



# ENGLISH STARS

New South Wales Syllabus Match Stages 2–3



The tables on these pages list the objectives, their associated outcomes and content descriptions from the NSW Syllabus (Stage 2), and the English Stars 3 and 4 modules that match these descriptions.

**NSW Syllabus Match (Stage 2)**

**Speaking and listening 1**

Outcomes	Content Descriptions	English Stars Modules
<p><b>EN2-1A</b></p> <p>Communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts</p>	<p><b>Develop and apply contextual knowledge</b></p> <ul style="list-style-type: none"> <li>understand the ways in which spoken language differs from written language when adopting a range of roles</li> <li>interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)</li> <li>understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488)</li> </ul>	<p>3.1.17 Oral Presentation Skills 3.3.14 Revise Oral Presentation Skills 3.6.7 Different Ways to Write and Speak</p> <p>4.1.6 Effective Listening 4.1.9 Comprehension – Skateboarding in Afghanistan 4.1.10 Effective Speaking 4.1.11 Non-Verbal Communication 4.4.11 Slang, Colloquial and Formal Words 4.5.2 Fact or Opinion 4.5.3 Persuasive Language 1 4.5.4 Task – Write Persuasive Paragraphs 4.5.8 Persuasive Language 2 4.5.17 Improve Your Speaking</p>
	<p><b>Understand and apply knowledge of language forms and features</b></p> <ul style="list-style-type: none"> <li>understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476)</li> <li>understand and adopt the different roles in a debate, eg through experience of formal debates and role-playing</li> </ul>	<p>3.1.2 Passionate Discussions 3.2.15 Task – Play Character Hot Seat 3.6.7 Different Ways to Write and Speak 3.7.10 How Do We Learn?</p> <p>4.1.6 Effective Listening 4.1.10 Effective Speaking 4.5.17 Improve Your Speaking 4.4.11 Slang, Colloquial and Formal Words 4.8.13 Task – Discuss Poetry</p>
	<p><b>Respond to and compose texts</b></p> <ul style="list-style-type: none"> <li>interact effectively in groups or pairs, adopting a range of roles</li> <li>use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1688, ACELY1792)</li> <li>use information to support and elaborate on a point of view</li> <li>demonstrate understanding of ideas and issues in texts through dramatic representation, role-play and simulations</li> <li>retell or perform part of a story from a character's point of view</li> <li>adapt language to suit familiar situations, eg giving instructions to a younger child</li> <li>respond appropriately to the reading of texts to demonstrate enjoyment and pleasure</li> </ul>	<p>3.1.2 Passionate Discussions 3.1.17 Oral Presentation Skills 3.2.10 Task – Compare Texts 3.2.15 Task – Play Character Hot Seat 3.3.14 Revise Oral Presentation Skills 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>

**Writing and representing 1**

Outcomes	Content Descriptions	English Stars Modules
<p><b>EN2-2A</b></p> <p>Plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language</p>	<p><b>Develop and apply contextual knowledge</b></p> <ul style="list-style-type: none"> <li>identify key elements of planning, composing, reviewing and publishing in order to meet the demands of composing texts on a particular topic for a range of purposes and audiences</li> <li>experiment and share aspects of composing that enhance learning and enjoyment</li> <li>discuss issues related to the responsible use of digital communication</li> </ul>	<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 3.3.4 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 3.5.7 Using the Internet 3.5.8 Task – Write a Procedure 3.5.12 Task – Write a Silly Science Procedure 3.6.8 Task – Write a Letter to a Character 3.6.11 Task – Perform a Tableau 3.6.12 Task – Write a Story</p>

		<p>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          4.1.17 Design a Slideshow          4.2.8 Task – Write an Information Report          4.3.6 Plot          4.3.7 Task – Write a Story from a Plot Outline          4.4.8 Task – Respond to Artwork          4.4.13 Task – Publish a Personal Response          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          4.8.14 Task – Publish a Poem</p>
	<p><b>Understand and apply knowledge of language forms and features</b></p> <ul style="list-style-type: none"> <li>• plan, draft and publish <b>imaginative, informative</b> and <b>persuasive texts</b> containing key information and supporting details for a widening range of audiences, demonstrating increasing control over <b>text structures</b> and <b>language features</b> (ACELY1682, ACELY1694)</li> <li>• understand, interpret and experiment with a range of devices and deliberate word play in poetry and other <b>literary texts</b>, for example nonsense words, <b>spoonerisms, neologisms</b> and <b>puns</b> (ACELT1606)</li> </ul>	<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          3.3.4 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          3.5.8 Task – Write a Procedure          3.5.12 Task – Write a Silly Science Procedure          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>4.1.15 Write a Speech          4.1.17 Design a Slideshow          4.2.8 Task – Write an Information Report          4.3.3 Characters          4.3.6 Plot          4.3.7 Task – Write a Story from a Plot Outline          4.3.10 Task – Rewrite Billy's Bad Day          4.4.8 Task – Respond to Artwork          4.4.13 Task – Publish a Personal Response          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          4.6.7 Task – Describe a Minibeast          4.7.4 Task – Review a Film          4.7.8 Task – Write Comprehension Questions          4.8.1 Comprehension – Rosie's Scowl          4.8.2 Poetic Language          4.8.4 Rhyme          4.8.6 Spoonerisms          4.8.7 Neologisms</p>

