

The tables on these pages list the objectives, their associated outcomes and content descriptions from the NSW Syllabus (Stage 3), and the English Stars 5 and 6 modules that match these descriptions.

NSW Syllabus Match (Stage 3)

Speaking and listening

Outcomes	Content Descriptions	English Stars Modules
EN3-1A Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features	Develop and apply contextual knowledge <ul style="list-style-type: none"> compare and justify the ways in which spoken language differs from written language according to purpose, audience and context understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501) understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516) understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (ACELA1515) 	5.2.13 Audience, Purpose and Context 5.7.3 Interaction Skills 6.4.4 Australian Accents 6.4.8 Dialogue and Stage Directions
	Understand and apply knowledge of language forms and features <ul style="list-style-type: none"> use and describe language forms and features of spoken texts appropriate to a range of purposes, audiences and contexts use appropriate metalinguage to identify and describe relationships between and among texts develop criteria to evaluate the effectiveness of spoken texts use metalinguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795) 	5.5.4 Facts and Opinions in Film Reviews 5.6.3 Compare Narrative Voice 5.9.9 Write in the Style of a Poet
	Respond to and compose texts <ul style="list-style-type: none"> plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1700, ACELY1710) use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) identify and summarise key ideas and information from guest speakers, eg note-taking or using digital technologies discuss and experiment with ways to strengthen and refine spoken texts in order to entertain, inform, persuade or inspire the audience 	5.2.6 Persuasive Essay Structure 5.2.12 Non-Verbal Cues 5.2.13 Audience, Purpose and Context 5.2.14 Design a Slideshow 5.4.8 News Video Techniques 5.7.3 Interaction Skills 5.7.7 Interview Questions 5.7.8 Conduct an Interview 5.7.9 From Interview to Biography 5.7.10 Revise Slideshow Design 5.9.10 Task – Record a Poetry Recital 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 6.2.8 Share Experiences 6.3.1 Comprehension – Refuge 6.3.2 Discussions 6.3.4 Comprehension – New Boy 6.3.7 Comprehension – Charlie and the Chocolate Factory 6.3.8 Different Authors, Similar Themes 6.3.12 Write a Book Pitch 6.3.14 Oral Presentation Skills 6.4.1 Comprehension – Making a Point 6.4.5 Comprehension – The Fishing Trip 6.4.8 Dialogue and Stage Directions 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 6.7.8 Filming and Presentation Techniques 6.8.1 Comprehension – Toby: Not Good Enough 6.8.6 Ballads
Writing and representing		
Outcomes	Content Descriptions	English Stars Modules
EN3-2A Composes, edits and presents well-structured and coherent texts	Engage personally with texts <ul style="list-style-type: none"> understand and appreciate the way texts are shaped through exploring a range of language forms and features and ideas experiment and use aspects of composing that enhance learning and enjoyment recognise and discuss issues related to the responsible use of digital communication 	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 Task – Write a Persuasive Essay 5.2.10 Task – Create a Persuasive Poster 5.2.14 Design a Slideshow 5.3.8 Task – Report a Discovery 5.4.3 News Article Structure 5.4.4 Task – Write a News Article 5.4.8 News Video Techniques 5.5.2 Plot Summary 5.5.3 Task – Review a Restaurant 5.5.5 Film Review Structure 5.5.6 Task – Review a TV Show 5.5.8 Design Principles 5.6.4 Task – Write a Second Person Narrative 5.7.4 Introduction to Biographies 5.7.5 Task – Write an Autobiography 5.7.7 Interview Questions 5.7.8 Conduct an Interview 5.7.9 From Interview to Biography 5.7.10 Revise Slideshow Design 5.8.3 Task – Write a Short Story 5.8.5 Sequels, Prequels and Spin-offs 5.8.6 Task – Write a Letter to an Author 5.8.8 Fantasy Characters 5.8.10 Create a Fantasy Plot Outline 5.9.6 Task – Write Any 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 6.1.3 Task – Getting Ready for School 6.1.5 Procedural Text Structure 6.1.6 Task – Write a Recipe 6.1.10 Task – Write Directions 6.2.4 Persuasive Essay Structure 6.2.6 Task – Write a Persuasive Speech 6.2.11 Design Principles 6.3.12 Write a Book Pitch 6.4.2 Create Characters 6.4.3 Task – A Conversation 6.4.9 Play Script Format and Structure 6.5.6 Task – Recount Your Craziest Day 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 6.6.11 Revise Design Principles 6.7.5 News Video Script Features 6.7.6 Task – Write a News Video Script

