>

NSW Syllabus (Stage 3): English Stars Year 5 and 6

Reading comprehension

Outcomes	Content Descriptions	English Stars Modules
A student: fluently reads and comprehends texts for wide purposes, analysing text structures and language, and by monitoring comprehension EN3-RECOM-01 (continued)	<ul style="list-style-type: none"> Categorise information or ideas and create hierarchies to aid recall and support summarisation 	There are no English Stars modules that directly align to this description. To cover this description, you will need to supplement with your own material.
	<ul style="list-style-type: none"> Synthesise summaries of multiple texts and share information with peers to generate, compare and contrast new conceptual understandings 	There are no English Stars modules that directly align to this description. To cover this description, you will need to supplement with your own material.
	<ul style="list-style-type: none"> Reflect on personal connections with a text and identify how interests and experiences can influence understanding and appreciation of ideas presented 	5.2.13 Audience, Purpose and Context 5.7.2 Explore Contexts in Literature 6.2.7 Make Connections in Texts 6.3.3 An Author's Style
	<ul style="list-style-type: none"> Generate, monitor and adjust own goals for improving oral reading fluency and silent reading fluency 	There are no English Stars modules that directly align to this description. To cover this description, you will need to supplement with your own material.

NSW Syllabus (Stage 3): English Stars Year 5 and 6

Creating written texts

Outcomes	Content Descriptions	English Stars Modules
A student: plans, creates and revises written texts for multiple purposes and audiences through selection of text features, sentence-level grammar, punctuation and word-level language EN3-CWT-01	Imaginative purposes <ul style="list-style-type: none"> Choose literary forms with appropriate text structures, features and language to engage target audiences 	5.6.2 Narrative Voice 5.6.3 Compare Narrative Voice 5.6.4 Task – Write a Second Person Narrative 5.7.5 Task – Write an Autobiography 5.7.9 Write a Biography 5.8.3 Task – Write a Short Story 5.8.6 Task – Write a Letter to an Author 5.8.10 Create a Fantasy Plot Outline 5.9.3 Poetry Types 5.9.6 Task – Write a Poem 5.9.9 Write in the Style of a Poet 5.9.10 Task – Record a Poetry Recital 5.9.11 Task – Publish an Anthology 6.2.8 Explore Diary Writing 6.3.12 Write a Book Pitch 6.4.2 Create Characters 6.4.3 Task – Write a Conversation 6.4.9 Play Script Format and Structure 6.5.6 Task – Recount Your Craziest Day 6.8.6 Ballads 6.8.8 Free Verse
	<ul style="list-style-type: none"> Make creative choices about temporal and spatial settings, character profiles and motives to enhance reader engagement 	5.6.2 Narrative Voice 5.6.3 Compare Narrative Voice 5.6.4 Task – Write a Second Person Narrative 5.8.2 Genre and Fantasy 5.8.8 Fantasy Characters 5.8.10 Create a Fantasy Plot Outline 5.9.3 Poetry Types 5.9.6 Task – Write a Poem 5.9.9 Write in the Style of a Poet 6.4.2 Create Characters 6.4.3 Task – Write a Conversation 6.4.9 Play Script Format and Structure 6.8.6 Ballads 6.8.7 Task – From Ballad to Story 6.8.8 Free Verse 6.8.10 Task – Publish a Ballad
	<ul style="list-style-type: none"> Experiment with characterisation 	5.8.8 Fantasy Characters 6.4.2 Create Characters 6.4.3 Task – Write a Conversation
	<ul style="list-style-type: none"> Choose and control narrative voice across a text 	5.6.2 Narrative Voice 5.6.3 Compare Narrative Voice 5.6.4 Task – Write a Second Person Narrative 6.4.3 Task – Write a Conversation