		<p>4.8.8 Task – Write Quatrain Poems                  4.8.10 Puns                  4.8.11 Limericks                  4.8.12 Task – Write an Acrostic Poem                  4.8.13 Task – Discuss Poetry                  4.8.14 Task – Publish a Poem</p>
	<p><b>Respond to and compose texts</b></p> <ul style="list-style-type: none"> <li>plan, compose and review imaginative and persuasive texts</li> <li>discuss aspects of planning prior to writing, eg knowledge of topic, specific vocabulary and language features</li> <li>plan and organise ideas using headings, graphic organisers, questions and mind maps</li> <li>create imaginative texts based on characters, settings and events from students’ own and other cultures using <b>visual features</b>, for example perspective, distance and angle (ACELT1601, ACELT1794)</li> <li>create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, <b>mood</b>, music, <b>sound effects</b> and dialogue (ACELT1791)</li> <li>experiment with visual, <b>multimodal</b> and digital processes to represent ideas encountered in texts</li> <li>identify elements of their writing that need improvement and review using feedback from teacher and peers</li> <li>reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683)</li> <li>reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695)</li> </ul>	<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                  3.5.16 Taking Photos                  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>4.2.8 Task – Write an Information Report                  4.3.3 Characters                  4.3.4 Setting                  4.3.6 Plot                  4.3.7 Task – Write a Story from a Plot Outline                  4.3.10 Task – Rewrite Billy’s Bad Day                  4.3.14 Tension and Suspense                  4.4.8 Task – Respond to Artwork                  4.4.12 Sentences                  4.5.12 Task – Write a Persuasive Essay                  4.6.7 Task – Describe a Minibeast                  4.7.4 Task – Review a Film                  4.7.7 Task – Retell a Story</p>

**Handwriting and using digital technologies**

Outcomes	Content Descriptions	English Stars Modules
<p><b>EN2-3A</b></p> <p>Uses effective handwriting and publishes texts using digital technologies</p>	<p><b>Develop and apply contextual knowledge</b></p> <ul style="list-style-type: none"> <li>recognise that effective <b>handwriting</b> and presentation of work is required in order to communicate effectively for a range of <b>audiences</b></li> </ul>	<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>4.1.12 Design a Poster                  4.1.17 Design a Slideshow                  4.2.7 Websites and Readability                  4.4.13 Task – Publish a Personal Response                  4.8.14 Task – Publish a Poem</p> <p>Throughout English Stars students will have opportunities to practise their handwriting fluency and automaticity.</p>

	<p><b>Understand and apply knowledge of language forms and features</b></p> <ul style="list-style-type: none"> <li>• write using NSW Foundation Style cursive, as appropriate, and explore joins that facilitate fluency and legibility</li> <li>• recognise that legibility requires consistent size, slope and spacing</li> </ul>	<p>Throughout English Stars students will have opportunities to practise their handwriting fluency and automaticity.</p>
	<p><b>Respond to and compose texts</b></p> <ul style="list-style-type: none"> <li>• write using clearly-formed joined letters, and develop increased fluency and automaticity (ACELY1684, ACELY1696)</li> <li>• use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1685, ACELY1697)</li> </ul>	<p>3.1.12 Task – Create a Persuasive Poster            3.1.18 Design a Slideshow            3.4.13 Task – Publish Your Review            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> <p>Throughout English Stars students will have opportunities to practise their handwriting fluency and automaticity.</p>

**Reading and viewing 1**

Outcomes	Content Descriptions	English Stars Modules
<p><b>EN2-4A</b></p> <p>Uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies</p>	<p><b>Develop and apply contextual knowledge</b></p> <ul style="list-style-type: none"> <li>• discuss how a reader’s self-selection of texts for enjoyment can be informed by reading experiences</li> <li>• draw on experiences, knowledge of the topic or <b>context</b> to work out the meaning of unknown words</li> </ul>	<p>4.2.11 New Vocabulary 1            4.8.3 New Vocabulary 2</p>
	<p><b>Understand and apply knowledge of language forms and features</b></p> <ul style="list-style-type: none"> <li>• use <b>metalinguage</b> to describe the effects of ideas, <b>text structures</b> and <b>language features</b> of <b>literary texts</b> (ACELT1604)</li> <li>• understand how texts are made cohesive through the use of linking devices including <b>pronoun</b> reference and <b>text connectives</b> (ACELA1491)</li> <li>• know that word contractions are a feature of informal language and that <b>apostrophes</b> of <b>contraction</b> are used to signal missing letters (ACELA1480)</li> <li>• <b>skim</b> a text for overall message and <b>scan</b> for particular information, eg headings, key words</li> <li>• identify and explain language features of texts from earlier times and compare with the vocabulary, images, <b>layout</b> and content of contemporary texts (ACELY1686)</li> </ul>	<p>3.3.7 Contractions</p> <p>4.1.8 Contractions            4.2.3 This, That, These, Those            4.2.9 Compare Texts from Different Eras            4.4.9 Pronoun Reference            4.5.6 Sequence Words            4.5.7 Cause and Effect Words            4.5.14 Compare and Contrast Words            4.7.2 Genres            4.7.4 Task – Review a Film            4.7.9 Different Stories, Similar Ideas            4.7.11 Book Review Language</p> <p>This descriptor is also covered by Spelling Spot (contractions). For more information see the <a href="#">Year 3</a> and <a href="#">Year 4</a> Spelling Spot Scope and Sequence documents.</p>
	<p><b>Develop and apply graphological, phonological, syntactic and semantic knowledge</b></p> <ul style="list-style-type: none"> <li>• use graphological, phonological, syntactic and semantic strategies to respond to texts, eg knowledge of <b>homophones</b>, contractions, <b>syllables</b>, word families and common <b>prefixes</b></li> <li>• identify syllables in multisyllabic words in order to support <b>decoding</b> of longer words in context to make meaning</li> <li>• recognise <b>high frequency sight words</b> (ACELA1486)</li> </ul>	<p>4.1.8 Contractions            4.1.14 Prefixes            4.2.4 Suffixes            4.4.4 Homophones            4.4.10 Tricky Homophones</p> <p>This descriptor is also covered by Spelling Spot (contractions, homophones, patterns, compound words, prefixes and suffixes). For more information see the <a href="#">Year 3</a> and <a href="#">Year 4</a> Spelling Spot Scope and Sequence documents.</p>
	<p><b>Respond to, read and view texts</b></p> <ul style="list-style-type: none"> <li>• read different types of texts by combining contextual, semantic, grammatical and <b>phonic</b> knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1679, ACELY1691)</li> <li>• read texts, including poems and scripted drama, using appropriate expression, eg pitch, pause, emphasis and attending to punctuation</li> </ul>	<p>3.1.1 Understanding Text            3.1.5 Comprehension – All Children Should Play Sport            3.1.9 Comprehension – Books Are Better than Films            3.1.13 Comprehension – Experience Teaches Us More than Books            3.2.1 Predicting            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</p>