		<p>6.8.3 Task – Write Any Poem 6.8.7 Task – From Ballad to Story 6.8.9 Build a Ballad 6.8.10 Task – Publish a Ballad</p>
	<p>Develop and apply contextual knowledge</p> <ul style="list-style-type: none"> • identify and explore underlying themes and central storylines in imaginative texts • explore and analyse the effectiveness of informative and persuasive devices in texts • understand and use the key elements of planning, composing, reviewing and publishing in order to meet the increasing demands of topic, audience and language 	<p>5.1.8 Explanation Text Structure 5.2.3 Persuasive Language 1 5.2.4 Persuasive Language 2 5.2.6 Persuasive Essay Structure 5.4.3 News Article Structure 5.5.2 Plot Summary 5.5.5 Film Review Structure</p> <p>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 6.2.7 Make Connections 6.2.8 Share Experiences 6.3.12 Write a Book Pitch 6.6.6 Objective and Subjective Language 6.6.7 Bias 6.6.8 Discussion Article Structure 6.6.9 Task – Discuss Dams 6.7.5 News Video Script Features</p>
	<p>Understand and apply knowledge of language forms and features</p> <ul style="list-style-type: none"> • plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1704, ACELY1714) • understand, interpret and experiment with the use of imagery in imaginative texts, poetry and songs, eg similes, metaphors, personification and sound devices such as alliteration • understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520) • investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522) 	<p>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 Task – Write a Persuasive Essay 5.2.10 Task – Create a Persuasive Poster 5.2.14 Design a Slideshow 5.3.8 Task – Report a Discovery 5.4.3 News Article Structure 5.4.4 Task – Write a News Article 5.4.8 News Video Techniques 5.5.2 Plot Summary 5.5.3 Task – Review a Restaurant 5.5.5 Film Review Structure 5.5.6 Task – Review a TV Show 5.5.8 Design Principles 5.6.4 Task – Write a Second Person Narrative 5.7.4 Introduction to Biographies 5.7.5 Task – Write an Autobiography 5.7.7 Interview Questions 5.7.8 Conduct an Interview 5.7.9 From Interview to Biography 5.7.10 Revise Slideshow Design 5.8.3 Task – Write a Short Story 5.8.5 Sequels, Prequels and Spin-offs 5.8.6 Task – Write a Letter to an Author 5.8.8 Fantasy Characters 5.8.10 Create a Fantasy Plot Outline 5.9.6 Task – Write Any 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</p> <p>6.1.3 Task – Getting Ready for School 6.1.5 Procedural Text Structure 6.1.6 Task – Write a Recipe 6.1.10 Task – Write Directions 6.2.4 Persuasive Essay Structure 6.2.6 Task – Write a Persuasive Speech</p>

		<p>6.2.11 Design Principles 6.3.12 Write a Book Pitch 6.4.2 Create Characters 6.4.3 Task – A Conversation 6.4.9 Play Script Format and Structure 6.5.2 Cohesive Links 6.5.3 Complex Sentences 6.5.6 Task – Recount Your Craziest Day 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 6.6.11 Revise Design Principles 6.7.5 News Video Script Features 6.7.6 Task – Write a News Video Script 6.8.3 Task – Write Any Poem 6.8.7 Task – From Ballad to Story 6.8.9 Build a Ballad 6.8.10 Task – Publish a Ballad</p>
	<p>Respond to and compose texts</p> <ul style="list-style-type: none"> compose imaginative and informative texts that show evidence of developed ideas compose texts that include sustained and effective use of persuasive devices, eg texts dealing with environmental issues present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609) create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798) experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800) compose increasingly complex print, visual, multimodal and digital texts, experimenting with language, design, layout and graphics use increasingly complex research data from print and digital sources to compose short and sustained texts assess the reliability of resources, including digital resources, when researching topics reread and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1705, ACELY1715) develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose (ACELY1706, ACELY1716) use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1707, ACELY1717) 	<p>5.1.6 Task – Explain a Life Cycle 5.1.10 Task – Write an Explanation 5.1.11 The Apostrophe 5.1.12 Punctuation 5.2.7 Task – Write a Persuasive Essay 5.2.10 Task – Create a Persuasive Poster 5.2.13 Audience, Purpose and Context 5.2.14 Design a Slideshow 5.3.8 Task – Report a Discovery 5.4.4 Task – Write a News Article 5.4.8 News Video Techniques 5.5.3 Task – Review a Restaurant 5.5.6 Task – Review a TV Show 5.6.1 Comprehension – A Long Walk to Water 5.6.4 Task – Write a Second Person Narrative 5.7.5 Task – Write an Autobiography 5.7.8 Conduct an Interview 5.7.9 From Interview to Biography 5.8.3 Task – Write a Short Story 5.8.5 Sequels, Prequels and Spin-offs 5.8.6 Task – Write a Letter to an Author 5.9.4 Comprehension – Poems, Poems, Everywhere 5.9.6 Task – Write Any 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</p> <p>6.1.3 Task – Getting Ready for School 6.1.6 Task – Write a Recipe 6.1.10 Task – Write Directions 6.2.6 Task – Write a Persuasive Speech 6.2.9 Punctuation for Quoted Speech 6.2.11 Design Principles 6.3.5 Spelling Rules 6.4.3 Task – A Conversation 6.4.9 Play Script Format and Structure 6.5.6 Task – Recount Your Craziest Day 6.6.5 Task – Write a Balanced Discussion 6.6.7 Bias 6.6.9 Task – Discuss Dams 6.6.11 Revise Design Principles 6.7.6 Task – Write a News Video Script 6.8.2 Imagery 6.8.3 Task – Write Any Poem 6.8.7 Task – From Ballad to Story 6.8.9 Build a Ballad 6.8.10 Task – Publish a Ballad</p> <p>Throughout English Stars students will have opportunities to practise their handwriting fluency and automaticity.</p>