NSW Syllabus (Stage 3): English Stars Year 5 and 6

Creating written texts

Outcomes	Content Descriptions	English Stars Modules
A student: plans, creates and revises written texts for multiple purposes and audiences through selection of text features, sentence-level grammar, punctuation and word-level language EN3-CWT-01 (continued)	<ul style="list-style-type: none"> Experiment with the development of thematic elements 	5.5.2 Plot Summary 6.3.3 An Author's Style 6.3.8 Different Authors, Similar Themes 6.4.3 Task – Write a Conversation
	<ul style="list-style-type: none"> Select and use poetic forms to descriptively express ideas 	5.9.3 Poetry Types 5.9.6 Task – Write a Poem 5.9.8 Sound Devices 5.9.9 Write in the Style of a Poet 5.9.10 Task – Record a Poetry Recital 5.9.11 Task – Publish an Anthology 6.8.3 Task – Write Any Poem 6.8.4 Sound Devices 6.8.5 Language Patterns 6.8.6 Ballads 6.8.7 Task – From Ballad to Story 6.8.8 Free Verse 6.8.10 Task – Publish a Ballad
	Informative purposes <ul style="list-style-type: none"> Choose text formats with appropriate text structures, features and language to inform target audiences 	5.1.6 Task – Explain a Life Cycle 5.1.10 Task – Write an Explanation 5.3.6 Text Types 5.3.8 Task – Report a Discovery 5.3.9 Informative Sentences 5.4.4 Task – Write a News Article 5.7.9 Write a Biography 6.1.3 Task – Write a Procedural Text 6.1.5 Procedural Text Structure 6.1.6 Task – Write a Recipe 6.1.10 Task – Write Directions 6.6.2 Informative Texts 6.6.5 Task – Write a Balanced Discussion 6.6.9 Task – Discuss Dams 6.7.6 Task – Write a News Video Script
	<ul style="list-style-type: none"> Develop informative texts that include headings, ideas grouped into paragraphs that include a topic sentence, and a paragraph with concluding information 	5.1.6 Task – Explain a Life Cycle 5.1.8 Explanation Text Structure 5.1.10 Task – Write an Explanation 5.3.6 Text Types 5.3.8 Task – Report a Discovery 5.3.9 Informative Sentences 5.4.3 News Article Structure 5.4.4 Task – Write a News Article 6.1.3 Task – Write a Procedural Text 6.1.5 Procedural Text Structure 6.6.2 Informative Texts 6.6.5 Task – Write a Balanced Discussion
	<ul style="list-style-type: none"> Describe and/or explain ideas through logically sequenced paragraphs 	5.1.6 Task – Explain a Life Cycle 5.1.8 Explanation Text Structure 5.1.10 Task – Write an Explanation 5.3.8 Task – Report a Discovery 5.4.3 News Article Structure 5.4.4 Task – Write a News Article 6.1.3 Task – Write a Procedural Text 6.1.5 Procedural Text Structure 6.5.2 Cohesive Links 6.6.2 Informative Texts 6.6.5 Task – Write a Balanced Discussion 6.6.8 Discussion Article Structure 6.6.9 Task – Discuss Dams
<ul style="list-style-type: none"> Compare and contrast or discuss cause and effect through sequenced paragraphs 	There are no Year 5 or Year 6 English Stars modules that directly align to this description. To cover this description, you could use the teaching and learning resources from Year 4 Module 5.7 Cause and Effect Words, as well as supplement with your own material.	

NSW Syllabus (Stage 3): English Stars Year 5 and 6

Creating written texts

Outcomes	Content Descriptions	English Stars Modules
A student: plans, creates and revises written texts for multiple purposes and audiences through selection of text features, sentence-level grammar, punctuation and word-level language EN3-CWT-01 (continued)	<ul style="list-style-type: none"> Create factual and historical accounts that incorporate broader contextual information 	5.2.9 Bare Assertions 5.2.11 Finding Facts 5.4.2 Objective and Subjective Language 5.7.1 Comprehension – The Adventures of Matthew Flinders 5.7.2 Explore Contexts in Literature 5.7.3 Interaction Skills 5.7.4 Introduction to Biographies 5.7.6 Comprehension – Interview with Sir Edmund Hillary 5.7.9 Write a Biography 6.5.1 Comprehension – Bridget: A New Australian 6.6.6 Objective and Subjective Language 6.6.7 Bias 6.7.3 Finding Facts
	<p>Persuasive purposes</p> <ul style="list-style-type: none"> Choose text formats with appropriate text structures, features and language to persuade a target audience 	5.2.3 Persuasive Language 1 5.2.4 Persuasive Language 2 5.2.6 Persuasive Essay Structure 5.2.7 Task – Write a Persuasive Essay 5.2.10 Task – Create a Persuasive Poster 6.2.2 Persuasive Language 1 6.2.3 Persuasive Language 2 6.2.4 Persuasive Essay Structure 6.2.6 Task – Write a Persuasive Speech
	<ul style="list-style-type: none"> Group ideas to develop a statement of position, and clear, logical lines of argument that synthesise points, and structure a rhetorically effective conclusion 	5.2.3 Persuasive Language 1 5.2.4 Persuasive Language 2 5.2.6 Persuasive Essay Structure 5.2.7 Task – Write a Persuasive Essay 5.2.10 Task – Create a Persuasive Poster 6.2.2 Persuasive Language 1 6.2.3 Persuasive Language 2 6.2.4 Persuasive Essay Structure 6.2.6 Task – Write a Persuasive Speech
	<ul style="list-style-type: none"> Create objective, impersonal arguments 	5.2.9 Bare Assertions 5.4.2 Objective and Subjective Language 6.6.6 Objective and Subjective Language 6.6.7 Bias
	<ul style="list-style-type: none"> Combine personal and objective arguments for persuasive effect 	5.2.3 Persuasive Language 1 5.2.4 Persuasive Language 2 5.2.9 Bare Assertions 6.2.2 Persuasive Language 1 6.2.3 Persuasive Language 2 6.6.6 Objective and Subjective Language 6.6.7 Bias
	<ul style="list-style-type: none"> Present arguments from one or multiple viewpoints to persuade target audiences 	5.2.2 Justify a Point of View 5.2.9 Bare Assertions 6.6.3 Balanced Information 6.6.5 Task – Write a Balanced Discussion
	<ul style="list-style-type: none"> Use rhetorical devices targeted to the audience 	5.2.3 Persuasive Language 1 5.2.4 Persuasive Language 2 5.9.5 Metaphors and Similes 6.2.2 Persuasive Language 1 6.2.3 Persuasive Language 2 6.5.10 Emphasis, Repetition and Metaphor
	<ul style="list-style-type: none"> Use modality to qualify or strengthen arguments 	5.2.3 Persuasive Language 1 6.5.9 Modality 6.6.6 Objective and Subjective Language
	<p>Text features for multiple purposes</p> <ul style="list-style-type: none"> Control tense across a text according to purpose, shifting between past, present and future tense if required 	6.4.6 Setting 6.5.7 Tense In addition, students can address this description in all Year 5 and 6 Task modules.