	<ul style="list-style-type: none"> <li>• use <b>comprehension strategies</b> to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1680, ACELY1692)</li> <li>• use strategies to confirm <b>predictions</b> about author intent in <b>imaginative, informative</b> and <b>persuasive texts</b></li> <li>• recognise how aspects of personal <b>perspective</b> influence responses to texts</li> <li>• recognise cohesive links in texts, eg pronouns that refer back to particular people or things, and understand how they contribute to meaning</li> <li>• connect information by observing text connectives</li> <li>• summarise a paragraph and indicate the main idea, key points or key <b>arguments</b> in imaginative, informative and persuasive texts</li> <li>• interpret text by discussing the differences between literal and inferred meanings</li> <li>• justify interpretations of a text, including responses to characters, information and ideas</li> </ul>	<p>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            3.4.7 Making Connections            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            3.5.13 Comprehension – How to Make an Earth Oven            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            3.6.13 Task – Complete the Comprehension Text            3.7.1 Comprehension – How Does Milk Get to Your Fridge?            3.7.2 Summarising            3.7.5 Comprehension – BTN: Bark Canoe            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            3.8.8 Comprehension – What Is a Cinquain?            3.8.12 Comprehension – What Is a Haiku?</p> <p>4.1.1 Comprehension – The Origins of English            4.1.5 Comprehension – A Trip to the Australian War Memorial            4.1.6 Effective Listening            4.1.9 Comprehension – Skateboarding in Afghanistan            4.1.11 Non-Verbal Communication            4.1.13 Comprehension – Finding a Hero            4.2.1 Comprehension – The Giraffe            4.2.5 Comprehension – Buderim            4.2.11 New Vocabulary 1            4.2.13 Comprehension – Visit Wales            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            4.4.1 Comprehension – Matrix Blast Review            4.4.5 Comprehension – Mona Lisa            4.5.1 Comprehension – BTN: Free Range            4.5.5 Comprehension – The Case For Homework            4.5.9 Comprehension – The Case Against Homework            4.5.13 Comprehension – Explore the Stars!            4.5.16 Comprehension – BTN: Debating Championships            4.6.1 Comprehension – Streetscape            4.6.5 Comprehension – Who Am I?            4.7.1 Comprehension – Somewhere Around the Corner            4.7.5 Comprehension – At the Creek            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            4.8.3 New Vocabulary 2            4.8.5 Comprehension – Brodie B Buckles and Barnabus Blake            4.8.9 Comprehension – Six Limericks</p>
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**Spelling**

Outcomes	Content Descriptions	English Stars Modules
<p><b>EN2-5A</b></p> <p>Uses a range of strategies, including knowledge of letter–sound correspondences and common letter patterns, to spell familiar and some unfamiliar words</p>	<p><b>Develop and apply contextual knowledge</b></p> <ul style="list-style-type: none"> <li>• understand how accurate spelling supports the reader to read fluently and interpret written text</li> </ul>	<p>4.1.4 Greek and Latin Roots            4.1.8 Contractions            4.1.14 Prefixes            4.2.4 Suffixes            4.4.4 Homophones            4.4.10 Tricky Homophones</p> <p>This descriptor is also covered by Spelling Spot (contractions, homophones, patterns, compound words, prefixes and suffixes). For more information see the <a href="#">Year 3</a> and <a href="#">Year 4</a> Spelling Spot Scope and Sequence documents.</p>

	<p><b>Understand and apply knowledge of language forms and features</b></p> <ul style="list-style-type: none"> <li>understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters (ACELA1485, ACELA1779)</li> <li>recognise <b>homophones</b> and know how to use context to identify correct spelling (ACELA1780)</li> <li>understand how knowledge of word origins supports spelling</li> </ul>	<p>4.1.3 Doubling in Spelling 4.1.14 Prefixes 4.2.4 Suffixes 4.2.12 Consonant Clusters 4.4.4 Homophones 4.4.10 Tricky Homophones 4.5.15 Plural Rules 4.7.3 Spelling Rules</p> <p>This descriptor is also covered by Spelling Spot (contractions, homophones, patterns, compound words, prefixes and suffixes). For more information see the <a href="#">Year 3</a> and <a href="#">Year 4</a> Spelling Spot Scope and Sequence.</p>
	<p><b>Respond to and compose texts</b></p> <ul style="list-style-type: none"> <li>use a variety of spelling strategies to spell high-frequency words correctly when composing imaginative and other texts</li> <li>use morphemic, visual, syntactic, semantic and <b>phonological knowledge</b> when attempting to spell unknown words</li> <li>discuss and use strategies for spelling difficult words</li> <li>experiment with spell check applications and develop an awareness of the limitations of their features in digital technology</li> <li>use knowledge of alphabetical order to locate information in texts, eg dictionaries, glossaries</li> <li>identify spelling errors in own writing and unknown texts and provide correct spelling</li> </ul>	<p>3.7.3 Dictionary Strategies</p> <p>4.1.3 Doubling in Spelling 4.1.4 Greek and Latin Roots 4.1.14 Prefixes 4.2.4 Suffixes 4.2.12 Consonant Clusters 4.4.10 Tricky Homophones 4.5.15 Plural Rules 4.7.3 Spelling Rules</p> <p>This descriptor is also covered by Spelling Spot (contractions, homophones, patterns, compound words, prefixes and suffixes). For more information see the <a href="#">Year 3</a> and <a href="#">Year 4</a> Spelling Spot Scope and Sequence documents.</p>