Reading and viewing

Outcomes	Content Descriptions	English Stars Modules
EN3-3A Uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies	Develop and apply contextual knowledge <ul style="list-style-type: none"> understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504) appreciate how demanding texts, eg extended novels and informative texts, contain increasing levels of complexity and abstraction to enhance enjoyment explain and justify the responsible use of digital technologies 	5.1.6 Task – Explain a Life Cycle 5.1.8 Explanation Text Structure 5.1.10 Task – Write an Explanation 5.2.6 Persuasive Essay Structure 5.2.7 Task – Write a Persuasive Essay 5.2.10 Task – Create a Persuasive Poster 5.2.13 Audience, Purpose and Context 5.3.6 Text Types 5.3.8 Task – Report a Discovery 5.4.3 News Article Structure 5.4.4 Task – Write a News Article 5.4.8 News Video Techniques 5.5.2 Plot Summary 5.5.3 Task – Review a Restaurant 5.5.5 Film Review Structure 5.5.6 Task – Review a TV Show 5.6.4 Task – Write a Second Person Narrative 5.7.4 Introduction to Biographies 5.7.5 Task – Write an Autobiography 5.7.9 From Interview to 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 Any Poem 5.9.8 Sound Devices 5.9.9 Write in the Style of a Poet
	Understand and apply knowledge of language forms and features <ul style="list-style-type: none"> compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708) analyse how text structures and language features work together to meet the purpose of a text (ACELY1711) recognise and compare how composers use a range of language features, including connectives, topic sentences and active and passive voice, to achieve their purposes understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (ACELA1505) identify the impact of first-person and third-person narration on the reader/viewer recognise how grammatical features help to build meaning in texts, including reference links and adverbial and adjectival phrases recognise evaluative language, including emotive language and modality understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611) identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524) recognise the effect of multimedia elements, eg film techniques, animation, voice-overs, sound effects, framing, close-ups explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations (ACELA1511) 	5.3.9 Informative Sentences 5.6.4 Task – Write a Second Person Narrative 5.8.3 Task – Write a Short Story 5.8.11 Interpret Images 5.9.3 Poetry Types 5.9.5 Metaphors and Similes 5.9.6 Task – Write Any Poem 5.9.7 Personification 5.9.8 Sound Devices 5.9.9 Write in the Style of a Poet 6.1.2 Subject–Verb Agreement 6.1.4 Comprehension – Measuring Friction 6.1.5 Procedural Text Structure 6.1.7 Comprehension – Eaton Lake 6.1.10 Task – Write Directions 6.2.2 Persuasive Language 1 6.2.3 Persuasive Language 2 6.2.4 Persuasive Essay Structure 6.2.7 Make Connections 6.3.12 Write a Book Pitch 6.6.2 Informative Texts 6.6.8 Discussion Article Structure 6.7.2 Graphical Images 6.7.3 Finding Facts 6.7.4 Comprehension – Rock Star Throws Tiara in River 6.7.5 News Video Script Features 6.8.4 Sound Devices 6.8.5 Language Patterns 6.8.6 Ballads 6.8.8 Free Verse