NSW Syllabus (Stage 3): English Stars Year 5 and 6

Creating written texts

Outcomes	Content Descriptions	English Stars Modules
<p>A student: plans, creates and revises written texts for multiple purposes and audiences through selection of text features, sentence-level grammar, punctuation and word-level language EN3-CWT-01 (continued)</p>	<ul style="list-style-type: none"> Maintain correct noun–pronoun referencing, subject–verb agreement and use temporal, conditional and causal connectives to build cohesive links across a text 	<p>5.3.5 Complex Sentences</p> <p>6.1.2 Subject–Verb Agreement</p> <p>6.5.2 Cohesive Links</p> <p>6.5.3 Complex Sentences</p>
	<ul style="list-style-type: none"> Use word repetition and word associations as cohesive devices across texts 	<p>6.5.2 Cohesive Links</p> <p>6.5.10 Emphasis, Repetition and Metaphor</p>
	<ul style="list-style-type: none"> Substitute specific nouns with all-purpose words as a cohesive device to replace verb groups, noun groups or whole clauses 	<p>5.3.3 Clauses</p> <p>5.4.6 Noun Phrases</p> <p>6.5.3 Complex Sentences</p> <p>6.5.5 Verbs</p>
	<ul style="list-style-type: none"> Experiment with figurative language for effect and to engage the reader, including metaphor, hyperbole, oxymoron and allusion 	<p>5.9.5 Metaphors and Similes</p> <p>5.9.8 Sound Devices</p> <p>6.5.10 Emphasis, Repetition and Metaphor</p> <p>6.8.4 Sound Devices</p>
	<ul style="list-style-type: none"> Create written texts that include multiple paragraphs with clear, coherent transition of ideas 	<p>5.1.6 Task – Explain a Life Cycle</p> <p>5.1.8 Explanation Text Structure</p> <p>5.1.10 Task – Write an Explanation</p> <p>5.3.8 Task – Report a Discovery</p> <p>5.4.3 News Article Structure</p> <p>5.4.4 Task – Write a News Article</p> <p>6.1.3 Task – Write a Procedural Text</p> <p>6.1.5 Procedural Text Structure</p> <p>6.5.2 Cohesive Links</p> <p>6.6.2 Informative Texts</p> <p>6.6.5 Task – Write a Balanced Discussion</p> <p>6.6.8 Discussion Article Structure</p> <p>6.6.9 Task – Discuss Dams</p>
	<ul style="list-style-type: none"> Choose multimodal features suited to a target audience and purpose, to reinforce and extend ideas 	<p>5.2.14 Design a Slideshow</p> <p>5.4.8 News Video Techniques</p> <p>5.7.10 Revise Slideshow Design</p> <p>5.8.11 Interpret Images</p> <p>5.9.10 Task – Record a Poetry Recital</p> <p>6.2.11 Design Principles</p> <p>6.6.11 Revise Design Principles</p> <p>6.7.2 Graphical Images</p>
	<ul style="list-style-type: none"> Acknowledge sources of information to add credibility and authority to arguments and information 	<p>5.2.9 Bare Assertions</p> <p>5.2.11 Finding Facts</p> <p>6.6.3 Balanced Information</p> <p>6.7.3 Finding Facts</p>
	<p>Sentence-level grammar</p> <ul style="list-style-type: none"> Experiment with the use of non-finite verbs in adverbial clauses 	<p>This description is partially covered in:</p> <p>6.5.8 Adverb Phrases</p> <p>To cover this description fully, you will need to supplement with your own material.</p>
	<ul style="list-style-type: none"> Make choices about verbs and verb groups to achieve precision and add detail 	<p>This description is partially covered in:</p> <p>6.5.5 Verbs</p> <p>To cover this description fully, you will need to supplement with your own material.</p>
	<ul style="list-style-type: none"> Experiment with embedding adjectival clauses with the subject and/or object of other clauses, to modify the meaning or to add detail to a noun or noun group 	<p>This description is partially covered in:</p> <p>5.4.6 Noun Phrases</p> <p>5.4.7 Adjective Phrases</p> <p>To cover this description fully, you will need to supplement with your own material.</p>
	<ul style="list-style-type: none"> Experiment with the placement of adverbial clauses, to modify the meaning or to add detail to a verb or verb group 	<p>This description is partially covered in:</p> <p>6.5.5 Verbs</p> <p>6.5.8 Adverb Phrases</p> <p>To cover this description fully, you will need to supplement with your own material.</p>
	<ul style="list-style-type: none"> Include appositives to provide details to nouns and to vary sentence structures suited to text purpose 	<p>5.3.2 Commas</p> <p>5.3.3 Clauses</p> <p>5.4.6 Noun Phrases</p> <p>6.3.10 Commas in Sentences</p>