**Speaking and listening 2**

Outcomes	Content Descriptions	English Stars Modules
<p><b>EN2-6B</b></p> <p>Identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features</p>	<p><b>Develop and apply contextual knowledge</b></p> <ul style="list-style-type: none"> <li>discuss ways in which spoken language differs from written language and how spoken language varies according to different <b>audiences, purposes</b> and <b>contexts</b></li> <li>make connections between <b>Standard Australian English</b> and different methods of communication, including <b>home language, sign language</b> and <b>body language</b></li> <li>understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (ACELA1487)</li> <li>understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475)</li> <li>identify purposes for listening in a variety of formal and informal situations</li> </ul> <p><b>Understand and apply knowledge of language forms and features</b></p> <ul style="list-style-type: none"> <li>identify organisational patterns and <b>language features</b> of spoken texts appropriate to a range of purposes</li> <li>understand the use of vocabulary in discussing and presenting spoken texts in familiar and unfamiliar contexts</li> </ul> <p><b>Respond to and compose texts</b></p> <ul style="list-style-type: none"> <li>plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689)</li> <li>discuss how writers and composers of texts engage the interest of the reader or viewer</li> <li>listen to and contribute to conversations and discussions to share information and ideas and negotiate in <b>collaborative</b> situations (ACELY1676)</li> <li>plan and deliver short presentations, providing some key details in logical sequence (ACELY1677)</li> </ul>	<p>3.5.13 Comprehension – How to Make an Earth Oven 3.6.2 Different Ways to Tell a Story 3.6.15 Task – Write a Story from Pictures</p> <p>4.1.4 Greek and Latin Roots 4.1.16 Borrowed Words 4.4.11 Slang, Colloquial and Formal Words</p> <p>3.6.7 Different Ways to Write and Speak</p> <p>4.1.15 Write a Speech 4.4.11 Slang, Colloquial and Formal Words</p> <p>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 3.1.16 Task – Write a Persuasive Essay 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 3.6.2 Different Ways to Tell a Story 3.6.11 Task – Perform a Tableau 3.7.10 How Do We Learn?</p>



	<ul style="list-style-type: none"> <li>• use persuasive language to compose simple <b>persuasive texts</b> appropriate to a range of contexts</li> <li>• enhance presentations by using some basic oral presentation strategies, eg using notes as prompts, volume and change in emphasis</li> </ul>	<p>4.1.10 Effective Speaking                  4.1.11 Non-Verbal Communication                  4.1.15 Write a Speech                  4.1.17 Design a Slideshow                  4.5.11 Persuasive Essay Structure                  4.5.17 Improve Your Speaking</p>
<p><b>Writing and representing 2</b></p>		
Outcomes	Content Descriptions	English Stars Modules
<p><b>EN2-7B</b>                  Identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts</p>	<p><b>Develop and apply contextual knowledge</b></p> <ul style="list-style-type: none"> <li>• identify and analyse the <b>purpose</b> and <b>audience</b> of <b>imaginative, informative</b> and <b>persuasive texts</b></li> <li>• understand how characters, actions and events in imaginative texts can engage the reader or viewer</li> </ul> <p><b>Understand and apply knowledge of language forms and features</b></p> <ul style="list-style-type: none"> <li>• understand how a range of <b>language features</b> can shape readers' and viewers' understanding of <b>subject matter</b></li> <li>• describe how audience and purpose impact on language forms and features in imaginative, informative and persuasive texts</li> <li>• examine how evaluative language can be varied to be more or less forceful (<b>ACELA1477</b>)</li> <li>• use images in imaginative, informative and persuasive texts to enhance meaning</li> <li>• understand how audience and purpose influence the choice of vocabulary</li> </ul> <p><b>Respond to and compose texts</b></p> <ul style="list-style-type: none"> <li>• discuss how texts, including their own, are adjusted to appeal to different audiences, how texts develop the subject matter and how they serve a wide variety of purposes</li> <li>• express a point of view for a particular purpose in writing, with supporting <b>arguments</b></li> <li>• make constructive statements that agree/disagree with an issue</li> <li>• compare and review written and <b>visual texts</b> for different purposes and audiences</li> </ul>	<p>3.1.4 Persuasive Essay Structure                  3.2.8 Character Profiles                  3.3.2 Recount Structure                  3.4.2 Review Structure                  3.5.4 Procedural Text Structure                  3.6.2 Different Ways to Tell a Story                  3.7.4 Explanation Structure</p> <p>4.1.1 Comprehension – The Origins of English                  4.1.5 Comprehension – A Trip to the Australian War Memorial                  4.2.1 Comprehension – The Giraffe                  4.3.1 Comprehension – The Curious Dictionary                  4.3.13 Comprehension – The Sapphire Robbery                  4.4.1 Comprehension – Matrix Blast Review                  4.5.5 Comprehension – The Case for Homework                  4.5.16 Comprehension – BTN: Debating Championships                  4.7.1 Comprehension – Somewhere Around the Corner                  4.8.1 Comprehension – Rosie's Scowl                  4.8.5 Comprehension – Brodie B Buckles and Barnabus Blake                  4.8.9 Comprehension – Six Limericks</p> <p>3.1.6 Persuasive Language                  3.2.3 Adjectives 1                  3.4.8 Evaluative Language                  3.5.3 Precise Vocabulary                  3.5.11 Adjectives 2                  3.6.7 Different Ways to Write and Speak                  3.7.6 Technical Vocabulary                  3.7.14 Task – Write for a Younger Child                  3.8.3 Rhyme                  3.8.5 Onomatopoeia                  3.8.9 Similes and Metaphors</p> <p>4.1.12 Design a Poster                  4.1.17 Design a Slideshow                  4.2.6 Informative Paragraphs                  4.2.10 Informative Language Features                  4.5.3 Persuasive Language 1                  4.5.6 Sequence Words                  4.5.7 Cause and Effect Words                  4.5.8 Persuasive Language 2                  4.5.14 Compare and Contrast Words                  4.6.2 Adjectives 1                  4.6.6 Adjectives 2                  4.8.2 Poetic Language                  4.8.4 Rhyme                  4.8.6 Spoonerisms                  4.8.7 Neologisms                  4.8.10 Puns</p> <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                  3.2.2 Plot                  3.2.10 Task – Compare Texts                  3.3.2 Recount Structure                  3.4.2 Review Structure                  3.5.4 Procedural Text Structure                  3.6.3 Revise Plot                  3.7.4 Explanation Structure                  3.7.14 Task – Write for a Younger Child</p>