	<p>Respond to, read and view texts</p> <ul style="list-style-type: none"> select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712) navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702) interpret picture books, comic strips and sequences of digital images which do not contain written text use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1703, ACELY1713) recognise how aspects of personal perspective influence responses to text summarise a text and evaluate the intended message or theme analyse and evaluate the way that inference is used in a text to build understanding in imaginative, informative and persuasive texts discuss aspects of literature that influence personal choice in reading 	<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? 5.2.1 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 5.3.10 Skimming and Scanning 5.4.1 Comprehension – BTN: Future Jobs 5.4.3 News Article Structure 5.4.5 Comprehension – Havoc as Flood Peak Hits Brisbane 5.4.8 News Video Techniques 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 5.7.6 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 5.9.4 Comprehension – Poems, Poems, Everywhere</p> <p>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 6.3.1 Comprehension – Refuge 6.3.4 Comprehension – New Boy 6.3.7 Comprehension – Charlie and the Chocolate Factory 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 6.6.3 Balanced Information 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 6.7.4 Comprehension – Rock Star Throws Tiara in River 6.7.7 Comprehension – BTN: Fake News 6.7.8 Filming and Presentation Techniques 6.8.1 Comprehension – Toby: Not Good Enough</p>
Spelling		
Outcomes	Content Descriptions	English Stars Modules
<p>EN3-4A</p> <p>Draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts</p>	<p>Develop and apply contextual knowledge</p> <ul style="list-style-type: none"> understand how accurate spelling supports the reader to read fluently and interpret written text with clarity 	<p>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 5.8.3 Task – Write a Short Story 5.8.6 Task – Write a Letter to an Author 5.9.6 Task – Write Any Poem 5.9.11 Task – Publish an Anthology</p>

		<p>6.1.3 Task – Getting Ready for School 6.1.6 Task – Write a Recipe 6.1.10 Task – Write Directions 6.2.6 Task – Write a Persuasive Speech 6.3.5 Spelling Rules 6.4.3 Task – 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</p> <p>This descriptor is also covered by 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 Sequence documents.</p>
	<p>Understand and apply knowledge of language forms and features</p> <ul style="list-style-type: none"> understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages (ACELA1513, ACELA1514, ACELA1526) understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500) 	<p>5.1.1 Comprehension – Our Changing Language 5.1.2 Uncommon Plurals 5.1.9 Roots and Affixes 5.3.1 Comprehension – Kerenza: A New Australian</p> <p>6.1.8 Roots and Affixes 6.1.9 Base Words 6.3.5 Spelling Rules</p> <p>This descriptor is also covered by 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 Sequence documents.</p>
	<p>Respond to and compose texts</p> <ul style="list-style-type: none"> recognise most misspelt words in their own writing and use a variety of resources for correction integrate a range of spelling strategies and conventions to accurately spell most words, including words of many syllables, when composing imaginative and other texts use morphemic, visual, syntactic, semantic and phonological strategies, eg recognition of letter patterns of words, when composing texts demonstrate an awareness of the limitations of spell check features in digital communication 	<p>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 5.8.3 Task – Write a Short Story 5.8.6 Task – Write a Letter to an Author 5.9.6 Task – Write Any Poem 5.9.11 Task – Publish an Anthology</p> <p>6.1.3 Task – Getting Ready for School 6.1.6 Task – Write a Recipe 6.1.10 Task – Write Directions 6.2.6 Task – Write a Persuasive Speech 6.3.5 Spelling Rules 6.4.3 Task – 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</p> <p>This descriptor is also covered by 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 Sequence documents.</p>