NSW Syllabus (Stage 3): English Stars Year 5 and 6

Creating written texts

Outcomes	Content Descriptions	English Stars Modules
<p>A student: plans, creates and revises written texts for multiple purposes and audiences through selection of text features, sentence-level grammar, punctuation and word-level language EN3-CWT-01 (continued)</p>	<ul style="list-style-type: none"> • Create nominalisations to convey abstract ideas and concepts succinctly and authoritatively 	<p>There are no Year 5 or Year 6 English Stars modules that directly align to this description.</p> <p>This description is partially covered in the teaching and learning resources from Year 3 Module 1.3 Common and Proper Nouns. To cover this description fully, you will need to supplement with your own material.</p>
	<ul style="list-style-type: none"> • Make choices about the use of declarative, exclamatory, interrogative and imperative sentences to suit text purpose, and for meaning and effect 	<p>5.1.12 Punctuation 5.7.3 Interaction Skills 5.7.7 Interview Questions</p>
	<ul style="list-style-type: none"> • Vary sentence structures or lengths when using simple, compound and complex sentences, with a focus on achieving clarity and effect suited to text purpose 	<p>This description is partially covered in:</p> <p>5.3.5 Complex Sentences 5.3.6 Text Types 5.3.9 Informative Sentences</p> <p>6.5.3 Complex Sentences</p> <p>To cover this description fully, you will need to supplement with your own material.</p>
	<p>Punctuation</p> <ul style="list-style-type: none"> • Use capital letters at the beginning of a sentence, to indicate proper nouns, for headings and subheadings, to indicate the beginning of a poetry line, for emphasis, and when using acronyms 	<p>This description is partially covered in:</p> <p>5.1.12 Punctuation 5.9.3 Poetry Types</p> <p>6.2.9 Punctuation for Quoted Speech 6.5.10 Emphasis, Repetition and Metaphor</p> <p>In addition, students can address this description in all Year 5 and 6 Task modules.</p> <p>To cover this description fully, you will need to supplement with your own material to address using capital letters for emphasis and acronyms.</p>
	<ul style="list-style-type: none"> • Use a comma to separate a subordinate clause or a phrase from the main clause, or to separate information within a sentence, or to separate items in a list 	<p>5.3.2 Commas</p> <p>6.3.9 Commas in Lists and with Adjectives 6.3.10 Commas in Sentences 6.3.13 Incorrect Use of the Comma</p>
	<ul style="list-style-type: none"> • Use quotation marks consistently across a text to distinguish words that are spoken by characters in dialogue or words authored by others 	<p>5.1.12 Punctuation</p> <p>6.2.9 Punctuation for Quoted Speech</p>
	<ul style="list-style-type: none"> • Understand that texts, such as poetry, may include innovative use of punctuation, and experiment with punctuation to suit purpose and for effect 	<p>5.1.11 The Apostrophe 5.1.12 Punctuation 5.9.3 Poetry Types</p> <p>6.1.11 The Apostrophe 6.2.9 Punctuation for Quoted Speech 6.5.10 Emphasis, Repetition and Metaphor</p>
	<ul style="list-style-type: none"> • Use parentheses in the first instance when abbreviating names using acronyms, and when acknowledging a source 	<p>There are no English Stars modules that directly align to this description. To cover this description, you will need to supplement with your own material.</p>
	<ul style="list-style-type: none"> • Experiment with dashes and parentheses for humorous or ironic effect 	<p>This description is partially covered in:</p> <p>5.1.12 Punctuation 5.9.3 Poetry Types</p> <p>6.2.9 Punctuation for Quoted Speech 6.5.10 Emphasis, Repetition and Metaphor 6.8.5 Language Patterns</p> <p>To cover this description, you will need to supplement with your own material.</p>
	<ul style="list-style-type: none"> • Understand and use simple hyphenation generalisations 	<p>There are no English Stars modules that directly align to this description. To cover this description, you will need to supplement with your own material.</p>
<p>Word-level language</p> <ul style="list-style-type: none"> • Use topic-specific Tier 2 and Tier 3 vocabulary intentionally to add credibility and enhance authority 	<p>5.1.3 Precise Vocabulary 5.1.6 Task – Explain a Life Cycle 5.1.8 Explanation Text Structure 5.1.10 Task – Write an Explanation 5.2.3 Persuasive Language 1 5.2.4 Persuasive Language 2 5.2.6 Persuasive Essay Structure 5.2.7 Write a Persuasive Essay 5.2.10 Create a Persuasive Poster 5.3.8 Task – Report a Discovery 5.3.9 Informative Sentences 5.4.3 News Article Structure 5.4.4 Write a News Article 5.5.3 Task – Review a Restaurant</p>	