		<p>4.4.8 Task – Respond to Artwork                  4.4.13 Task – Publish a Personal Response                  4.5.2 Fact or Opinion                  4.5.4 Task – Write Persuasive Paragraphs                  4.5.12 Task – Write a Persuasive Essay</p>
Reading and viewing 2		
Outcomes	Content Descriptions	English Stars Modules
<p><b>EN2-8B</b>                  Identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter</p>	<p><b>Develop and apply contextual knowledge</b></p> <ul style="list-style-type: none"> <li>identify the <b>audience</b> and <b>purpose</b> of imaginative, informative and <b>persuasive texts</b> (ACELY1678)</li> <li>understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)</li> <li>interpret how imaginative, informative and persuasive texts vary in purpose, structure and topic</li> </ul>	<p>3.1.4 Persuasive Essay Structure                  3.1.5 Comprehension – All Children Should Play Sport                  3.1.6 Persuasive Language                  3.1.9 Comprehension – Books Are Better than Films                  3.1.12 Task – Create a Persuasive Poster                  3.2.5 Comprehension – The Tortoise and the Hare                  3.2.9 Comprehension – Kangaroo and Hermit Crab                  3.2.13 Comprehension – The Fox and the Crow                  3.3.5 Comprehension – Sophie Scott Goes South                  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                  3.5.4 Procedural Text Structure                  3.5.5 Comprehension – Short Cuts to Glory: Smashed Potatoes                  3.5.9 Comprehension – Impossible Invisibility Spray                  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                  3.6.10 Comprehension – Fantastic Mr Fox                  3.7.1 Comprehension – How Does Milk Get to Your Fridge?                  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                  3.8.8 Comprehension – What Is a Cinquain?                  3.8.12 Comprehension – What Is a Haiku?</p> <p>4.1.12 Design a Poster                  4.1.15 Write a Speech                  4.2.2 Information Report Structure                  4.2.6 Informative Paragraphs                  4.2.8 Task – Write an Information Report                  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                  4.3.10 Task – Rewrite Billy's Bad Day                  4.3.12 Explore Comic Strips                  4.3.14 Tension and Suspense                  4.4.6 Personal Response Structure                  4.4.8 Task – Respond to Artwork                  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                  4.5.8 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                  4.6.7 Task – Describe a Minibeast                  4.7.7 Task – Retell a Story                  4.7.10 Plot Summary                  4.7.11 Book Review Language                  4.7.12 Book Review Structure</p>
	<p><b>Understand and apply knowledge of language forms and features</b></p> <ul style="list-style-type: none"> <li>identify organisational patterns and language features of print and <b>visual texts</b> appropriate to a range of purposes</li> </ul>	<p>3.1.4 Persuasive Essay Structure                  3.1.6 Persuasive Language                  3.2.2 Plot                  3.2.3 Adjectives 1</p>