Responding and composing

Outcomes	Content Descriptions	English Stars Modules
<p>EN3-5B</p> <p>Discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts</p>	<p>Develop and apply contextual knowledge</p> <ul style="list-style-type: none"> identify and discuss how own texts have been structured to achieve their purpose and discuss ways of using conventions of language to shape readers' and viewers' understanding of texts discuss how the intended audience, structure and context of an extended range of texts influence responses to texts 	<p>5.2.13 Audience, Purpose and Context</p> <p>6.2.7 Make Connections</p> <p>6.3.3 An Author's Style</p>
	<p>Understand and apply knowledge of language forms and features</p> <ul style="list-style-type: none"> identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701) identify the ways in which language use in imaginative texts, including use of figurative language, character development, events and setting, creates interest for the reader or viewer investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation (ACELA1797) analyse strategies authors use to influence readers (ACELY1801) understand the uses of objective and subjective language and bias (ACELA1517) discuss the conventions of a range of complex texts, eg act and stage directions in plays, literary devices in poems and stories, layout conventions in print and digital texts 	<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>5.2.3 Persuasive Language 1</p> <p>5.2.4 Persuasive Language 2</p> <p>5.2.6 Persuasive Essay Structure</p> <p>5.2.11 Finding Facts</p> <p>5.3.6 Text Types</p> <p>5.3.8 Task – Report a Discovery</p> <p>5.4.2 Objective and Subjective Language</p> <p>5.4.3 News Article Structure</p> <p>5.4.4 Task – Write a News Article</p> <p>5.5.2 Plot Summary</p> <p>5.5.4 Facts and Opinions in Film Reviews</p> <p>5.6.2 Narrative Voice</p> <p>5.6.3 Compare Narrative Voice</p> <p>5.7.4 Introduction to Biographies</p> <p>5.7.5 Task – Write an Autobiography</p> <p>5.7.9 From Interview to Biography</p> <p>5.8.2 Genre and Fantasy</p> <p>5.8.10 Create a Fantasy Plot Outline</p> <p>5.9.3 Poetry Types</p> <p>5.9.9 Write in the Style of a Poet</p> <p>6.2.2 Persuasive Language 1</p> <p>6.2.3 Persuasive Language 2</p> <p>6.3.3 An Author's Style</p> <p>6.6.2 Informative Texts</p> <p>6.6.5 Task – Write a Balanced Discussion</p> <p>6.6.6 Objective and Subjective Language</p> <p>6.6.7 Bias</p> <p>6.6.9 Task – Discuss Dams</p> <p>6.7.3 Finding Facts</p> <p>6.7.5 News Video Script Features</p> <p>6.7.6 Task – Write a News Video Script</p>
	<p>Respond to and compose texts</p> <ul style="list-style-type: none"> compose more complex texts using a variety of forms appropriate to purpose and audience recognise the techniques used by writers to position a reader and influence their point of view identify and use a variety of strategies to present information and opinions across a range of texts consider and develop sustained arguments and discussions supported by evidence 	<p>5.2.2 Justify a Point of View</p> <p>5.2.3 Persuasive Language 1</p> <p>5.2.4 Persuasive Language 2</p> <p>5.2.6 Persuasive Essay Structure</p> <p>5.2.9 Bare Assertions</p> <p>5.4.2 Objective and Subjective Language</p> <p>5.5.4 Facts and Opinions in Film Reviews</p> <p>5.5.5 Film Review Structure</p> <p>5.6.2 Narrative Voice</p> <p>5.6.3 Compare Narrative Voice</p> <p>6.2.2 Persuasive Language 1</p> <p>6.2.3 Persuasive Language 2</p> <p>6.2.4 Persuasive Essay Structure</p> <p>6.6.3 Balanced Information</p> <p>6.6.6 Objective and Subjective Language</p> <p>6.6.7 Bias</p> <p>6.6.8 Discussion Article Structure</p> <p>6.7.5 News Video Script Features</p>

Grammar, punctuation and vocabulary

Outcomes	Content Descriptions	English Stars Modules
<p>EN3-6B</p> <p>Uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies</p>	<p>Develop and apply contextual knowledge</p> <ul style="list-style-type: none"> understand that language is structured to create meaning according to audience, purpose and context understand that choices in grammar, punctuation and vocabulary contribute to the effectiveness of texts 	<p>5.1.3 Precise Vocabulary</p> <p>5.1.11 The Apostrophe</p> <p>5.1.12 Punctuation</p> <p>5.2.3 Persuasive Language 1</p> <p>5.2.4 Persuasive Language 2</p> <p>5.2.13 Audience, Purpose and Context</p> <p>5.9.2 Idioms</p> <p>5.9.5 Metaphors and Similes</p> <p>5.9.7 Personification</p> <p>6.1.2 Subject–Verb Agreement</p> <p>6.1.11 The Apostrophe</p> <p>6.2.2 Persuasive Language 1</p> <p>6.2.3 Persuasive Language 2</p> <p>6.2.9 Punctuation for Quoted Speech</p> <p>6.3.6 Sensory Language</p> <p>6.3.10 Commas in Sentences</p> <p>6.3.13 Incorrect Use of the Comma</p> <p>6.6.6 Objective and Subjective Language</p>
	<p>Understand and apply knowledge of language forms and features</p> <ul style="list-style-type: none"> identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615) understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507) experiment using a range of language features, eg connectives, topic sentences, active and passive voice and nominalisation understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508) understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523) show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698) identify a variety of connectives in texts to indicate time, add information, clarify understanding, show cause and effect and indicate condition/concession use complex punctuation to engage the reader and achieve purpose understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (ACELA1506) understand the uses of commas to separate clauses (ACELA1521) 	<p>5.1.11 The Apostrophe</p> <p>5.2.3 Persuasive Language 1</p> <p>5.2.6 Persuasive Essay Structure</p> <p>5.2.7 Task – Write a Persuasive Essay</p> <p>5.2.9 Bare Assertions</p> <p>5.2.10 Task – Create a Persuasive Poster</p> <p>5.2.13 Audience, Purpose and Context</p> <p>5.3.3 Clauses</p> <p>5.3.5 Complex Sentences</p> <p>5.4.2 Objective and Subjective Language</p> <p>5.4.6 Noun Phrases</p> <p>5.4.7 Adjective Phrases</p> <p>5.5.3 Task – Review a Restaurant</p> <p>5.5.4 Facts and Opinions in Film Reviews</p> <p>5.5.6 Task – Review a TV Show</p> <p>5.6.2 Narrative Voice</p> <p>5.6.3 Compare Narrative Voice</p> <p>5.9.2 Idioms</p> <p>6.1.2 Subject–Verb Agreement</p> <p>6.1.11 The Apostrophe</p> <p>6.3.10 Commas in Sentences</p> <p>6.3.13 Incorrect Use of the Comma</p> <p>6.5.5 Verbs</p> <p>6.5.7 Tense</p> <p>6.5.8 Adverb Phrases</p> <p>6.5.9 Modality</p> <p>6.5.10 Emphasis, Repetition and Metaphor</p> <p>6.8.2 Imagery</p> <p>6.8.6 Ballads</p> <p>6.8.8 Free Verse</p>
	<p>Understand and apply knowledge of vocabulary</p> <ul style="list-style-type: none"> understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512) investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525) 	<p>5.1.3 Precise Vocabulary</p> <p>5.1.5 Homonyms</p> <p>6.2.2 Persuasive Language 1</p> <p>6.2.6 Task – Write a Persuasive Speech</p> <p>6.3.6 Sensory Language</p> <p>6.3.11 Evaluative Language</p> <p>6.5.9 Modality</p> <p>6.5.10 Emphasis, Repetition and Metaphor</p>