NSW Syllabus (Stage 3): English Stars Year 5 and 6

Creating written texts

Outcomes	Content Descriptions	English Stars Modules
A student: plans, creates and revises written texts for multiple purposes and audiences through selection of text features, sentence-level grammar, punctuation and word-level language EN3-CWT-01 (continued)	<ul style="list-style-type: none"> Use topic-specific Tier 2 and Tier 3 vocabulary intentionally to add credibility and enhance authority (continued) 	5.5.5 Film Review Structure 5.5.6 Task – Review a TV Show 6.1.3 Write a Procedural Text 6.1.5 Procedural Text Structure 6.1.6 Write a Recipe 6.2.2 Persuasive Language 1 6.2.3 Persuasive Language 2 6.2.4 Persuasive Essay Structure 6.2.6 Write a Persuasive Speech 6.3.6 Sensory Language 6.3.11 Evaluative Language 6.6.2 Informative Texts 6.6.5 Task – Write a Balanced Discussion 6.6.8 Discussion Article Structure 6.6.9 Task – Discuss Dams
	<ul style="list-style-type: none"> Experiment with word choices to create humour, for clarity or emphasis, to suit audience and purpose 	5.2.7 Task – Write a Persuasive Essay 5.2.10 Task – Create a Persuasive Poster 5.6.4 Task – Write a Second Person Narrative 5.8.3 Task – Write a Short Story 5.9.3 Poetry Types 5.9.6 Task – Write a Poem 6.2.6 Task – Write a Persuasive Speech 6.8.3 Task – Write Any Poem 6.8.9 Build a Ballad 6.8.10 Task – Publish a Ballad
	<ul style="list-style-type: none"> Control modality related to probability, occurrence, obligation or inclination for precision 	5.2.3 Persuasive Language 1 5.2.7 Task – Write a Persuasive Essay 6.2.6 Task – Write a Persuasive Speech 6.5.9 Modality 6.6.6 Objective and Subjective Language
	<ul style="list-style-type: none"> Select and use a range of synonyms in a longer text, for precision and to create variety for reader engagement 	5.1.3 Precise Vocabulary 5.1.8 Explanation Text Structure
	Planning, monitoring and revising <ul style="list-style-type: none"> Select text formats for combined purposes, creating hybrid texts for target audiences 	5.2.6 Persuasive Essay Structure 5.2.7 Task – Write a Persuasive Essay 5.2.10 Task – Create a Persuasive Poster 5.3.6 Text Types 5.5.3 Task – Review a Restaurant 5.5.6 Task – Review a TV Show 5.7.4 Introduction to Biographies 5.7.5 Task – Write an Autobiography 5.7.9 Write a Biography 5.9.3 Poetry Types 5.9.6 Task – Write a Poem 6.2.4 Persuasive Essay Structure 6.2.6 Task – Write a Persuasive Speech 6.3.12 Write a Book Pitch 6.6.2 Informative Texts
	<ul style="list-style-type: none"> Use print or digital tools to plan, sequence, create, revise, edit and publish texts 	5.1.6 Task – Explain a Life Cycle 5.1.10 Task – Write an Explanation 5.2.7 Task – Write a Persuasive Essay 5.2.10 Task – Create a Persuasive Poster 5.3.8 Task – Report a Discovery 5.4.4 Task – Write a News Article 5.5.3 Task – Review a Restaurant 5.5.6 Task – Review a TV Show 5.6.4 Task – Write a Second Person Narrative 5.7.5 Task – Write an Autobiography 5.7.9 Write a Biography 5.8.3 Task – Write a Short Story 5.8.6 Task – Write a Letter to an Author 5.8.10 Create a Fantasy Plot Outline 5.9.6 Task – Write a Poem 5.9.9 Write in the Style of a Poet 5.9.10 Task – Record a Poetry Recital 5.9.11 Task – Publish an Anthology

NSW Syllabus (Stage 3): English Stars Year 5 and 6

Creating written texts

Outcomes	Content Descriptions	English Stars Modules
A student: plans, creates and revises written texts for multiple purposes and audiences through selection of text features, sentence-level grammar, punctuation and word-level language EN3-CWT-01 (continued)	<ul style="list-style-type: none"> Use print or digital tools to plan, sequence, create, revise, edit and publish texts (continued) 	6.1.3 Task – Write a Procedural Text 6.1.6 Task – Write a Recipe 6.1.10 Task – Write Directions 6.2.6 Task – Write a Persuasive Speech 6.2.8 Explore Diary Writing 6.3.12 Write a Book Pitch 6.4.2 Create Characters 6.4.3 Task – Write a Conversation 6.5.6 Task – Recount Your Craziest Day 6.6.5 Task – Write a Balanced Discussion 6.6.9 Task – Discuss Dams 6.7.6 Task – Write a News Video Script 6.8.3 Task – Write Any Poem 6.8.7 Task – From Ballad to Story 6.8.10 Task – Publish a Ballad
	<ul style="list-style-type: none"> Research and summarise information from several sources to plan for writing 	5.1.6 Task – Explain a Life Cycle 5.1.10 Task – Write an Explanation 5.2.1 Comprehension – My Sport Rules! 5.2.7 Task – Write a Persuasive Essay 5.2.10 Task – Create a Persuasive Poster 5.3.8 Task – Report a Discovery 5.4.4 Task – Write a News Article 5.5.3 Task – Review a Restaurant 5.5.6 Task – Review a TV Show 5.6.4 Task – Write a Second Person Narrative 5.7.5 Task – Write an Autobiography 5.7.9 Write a Biography 5.8.3 Task – Write a Short Story 5.8.6 Task – Write a Letter to an Author 5.8.10 Create a Fantasy Plot Outline 5.9.6 Task – Write a Poem 5.9.9 Write in the Style of a Poet 5.9.10 Task – Record a Poetry Recital 5.9.11 Task – Publish an Anthology 6.1.3 Task – Write a Procedural Text 6.1.6 Task – Write a Recipe 6.1.10 Task – Write Directions 6.2.6 Task – Write a Persuasive Speech 6.2.8 Explore Diary Writing 6.3.12 Write a Book Pitch 6.4.2 Create Characters 6.4.3 Task – Write a Conversation 6.5.6 Task – Recount Your Craziest Day 6.6.3 Balanced Information 6.6.5 Task – Write a Balanced Discussion 6.6.9 Task – Discuss Dams 6.7.3 Finding Facts 6.7.6 Task – Write a News Video Script 6.8.3 Task – Write Any Poem 6.8.7 Task – From Ballad to Story 6.8.10 Task – Publish a Ballad
	<ul style="list-style-type: none"> Create texts using digital technologies suited to a target audience and purpose, to support and enhance the development of ideas 	5.2.13 Audience, Purpose and Context 5.2.14 Design a Slideshow 5.4.8 News Video Techniques 5.7.10 Revise Slideshow Design 5.9.10 Task – Record a Poetry Recital 5.9.11 Task – Publish an Anthology 6.2.11 Design Principles 6.6.11 Revise Design Principles 6.7.8 Filming and Presentation Techniques 6.8.10 Task – Publish a Ballad