<ul style="list-style-type: none"> <li>• identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)</li> <li>• understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, <i>tense</i> and types of <i>sentences</i>) (ACELA1478)</li> <li>• explore the effect of choices when <i>framing</i> an image, placement of elements in the image, and <i>salience</i> on <i>composition</i> of still and moving images in a range of types of texts (ACELA1483, ACELA1496)</li> <li>• identify the features of online texts that enhance navigation (ACELA1790)</li> <li>• recognise the use of figurative language in texts, eg <i>similes</i>, <i>metaphors</i>, <i>idioms</i> and <i>personification</i>, and discuss their effects</li> <li>• recognise how <i>quotation marks</i> are used in texts to signal dialogue, titles and <i>quoted (direct) speech</i> (ACELA1492)</li> <li>• discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the <i>mood</i> of the <i>narrative</i> (ACELT1599)</li> <li>• identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793)</li> </ul>	<ul style="list-style-type: none"> <li>• 3.2.4 Interesting Introductions</li> <li>• 3.2.6 Quoted Speech</li> <li>• 3.2.8 Character Profiles</li> <li>• 3.3.2 Recount Structure</li> <li>• 3.3.6 Tense 1</li> <li>• 3.4.2 Review Structure</li> <li>• 3.4.4 Text Types</li> <li>• 3.5.2 Tense 2</li> <li>• 3.5.4 Procedural Text Structure</li> <li>• 3.5.6 Sequence Words</li> <li>• 3.5.7 Using the Internet</li> <li>• 3.5.16 Taking Photos</li> <li>• 3.5.17 Visual Procedure Structure</li> <li>• 3.6.2 Different Ways to Tell a Story</li> <li>• 3.6.3 Revise Plot</li> <li>• 3.6.4 Revise Quoted Speech</li> <li>• 3.6.6 Reported Speech</li> <li>• 3.6.14 Task – Publish Your Story</li> <li>• 3.7.4 Explanation Structure</li> <li>• 3.8.6 Quatrains</li> <li>• 3.8.10 Cinquains</li> <li>• 3.8.13 Haikus</li> </ul>	<ul style="list-style-type: none"> <li>• 4.1.12 Design a Poster</li> <li>• 4.1.15 Write a Speech</li> <li>• 4.1.17 Design a Slideshow</li> <li>• 4.2.2 Information Report Structure</li> <li>• 4.2.7 Websites and Readability</li> <li>• 4.2.9 Compare Texts from Different Eras</li> <li>• 4.2.10 Informative Language Features</li> <li>• 4.3.2 What Is a Story?</li> <li>• 4.3.3 Characters</li> <li>• 4.3.4 Setting</li> <li>• 4.3.6 Plot</li> <li>• 4.3.7 Task – Write a Story from a Plot Outline</li> <li>• 4.3.8 Quoted and Reported Speech</li> <li>• 4.3.10 Task – Rewrite Billy’s Bad Day</li> <li>• 4.3.11 Quotation Marks</li> <li>• 4.3.12 Explore Comic Strips</li> <li>• 4.3.14 Tension and Suspense</li> <li>• 4.4.6 Personal Response Structure</li> <li>• 4.4.8 Task – Respond to Artwork</li> <li>• 4.4.13 Task – Publish a Personal Response</li> <li>• 4.5.2 Fact or Opinion</li> <li>• 4.5.3 Persuasive Language 1</li> <li>• 4.5.4 Task – Write Persuasive Paragraphs</li> <li>• 4.5.8 Persuasive Language 2</li> <li>• 4.5.11 Persuasive Essay Structure</li> <li>• 4.6.3 Description Text Structure</li> <li>• 4.6.4 Task – Describe a Subject</li> <li>• 4.6.7 Task – Describe a Minibeast</li> <li>• 4.7.2 Genres</li> <li>• 4.7.4 Task – Review a Film</li> <li>• 4.7.7 Task – Retell a Story</li> <li>• 4.7.8 Task – Write Comprehension Questions</li> <li>• 4.7.10 Plot Summary</li> <li>• 4.7.11 Book Review Language</li> <li>• 4.7.12 Book Review Structure</li> <li>• 4.8.13 Task – Discuss Poetry</li> <li>• 4.8.14 Task – Publish a Poem</li> </ul>
<p><b>Respond to, read and view texts</b></p> <ul style="list-style-type: none"> <li>• discuss personal choices of texts for enjoyment</li> <li>• respond to a wide range of <i>literature</i> and analyse purpose and audience</li> <li>• discuss the nature and effects of some language devices used to enhance meaning and shape the reader’s reaction, including rhythm and <i>onomatopoeia</i> in poetry and prose (ACELT1600)</li> <li>• identify and interpret the different forms of visual information, including maps, tables, charts, diagrams, <i>animations</i> and images</li> </ul>	<ul style="list-style-type: none"> <li>• 3.2.3 Adjectives 1</li> <li>• 3.8.2 Syllables</li> <li>• 3.8.3 Rhyme</li> <li>• 3.8.5 Onomatopoeia</li> <li>• 3.8.6 Quatrains</li> <li>• 3.8.9 Similes and Metaphors</li> <li>• 3.8.10 Cinquains</li> <li>• 3.8.13 Haikus</li> </ul>	<ul style="list-style-type: none"> <li>• 4.1.1 Comprehension – The Origins of English</li> <li>• 4.1.5 Comprehension – A Trip to the Australian War Memorial</li> <li>• 4.1.11 Non-Verbal Communication</li> </ul>

		<p>4.2.1 Comprehension – The Giraffe                  4.3.1 Comprehension – The Curious Dictionary                  4.3.12 Explore Comic Strips                  4.3.13 Comprehension – The Sapphire Robbery                  4.4.1 Comprehension – Matrix Blast Review                  4.5.5 Comprehension – The Case for Homework                  4.5.16 Comprehension – BTN: Debating Championships                  4.7.1 Comprehension – Somewhere Around the Corner                  4.8.1 Comprehension – Rosie’s Scowl                  4.8.2 Poetic Language                  4.8.4 Rhyme                  4.8.5 Comprehension – Brodie B Buckles and Barnabus Blake                  4.8.6 Spoonerisms                  4.8.7 Neologisms                  4.8.9 Comprehension – Six Limericks                  4.8.10 Puns</p>
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**Grammar, punctuation and vocabulary**

Outcomes	Content Descriptions	English Stars Modules
<p><b>EN2-9B</b></p> <p>Uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts</p>	<p><b>Develop and apply contextual knowledge</b></p> <ul style="list-style-type: none"> <li>understand that effective organisation of ideas in imaginative, informative and persuasive texts enhances meaning</li> <li>understand that choice of vocabulary impacts on the effectiveness of texts</li> </ul>	<p>3.1.4 Persuasive Essay Structure                  3.1.6 Persuasive Language                  3.1.10 Paragraphs 1                  3.2.2 Plot                  3.2.3 Adjectives 1                  3.2.11 Paragraphs 2                  3.3.2 Recount Structure                  3.4.2 Review Structure                  3.5.3 Precise Vocabulary                  3.5.4 Procedural Text Structure                  3.6.3 Revise Plot                  3.6.7 Different Ways to Write and Speak                  3.7.6 Technical Vocabulary                  3.7.14 Task – Write for a Younger Child</p> <p>4.2.2 Information Report Structure                  4.2.10 Informative Language Features                  4.3.3 Characters                  4.3.4 Setting                  4.3.6 Plot                  4.3.14 Tension and Suspense                  4.4.6 Personal Response Structure                  4.5.3 Persuasive Language 1                  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                  4.7.11 Book Review Language                  4.7.12 Book Review Structure                  4.8.2 Poetic Language                  4.8.11 Limericks</p>
	<p><b>Understand and apply knowledge of language forms and features</b></p> <ul style="list-style-type: none"> <li>understand that paragraphs are a key organisational feature of written texts (ACELA1479)</li> <li>understand that a <b>clause</b> is a unit of grammar usually containing a <b>subject</b> and a <b>verb</b> and that these need to be in agreement (ACELA1481)</li> <li>understand how to elaborate on ideas in texts through the use of <b>prepositional phrases</b></li> <li>understand how <b>adverb</b> groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495)</li> <li>understand that the meaning of <b>sentences</b> can be enriched through the use of <b>noun groups</b>/phrases and verb groups/phrases and prepositional phrases (ACELA1493)</li> <li>identify and use grammatical features, eg <b>pronouns</b>, <b>conjunctions</b> and <b>connectives</b>, to accurately link ideas and information</li> </ul>	<p>3.1.3 Common and Proper Nouns                  3.1.7 Simple and Compound Sentences                  3.1.10 Paragraphs 1                  3.1.11 Action Verbs                  3.1.15 Modal Verbs                  3.2.6 Quoted Speech                  3.2.7 Saying Verbs                  3.2.11 Paragraphs 2                  3.3.6 Tense 1                  3.3.7 Contractions                  3.3.11 Conjunctions                  3.3.10 Pronouns                  3.4.5 Thinking and Feeling Verbs                  3.4.9 Clauses                  3.4.12 Subject–Verb Agreement                  3.5.2 Tense 2                  3.5.6 Sequence Words                  3.5.10 Prepositions                  3.5.15 Commas in Lists</p>