		6.6.6 Objective and Subjective Language 6.6.7 Bias 6.7.3 Finding Facts
	Respond to and compose texts <ul style="list-style-type: none"> select some more challenging language features, literary devices (eg irony, humour) and grammatical features (eg modality) to engage and influence an audience experiment with different types of sentences, eg short sentences to build tension and complex sentences to add detail use topic sentences and appropriately organise main (independent) and subordinate (dependent) ideas to enhance coherence in written texts select appropriate language for a purpose, eg descriptive, persuasive, technical, evaluative, emotive and colloquial, when composing texts use grammatical features, eg pronouns, conjunctions and connectives, to accurately link ideas and information to ensure meaning when composing texts 	5.2.3 Persuasive Language 1 5.2.4 Persuasive Language 2 5.2.13 Audience, Purpose and Context 5.3.3 Clauses 5.3.5 Complex Sentences 5.3.9 Informative Sentences 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 6.3.12 Write a Book Pitch 6.5.2 Cohesive Links 6.5.3 Complex Sentences 6.5.9 Modality 6.5.10 Emphasis, Repetition and Metaphor 6.6.6 Objective and Subjective Language
Thinking imaginatively, creatively, interpretively and critically		
Outcomes	Content Descriptions	English Stars Modules
EN3-7C Thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts	Engage personally with texts <ul style="list-style-type: none"> recognise and explain creative language features in imaginative, informative and persuasive texts that contribute to engagement and meaning interpret events, situations and characters in texts explain own preferences for a particular interpretation of a text, referring to text details and own knowledge and experience think critically about aspects of texts such as ideas and events think imaginatively when engaging with texts, using prediction, for example, to imagine what happens to characters after the text 	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! 5.2.3 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 5.2.11 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 5.4.3 News Article Structure 5.4.5 Comprehension – Havoc as Flood Peak Hits Brisbane 5.4.8 News Video Techniques 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 5.8.2 Genre and Fantasy 5.8.4 Comprehension – The Geeglenash 5.8.7 Comprehension – Two Weeks with the Queen 5.8.8 Fantasy Characters 5.8.9 Comprehension – The Wandering Wand 5.8.10 Create a Fantasy Plot Outline 5.9.1 Comprehension – Pookie Aleera Is Not My Boyfriend 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 6.2.2 Persuasive Language 1 6.2.3 Persuasive Language 2 6.2.4 Persuasive Essay Structure