NSW Syllabus (Stage 3): English Stars Year 5 and 6

Creating written texts

Outcomes	Content Descriptions	English Stars Modules
A student: plans, creates and revises written texts for multiple purposes and audiences through selection of text features, sentence-level grammar, punctuation and word-level language EN3-CWT-01 (continued)	<ul style="list-style-type: none"> Assess the reliability and authority of sources, including digital sources, when researching and acknowledging texts 	5.2.9 Bare Assertions 5.2.11 Finding Facts 5.3.9 Informative Sentences 5.4.2 Objective and Subjective Language 6.6.3 Balanced Information 6.6.6 Objective and Subjective Language 6.6.7 Bias 6.7.3 Finding Facts
	<ul style="list-style-type: none"> Reflect on own writing by explaining and justifying authorial decisions regarding text-level features, sentence-level grammar, punctuation and word-level language 	5.2.2 Justify a Point of View 5.2.13 Audience, Purpose and Context
	<ul style="list-style-type: none"> Re-read, proofread and edit own and other's writing, and use criteria and goals in response to feedback 	5.1.10 Task – Write an Explanation 5.2.7 Task – Write a Persuasive Essay 5.4.4 Task – Write a News Article 5.6.4 Task – Write a Second Person Narrative 5.7.5 Task – Write an Autobiography 5.7.9 Write a Biography 5.8.6 Task – Write a Letter to an Author 5.9.6 Task – Write a Poem 6.1.3 Task – Write a Procedural Text 6.2.6 Task – Write a Persuasive Speech 6.3.12 Write a Book Pitch 6.4.3 Task – Write a Conversation 6.6.5 Task – Write a Balanced Discussion 6.8.3 Task – Write Any Poem

NSW Syllabus (Stage 3): English Stars Year 5 and 6

Spelling

Outcomes	Content Descriptions	English Stars Modules
A student: automatically applies taught phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts, and justifies spelling strategies used to spell unfamiliar words EN3-SPELL-01	Phonological component <ul style="list-style-type: none"> Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling 	There are no English Stars modules that directly align to this description. To cover this description, you will need to supplement with your own material.
	Orthographic component <ul style="list-style-type: none"> Apply and explain graphemes identified by their etymology 	This description is partially addressed in Spelling Spot (Greek and Latin Roots). For more information see the Year 5 and Year 6 Spelling Spot Scope and Sequences.
	<ul style="list-style-type: none"> Apply infrequently occurring graphemes and letter patterns when spelling base words in a range of writing contexts 	This description is partially addressed in Spelling Spot (Patterns, Prefixes and Suffixes). For more information see the Year 5 and Year 6 Spelling Spot Scope and Sequences.
	<ul style="list-style-type: none"> Recognise that the same grapheme can represent different phonemes 	This description is partially addressed in Spelling Spot (Patterns). For more information see the Year 5 and Year 6 Spelling Spot Scope and Sequences.
	<ul style="list-style-type: none"> Proofread written texts to correct misspellings, making use of spelling reference tools where required 	There are no English Stars modules that directly align to this description. There are proofreading activity types embedded throughout English Stars. In addition, all written Tasks in English Stars include a step prompting students to proofread. You may also want to revise proofreading skills using the teaching and learning resources from Year 3 Module 3.3 Proofreading Skills
	Morphological component <ul style="list-style-type: none"> Explain and use spelling conventions to add derivational suffixes such as -ion, -ian, -ence, -ous to base words or roots 	This description is partially addressed in Spelling Spot (Suffixes). For more information see the Year 5 and Year 6 Spelling Spot Scope and Sequences.
	<ul style="list-style-type: none"> Explain and use spelling conventions for assimilated prefixes such as in-, ad-, com- 	This description is partially addressed in Spelling Spot (Suffixes). For more information see the Year 5 and Year 6 Spelling Spot Scope and Sequences.
	<ul style="list-style-type: none"> Explain the etymology of taught roots and apply this knowledge when creating written texts 	This description is partially addressed in Spelling Spot (Greek and Latin Roots). For more information see the Year 5 and Year 6 Spelling Spot Scope and Sequences.
<ul style="list-style-type: none"> Correctly spell taught homophones when creating written texts across a range of writing topics and learning areas 	6.2.10 Homophones This description is addressed in Spelling Spot (Homophones). For more information see the Year 5 and Year 6 Spelling Spot Scope and Sequences.	