	<ul style="list-style-type: none"> <li>understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through <b>tense</b> (ACELA1482)</li> <li>experiment with punctuation to engage the reader and achieve <b>purpose</b></li> <li>investigate how <b>quoted</b> (direct) and <b>reported</b> (indirect) speech work in different types of text (ACELA1494)</li> <li>use <b>apostrophes</b> for <b>contractions</b></li> <li>identify a variety of connectives in texts to indicate time, to add information and to clarify understanding</li> </ul>	<p>3.6.4 Revise Quoted Speech 3.7.7 Relating Verbs 3.7.13 Statements, Questions and Exclamations</p> <p>4.1.2 Past Tense 4.1.7 Noun Phrases 4.3.8 Quoted and Reported Speech 4.3.12 Explore Comic Strips 4.4.2 Adverbs 4.4.3 Adverb Phrases 4.4.7 Adverb Clauses 4.5.10 Prepositional Phrases 4.6.8 Verb Phrases</p>
	<p><b>Understand and apply knowledge of vocabulary</b></p> <ul style="list-style-type: none"> <li>learn extended and technical vocabulary and ways of expressing opinion including <b>modal verbs</b> and adverbs (ACELA1484)</li> <li>experiment with vocabulary choices to engage the listener or reader</li> </ul>	<p>3.1.6 Persuasive Language 3.1.14 Modal Adverbs 3.1.15 Modal Verbs 3.2.8 Character Profiles 3.3.13 Synonyms 3.4.8 Evaluative Language 3.5.3 Precise Vocabulary 3.5.11 Adjectives 2 3.7.6 Technical Vocabulary</p> <p>4.1.4 Greek and Latin Roots 4.1.7 Noun phrases 4.1.14 Prefixes 4.1.16 Borrowed Words 4.2.4 Suffixes 4.2.11 New Vocabulary 1 4.4.2 Adverbs 4.4.3 Adverb Phrases 4.4.7 Adverb Clauses 4.5.3 Persuasive Language 1 4.5.7 Cause and Effect Words 4.5.14 Compare and Contrast Words 4.6.2 Adjectives 1 4.6.6 Adjectives 2 4.6.8 Verb Phrases 4.7.11 Book Review Language</p>
	<p><b>Respond to and compose texts</b></p> <ul style="list-style-type: none"> <li>compose a range of effective imaginative, informative and persuasive texts using language appropriate to purpose and audience</li> <li>use grammatical features to create complex sentences when composing texts</li> <li>experiment with <b>figurative language</b> when composing texts to engage an audience, eg <b>similes</b>, <b>metaphors</b>, <b>idioms</b> and <b>personification</b></li> <li>incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)</li> </ul>	<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 3.3.4 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 3.5.8 Task – Write a Procedure 3.5.12 Task – Write a Silly Science Procedure 3.6.8 Task – Write a Letter to a Character 3.6.12 Task – Write a 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 3.8.5 Onomatopoeia 3.8.7 Task – Write Quatrains 3.8.9 Similes and Metaphors 3.8.11 Task – Write a Cinquain 3.8.14 Task – Write a Haiku 4.2.8 Task – Write an Information Report 4.7.4 Task – Review a Film</p>
<p><b>Thinking imaginatively, creatively and interpretively</b></p>		
<p>Outcomes</p>	<p>Content Descriptions</p>	<p>English Stars Modules</p>