		<p>6.2.5 Comprehension – Vote For Me!</p> <p>6.2.7 Make Connections</p> <p>6.2.8 Share Experiences</p> <p>6.3.1 Comprehension – Refuge</p> <p>6.3.3 An Author's Style</p> <p>6.3.4 Comprehension – New Boy</p> <p>6.3.7 Comprehension – Charlie and the Chocolate Factory</p> <p>6.3.8 Different Authors, Similar Themes</p> <p>6.3.12 Write a Book Pitch</p> <p>6.4.1 Comprehension – Making a Point</p> <p>6.4.5 Comprehension – The Fishing Trip</p> <p>6.5.1 Comprehension – Bridget: A New Australian</p> <p>6.5.4 Comprehension – The Weird Day</p> <p>6.6.1 Comprehension – Boxing: For and Against</p> <p>6.6.4 Comprehension – Shark Nets: For and Against</p> <p>6.6.10 Comprehension – Animal Testing: For and Against</p> <p>6.7.1 Comprehension – BTN: Piracy Crackdown</p> <p>6.7.4 Comprehension – Rock Star Throws Tiara in River</p> <p>6.7.7 Comprehension – BTN: Fake News</p> <p>6.7.8 Filming and Presentation Techniques</p> <p>6.8.1 Comprehension – Toby: Not Good Enough</p> <p>6.8.2 Imagery</p>
	<p>Develop and apply contextual knowledge</p> <ul style="list-style-type: none"> identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT1616) compare how composers and illustrators make stories exciting, moving and absorbing to hold readers' interest explore and discuss simple appropriation of texts 	<p>6.3.3 An Author's Style</p> <p>6.3.8 Different Authors, Similar Themes</p>
	<p>Understand and apply knowledge of language forms and features</p> <ul style="list-style-type: none"> understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518) identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617) 	<p>6.2.2 Persuasive Language 1</p> <p>6.2.3 Persuasive Language 2</p> <p>6.2.4 Persuasive Essay Structure</p> <p>6.2.6 Task – Write a Persuasive Speech</p> <p>6.2.7 Make Connections</p> <p>6.3.3 An Author's Style</p> <p>6.3.6 Sensory Language</p> <p>6.4.6 Setting</p> <p>6.4.7 Plot</p> <p>6.4.9 Play Script Format and Structure</p> <p>6.8.2 Imagery</p> <p>6.8.3 Task – Write Any Poem</p> <p>6.8.4 Sound Devices</p> <p>6.8.5 Language Patterns</p> <p>6.8.6 Ballads</p> <p>6.8.7 Task – From Ballad to Story</p> <p>6.8.8 Free Verse</p> <p>6.8.9 Build a Ballad</p>
	<p>Respond to and compose texts</p> <ul style="list-style-type: none"> create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1612, ACELT1618) adapt aspects of print or media texts to create new texts by thinking creatively and imaginatively about character, setting, narrative voice, dialogue and events analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614) experiment with others' imaginative texts by changing aspects such as place, characters, rhythm, mood, sound effects and dialogue interpret a range of texts, eg through role-play or drama, for pleasure and enjoyment, and express an analytical conclusion about those texts 	<p>5.6.4 Task – Write a Second Person Narrative</p> <p>5.8.3 Task – Write a Short Story</p> <p>5.8.8 Fantasy Characters</p> <p>5.8.10 Create a Fantasy Plot Outline</p> <p>6.2.7 Make Connections</p> <p>6.2.8 Share Experiences</p> <p>6.3.8 Different Authors, Similar Themes</p> <p>6.4.3 Task – A Conversation</p> <p>6.4.9 Play Script Format and Structure</p> <p>6.5.6 Task – Recount Your Craziest Day</p> <p>6.8.3 Task – Write Any Poem</p> <p>6.8.7 Task – From Ballad to Story</p> <p>6.8.9 Build a Ballad</p>