NSW Syllabus (Stage 3): English Stars Year 5 and 6

Handwriting and digital transcription

Outcomes	Content Descriptions	English Stars Modules
A student: <ul style="list-style-type: none"> sustains a legible, fluent and automatic handwriting style EN3-HANDW-01; selects digital technologies to suit audience and purpose to create texts EN3-HANDW-02 	Handwriting legibility and fluency <ul style="list-style-type: none"> Sustain writing with a legible, fluent and personal handwriting style across a text 	There are no English Stars modules that directly align to this description. However, throughout English Stars students will have opportunities to practise their handwriting to build legibility and fluency.
	<ul style="list-style-type: none"> Use handwriting efficiently in formal and informal situations 	There are no English Stars modules that directly align to this description. However, throughout English Stars students will have opportunities to practise their handwriting to build legibility and fluency.
	<ul style="list-style-type: none"> Adjust handwriting style to suit writing purpose 	There are no English Stars modules that directly align to this description. However, throughout English Stars students will have opportunities to practise their handwriting to build legibility and fluency.
	Software functionalities and typing <ul style="list-style-type: none"> Navigate the keyboard with efficiency and accuracy when typing words, numerals, punctuation and other symbols 	There are no English Stars modules that directly align to this description. However, throughout English Stars students will have opportunities to use software functionalities and practise typing.
	<ul style="list-style-type: none"> Understand that the position of the device in relation to the user can affect posture and glare 	There are no English Stars modules that directly align to this description. However, throughout English Stars students will have opportunities to use software functionalities and practise typing.
	<ul style="list-style-type: none"> Reflect on and monitor typing accuracy and rate according to goals and given criteria 	There are no English Stars modules that directly align to this description. However, throughout English Stars students will have opportunities to use software functionalities and practise typing.
	<ul style="list-style-type: none"> Evaluate and select applications and tools to create text to suit audience and purpose 	There are no English Stars modules that directly align to this description. However, throughout English Stars students will have opportunities to use software functionalities and practise typing.
<ul style="list-style-type: none"> Use taught shortcut functions on digital tools to facilitate text creation 	There are no English Stars modules that directly align to this description. However, throughout English Stars students will have opportunities to use software functionalities and practise typing.	

NSW Syllabus (Stage 3): English Stars Year 5 and 6

Understanding and responding to literature

Outcomes	Content Descriptions	English Stars Modules
A student: <ul style="list-style-type: none"> analyses representations of ideas in literature through narrative, character, imagery, symbol and connotation, and adapts these representations when creating texts EN3-UARL-01; analyses representations of ideas in literature through genre and theme that reflect perspective and context, argument and authority, and adapts these representations when creating texts EN3-UARL-02 	Narrative <ul style="list-style-type: none"> Describe how narrative conventions engage the reader through models of behaviour, and apply narrative conventions when creating texts 	This description is partially covered in: 5.6.2 Narrative Voice 5.6.3 Compare Narrative Voice 5.6.4 Task – Write a Second Person Narrative To cover this description fully, you will need to supplement with your own material.
	<ul style="list-style-type: none"> Recognise that narratives reflect both personal and common lived experiences and offer models of behaviour, which may be rejected or accepted 	This description is partially covered in: 5.6.2 Narrative Voice 5.6.3 Compare Narrative Voice 5.6.4 Task – Write a Second Person Narrative To cover this description fully, you will need to supplement with your own material.
	<ul style="list-style-type: none"> Describe how patterns in narratives set up expectations and notice when those patterns are subverted 	This description is partially covered in: 5.6.2 Narrative Voice 5.6.3 Compare Narrative Voice 5.6.4 Task – Write a Second Person Narrative To cover this description fully, you will need to supplement with your own material.
	<ul style="list-style-type: none"> Describe the difference in purpose between Aboriginal Dreaming stories and Aboriginal Songlines 	There are no English Stars modules that directly align to this description. To cover this description, you will need to supplement with your own material.
	Characterisation <ul style="list-style-type: none"> Analyse attributes of character and use similar attributes when creating texts 	5.6.2 Narrative Voice 5.6.3 Compare Narrative Voice 5.6.4 Task – Write a Second Person Narrative 5.8.8 Fantasy Characters 6.4.2 Create Characters
	<ul style="list-style-type: none"> Recognise how character archetypes and stereotypes are represented in literature 	This description is partially covered in: 6.4.3 Task – Write a Conversation To cover this description fully, you will need to supplement with your own material.