Expressing themselves

Outcomes	Content Descriptions	English Stars Modules
<p>EN3-8D</p> <p>Identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts</p>	<p>Engage personally with texts</p> <ul style="list-style-type: none"> recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610) consider how texts about local events and issues in the media are presented to engage the reader or viewer 	<p>5.6.1 Comprehension – A Long Walk to Water</p> <p>5.6.2 Narrative Voice</p> <p>5.6.3 Compare Narrative Voice</p> <p>5.6.4 Task – Write a Second Person Narrative</p>
	<p>Develop and apply contextual knowledge</p> <ul style="list-style-type: none"> make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613) understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502) identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608) 	<p>5.2.9 Bare Assertions</p> <p>5.5.3 Task – Review a Restaurant</p> <p>5.5.6 Task – Review a TV Show</p> <p>5.7.2 Explore Contexts in Literature</p> <p>6.2.1 Comprehension – My Girragundji</p> <p>6.2.7 Make Connections</p> <p>6.3.1 Comprehension – Refuge</p> <p>6.3.4 Comprehension – New Boy</p> <p>6.3.7 Comprehension – Charlie and the Chocolate Factory</p> <p>6.4.1 Comprehension – Making a Point</p> <p>6.4.2 Create Characters</p> <p>6.4.5 Comprehension – The Fishing Trip</p> <p>6.4.6 Setting</p> <p>6.5.1 Comprehension – Bridget: A New Australian</p> <p>6.5.4 Comprehension – The Weird Day</p> <p>6.8.1 Comprehension – Toby: Not Good Enough</p>
	<p>Understand and apply knowledge of language forms and features</p> <ul style="list-style-type: none"> recognise how the use of language and visual features can depict cultural assumptions in texts identify language features used to position the reader/viewer in a wide variety of communication activities for a range of purposes, including debates, formal talks, interviews, explanations, anecdotes and recitations 	<p>5.1.1 Comprehension – Our Changing Language</p> <p>5.2.13 Audience, Purpose and Context</p> <p>5.3.1 Comprehension – Kerenza: A New Australian</p> <p>5.6.1 Comprehension – A Long Walk to Water</p> <p>5.7.2 Explore Contexts in Literature</p> <p>5.7.6 Comprehension – Interview with Sir Edmund Hillary</p> <p>5.7.8 Conduct an Interview</p>
	<p>Respond to and compose texts</p> <ul style="list-style-type: none"> identify and describe the representation of people, places and events in film and the media explore, discuss and appreciate connections between Dreaming stories and contemporary Aboriginal and Torres Strait Islander life clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699) discuss and explore moral, ethical and social dilemmas encountered in texts respond to short films, documentaries and multimedia texts that express familiar and new aspects of the broader world compose a variety of texts, eg poetry, that reflect their understanding of the world around them discuss aspects of literature from a range of cultures to explore common experiences and ideas as well as recognising difference 	<p>5.1.1 Comprehension – Our Changing Language</p> <p>5.1.4 Comprehension – How Is a Rainbow Formed?</p> <p>5.1.7 Comprehension – How Is Chocolate Made?</p> <p>5.2.1 Comprehension – My Sport Rules!</p> <p>5.2.2 Justify a Point of View</p> <p>5.2.5 Comprehension – Who Says Burgers Are Bad?</p> <p>5.2.7 Task – Write a Persuasive Essay</p> <p>5.2.8 Comprehension – Don't Waste Water</p> <p>5.2.12 Non-Verbal Cues</p> <p>5.2.13 Audience, Purpose and Context</p> <p>5.3.1 Comprehension – Kerenza: A New Australian</p> <p>5.3.4 Comprehension – The Blobfish</p> <p>5.3.7 Comprehension – Dinosaur Discovery</p> <p>5.4.1 Comprehension – BTN: Future Jobs</p> <p>5.4.5 Comprehension – Havoc as Flood Peak Hits Brisbane</p> <p>5.5.1 Comprehension – Paper Planes Film Review</p> <p>5.5.7 Comprehension – Hunt for the Wilderpeople</p> <p>5.6.1 Comprehension – A Long Walk to Water</p> <p>5.7.1 Comprehension – The Adventures of Matthew Flinders</p> <p>5.7.3 Interaction Skills</p> <p>5.7.6 Comprehension – Interview with Sir Edmund Hillary</p> <p>5.7.8 Conduct an Interview</p> <p>5.8.1 Comprehension – Alice's Adventures in Wonderland</p> <p>5.8.4 Comprehension – The Geeglenash</p> <p>5.8.7 Comprehension – Two Weeks with the Queen</p> <p>5.8.9 Comprehension – The Wandering Wand</p> <p>5.9.1 Comprehension – Pookie Aleera Is Not My Boyfriend</p> <p>5.9.4 Comprehension – Poems, Poems, Everywhere</p>

Reflecting on learning

Outcomes	Content Descriptions	English Stars Modules
EN3-9E Recognises, reflects on and assesses their strengths as a learner	Develop and apply contextual knowledge <ul style="list-style-type: none"> begin to understand the difference between their way of learning and the way others learn reflect on own learning achievements against specific criteria 	5.8.11 Interpret Images 6.1.6 Task – Write a Recipe
	Understand and apply knowledge of language forms and features <ul style="list-style-type: none"> recognise that there is a language for discussing learning experiences discuss how the reader or viewer can enjoy and discover a wide range of literary experiences through texts 	5.6.2 Narrative Voice 6.3.2 Discussions
	Respond to and compose texts <ul style="list-style-type: none"> develop criteria for assessing their own and others' presentations critically reflect on the effectiveness of their own and others' writing, seeking and responding to feedback identify selections of own writing that they believe reflect their growth and competence as writers formulate questions for specific purposes, eg to clarify and reflect discuss and reflect on the roles and responsibilities when working as a member of a group and evaluate the benefits of working collaboratively with peers to achieve a goal describe how skills in speaking, listening, reading/ viewing and writing/representing contribute to language development 	5.7.3 Interaction Skills 5.7.7 Interview Questions 6.3.2 Discussions

Note: Modules 5.3.2 Commas and 6.3.9 Commas in Lists and with Adjectives revises content from the NSW Syllabus (Stage 1).

Note: Module 6.2.10 Homophones revises content from the NSW Syllabus (Stage 2).