NSW Syllabus (Stage 3): English Stars Year 5 and 6

Understanding and responding to literature

Outcomes	Content Descriptions	English Stars Modules
<p>A student:</p> <ul style="list-style-type: none"> analyses representations of ideas in literature through narrative, character, imagery, symbol and connotation, and adapts these representations when creating texts EN3-UARL-01; analyses representations of ideas in literature through genre and theme that reflect perspective and context, argument and authority, and adapts these representations when creating texts EN3-UARL-02 <p>(continued)</p>	<ul style="list-style-type: none"> Analyse how engagement with characters within and between texts invites enjoyment of literature 	<p>This description is partially covered in:</p> <p>6.2.7 Make Connections in Texts</p> <p>To cover this description fully, you will need to supplement with your own material.</p>
	<ul style="list-style-type: none"> Identify the ways different elements of a text contribute to character development and adapt these elements when creating texts 	<p>This description is partially covered in:</p> <p>5.3.6 Text Types 5.8.8 Fantasy Characters 6.4.2 Create Characters</p> <p>To cover this description fully, you will need to supplement with your own material.</p>
	<p>Imagery, symbol and connotation</p> <ul style="list-style-type: none"> Analyse how figurative language in literature can enhance meaning and affect the audience 	<p>5.9.2 Idioms 5.9.5 Metaphors and Similes 5.9.8 Sound Devices 6.5.10 Emphasis, Repetition and Metaphor 6.8.4 Sound Devices</p>
	<ul style="list-style-type: none"> Recognise recurring and universal symbols and imagery in literature, describe their meanings and experiment with symbol and imagery when creating texts 	<p>5.8.11 Interpret Images 6.7.2 Graphical Images 6.8.2 Imagery</p>
	<ul style="list-style-type: none"> Describe how Aboriginal and Torres Strait Islander authors use symbols and imagery to share cultural perspectives and stories in texts 	<p>This description is partially covered in:</p> <p>6.2.1 Comprehension – My Girragundji</p> <p>To cover this description fully, you will need to supplement with your own material.</p>
	<p>Genre</p> <ul style="list-style-type: none"> Explain how genre can be recognised by established codes and conventions that govern content and construction of literature, and apply this knowledge when creating texts 	<p>This description is partially covered in:</p> <p>5.3.6 Text Types 5.8.2 Genre and Fantasy</p> <p>To cover this description fully, you will need to supplement with your own material.</p>
	<ul style="list-style-type: none"> Examine and experiment with elements in literature that do not follow the form and function of a single genre 	<p>There are no English Stars modules that directly align to this description.</p> <p>To cover this description, you will need to supplement with your own material.</p>
	<p>Theme</p> <ul style="list-style-type: none"> Identify core social, personal and moral messages within and between texts 	<p>This description is partially covered in:</p> <p>6.2.7 Make Connections in Texts</p> <p>To cover this description fully, you will need to supplement with your own material.</p>
	<ul style="list-style-type: none"> Identify and describe messages common to lived experiences that recur in literature and use these representations when creating texts 	<p>This description is partially covered in:</p> <p>5.7.2 Explore Contexts in Literature 6.2.7 Make Connections in Texts</p> <p>To cover this description fully, you will need to supplement with your own material.</p>
	<p>Perspective and context</p> <ul style="list-style-type: none"> Identify how perspective is made evident through authorial choices 	<p>This description is partially covered in:</p> <p>5.2.2 Justify a Point of View 6.2.7 Make Connections in Texts</p> <p>To cover this description fully, you will need to supplement with your own material.</p>
	<ul style="list-style-type: none"> Explore how perspective is influenced by personal, social and cultural contexts 	<p>This description is partially covered in:</p> <p>5.2.2 Justify a Point of View 6.2.7 Make Connections in Texts</p> <p>To cover this description fully, you will need to supplement with your own material.</p>
	<ul style="list-style-type: none"> Describe how Aboriginal and Torres Strait Islander authors' language use promotes a shared understanding of cultural context 	<p>This description is partially covered in:</p> <p>5.7.2 Explore Contexts in Literature 6.2.1 Comprehension – My Girragundji 6.2.7 Make Connections in Texts</p> <p>To cover this description fully, you will need to supplement with your own material.</p>
	<ul style="list-style-type: none"> Reflect on and explain how personal, social and cultural context is expressed in own texts 	<p>This description is partially covered in:</p> <p>5.7.2 Explore Contexts in Literature</p> <p>To cover this description fully, you will need to supplement with your own material.</p>

NSW Syllabus (Stage 3): English Stars Year 5 and 6

Understanding and responding to literature

Outcomes	Content Descriptions	English Stars Modules
<p>A student:</p> <ul style="list-style-type: none"> analyses representations of ideas in literature through narrative, character, imagery, symbol and connotation, and adapts these representations when creating texts EN3-UARL-01; analyses representations of ideas in literature through genre and theme that reflect perspective and context, argument and authority, and adapts these representations when creating texts EN3-UARL-02 <p>(continued)</p>	<ul style="list-style-type: none"> Identify how perspective is made evident through authorial choices 	<p>This description is partially covered in:</p> <p>5.2.2 Justify a Point of View</p> <p>6.2.7 Make Connections in Texts</p> <p>To cover this description fully, you will need to supplement with your own material.</p>
	<ul style="list-style-type: none"> Explore how perspective is influenced by personal, social and cultural contexts 	<p>This description is partially covered in:</p> <p>5.2.2 Justify a Point of View</p> <p>6.2.7 Make Connections in Texts</p> <p>To cover this description fully, you will need to supplement with your own material.</p>
	<ul style="list-style-type: none"> Describe how Aboriginal and Torres Strait Islander authors' language use promotes a shared understanding of cultural context 	<p>This description is partially covered in:</p> <p>5.7.2 Explore Contexts in Literature</p> <p>6.2.1 Comprehension – My Girragundji</p> <p>6.2.7 Make Connections in Texts</p> <p>To cover this description fully, you will need to supplement with your own material.</p>
	<ul style="list-style-type: none"> Reflect on and explain how personal, social and cultural context is expressed in own texts 	<p>This description is partially covered in:</p> <p>5.7.2 Explore Contexts in Literature</p> <p>To cover this description fully, you will need to supplement with your own material.</p>
	<p>Argument and authority</p> <ul style="list-style-type: none"> Recognise how an argument is influenced by perspective and create texts that adopt a perspective beyond personal experience 	<p>There are no English Stars modules that directly align to this description.</p> <p>To cover this description, you will need to supplement with your own material.</p>
	<ul style="list-style-type: none"> Understand the authority given to objectivity versus subjectivity in arguments 	<p>5.2.9 Bare Assertions</p> <p>5.2.11 Finding Facts</p> <p>5.4.2 Objective and Subjective Language</p> <p>6.6.3 Balanced Information</p> <p>6.6.6 Objective and Subjective Language</p> <p>6.6.7 Bias</p>
	<ul style="list-style-type: none"> Analyse and compare features within and between texts, that characterise an authoritative style 	<p>There are no English Stars modules that directly align to this description.</p> <p>To cover this description, you will need to supplement with your own material.</p>
	<ul style="list-style-type: none"> Compare the reliability and validity of texts to make judgements about their authority 	<p>5.2.11 Finding Facts</p> <p>5.4.2 Objective and Subjective Language</p> <p>6.6.3 Balanced Information</p> <p>6.6.6 Objective and Subjective Language</p> <p>6.6.7 Bias</p>