<p><b>EN2-10C</b></p> <p>Thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts</p>	<p><b>Engage personally with texts</b></p> <ul style="list-style-type: none"> <li>share responses to a range of texts and identify features which increase reader enjoyment</li> <li>respond to texts by identifying and discussing aspects of texts that relate to their own experience</li> </ul>	<p>4.1.5 Comprehension – A Trip to the Australian War Memorial</p> <p>4.1.9 Comprehension – Skateboarding in Afghanistan</p> <p>4.1.13 Comprehension – Finding a Hero</p> <p>4.2.13 Comprehension – Visit Wales</p> <p>4.4.1 Comprehension – Matrix Blast Review</p> <p>4.5.9 Comprehension – The Case Against Homework</p> <p>4.5.16 Comprehension – BTN: Debating Championships</p> <p>4.7.2 Genres</p> <p>4.7.4 Task – Review a Film</p> <p>4.7.6 Reflect on Characters</p>
	<p><b>Develop and apply contextual knowledge</b></p> <ul style="list-style-type: none"> <li>discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers’ interest by using various techniques, for example character development and plot tension (ACELT1605)</li> <li>identify and analyse the different organisational patterns and features to engage their audience</li> </ul>	<p>3.2.2 Plot</p> <p>3.6.3 Revise Plot</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>4.3.14 Tension and Suspense</p> <p>4.7.6 Reflect on Characters</p> <p>4.7.9 Different Stories, Similar Ideas</p> <p>4.7.10 Plot Summary</p> <p>4.7.12 Book Review Structure</p>
	<p><b>Understand and apply knowledge of language forms and features</b></p> <ul style="list-style-type: none"> <li>identify creative language features in imaginative, informative and persuasive texts that contribute to engagement</li> <li>identify and discuss how vocabulary establishes setting and atmosphere</li> </ul>	<p>3.2.3 Adjectives 1</p> <p>3.8.3 Rhyme</p> <p>3.8.5 Onomatopoeia</p> <p>3.8.9 Similes and Metaphors</p> <p>4.3.4 Setting</p> <p>4.4.11 Slang, Colloquial and Formal Words</p> <p>4.8.2 Poetic Language</p> <p>4.8.4 Rhyme</p> <p>4.8.6 Spoonerisms</p> <p>4.8.7 Neologisms</p> <p>4.8.10 Puns</p> <p>4.8.11 Limericks</p>
	<p><b>Respond to and compose texts</b></p> <ul style="list-style-type: none"> <li>create literary texts that explore students’ own experiences and imagining (ACELT1607)</li> <li>use visual representations, including those digitally produced, to represent ideas, experience and information for different purposes and audiences</li> <li>respond to a range of texts, eg through role-play or drama, for pleasure and enjoyment, and express thoughtful conclusions about those texts</li> <li>justify interpretations of a text, including responses to characters, information and ideas, eg ‘The main character is selfish because ...’</li> <li>make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1594, ACELT1602)</li> </ul>	<p>3.2.10 Task – Compare Texts</p> <p>3.2.15 Task – Play Character Hot Seat</p> <p>3.5.17 Visual Procedure Structure</p> <p>3.6.2 Different Ways to Tell a Story</p> <p>3.6.11 Task – Perform a Tableau</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>3.7.14 Task – Write for a Younger Child</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>4.3.2 What Is a Story?</p> <p>4.3.3 Characters</p> <p>4.3.4 Setting</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>4.7.7 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><b>Expressing themselves</b></p>		
<p><b>Outcomes</b></p>	<p><b>Content Descriptions</b></p>	<p><b>English Stars Modules</b></p>
<p><b>EN2-11D</b></p> <p>Responds to and composes a range of texts that express viewpoints of the world similar to and different from their own</p>	<p><b>Engage personally with texts</b></p> <ul style="list-style-type: none"> <li>recognise how texts draw on a reader’s or viewer’s experience and knowledge to make meaning and enhance enjoyment</li> <li>recognise how aspects of personal perspective influence responses to texts</li> </ul>	<p>3.1.5 Comprehension – All Children Should Play Sport</p> <p>3.1.9 Comprehension – Books Are Better than Films</p> <p>3.1.13 Comprehension – Experience Teaches Us More than Books</p> <p>3.2.5 Comprehension – The Tortoise and the Hare</p> <p>3.2.9 Comprehension – Kangaroo and Hermit Crab</p> <p>3.2.13 Comprehension – The Fox and the Crow</p> <p>3.3.1 Comprehension – Are We There Yet?</p>

		<p>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          3.4.7 Making Connections          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          3.5.13 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          3.6.10 Comprehension – Fantastic Mr Fox          3.7.1 Comprehension – How Does Milk Get to Your Fridge?          3.7.5 Comprehension – BTN: Bark Canoe          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          3.8.8 Comprehension – What Is a Cinquain?          3.8.12 Comprehension – What Is a Haiku?</p>
	<p><b>Develop and apply contextual knowledge</b></p> <ul style="list-style-type: none"> <li>draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)</li> <li>discuss how people from different times and cultures may respond differently to characters, actions and events in texts</li> <li>recognise the ways that stories depict Australians who are significant at a local and community level</li> </ul>	<p>3.1.1 Understanding Text          3.1.5 Comprehension – All Children Should Play Sport          3.1.9 Comprehension – Books Are Better than Films          3.1.13 Comprehension – Experience Teaches Us More than Books          3.2.5 Comprehension – The Tortoise and the Hare          3.2.9 Comprehension – Kangaroo and Hermit Crab          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          3.4.1 Comprehension – Review of The Angry Birds Movie          3.4.3 Comprehension – Review of Untitled          3.4.7 Making Connections          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          3.5.13 Comprehension – How to Make an Earth Oven          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          3.7.1 Comprehension – How Does Milk Get to Your Fridge?          3.7.5 Comprehension – BTN: Bark Canoe          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          3.8.8 Comprehension – What Is a Cinquain?          3.8.12 Comprehension – What Is a Haiku?</p> <p>4.1.1 Comprehension – The Origins of English          4.1.5 Comprehension – A Trip to the Australian War Memorial          4.1.9 Comprehension – Skateboarding in Afghanistan          4.1.13 Comprehension – Finding a Hero          4.2.1 Comprehension – The Giraffe          4.2.5 Comprehension – Buderim          4.2.13 Comprehension – Visit Wales          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          4.4.1 Comprehension – Matrix Blast Review          4.4.5 Comprehension – Mona Lisa          4.5.1 Comprehension – BTN: Free Range          4.5.5 Comprehension – The Case For Homework          4.5.9 Comprehension – The Case Against Homework          4.5.13 Comprehension – Explore the Stars!          4.5.16 Comprehension – BTN: Debating Championships</p>



		<p>4.6.1 Comprehension – Streetscape                  4.6.5 Comprehension – Who Am I?                  4.7.1 Comprehension – Somewhere Around the Corner                  4.7.5 Comprehension – At the Creek                  4.8.1 Comprehension – Rosie’s Scowl                  4.8.5 Comprehension – Brodie B Buckles and Barnabus Blake                  4.8.9 Comprehension – Six Limericks</p>
	<p><b>Understand and apply knowledge of language forms and features</b></p> <ul style="list-style-type: none"> <li>• understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)</li> <li>• identify and compare the differences between texts from a range of cultures, languages and times</li> <li>• make connections between students’ own experiences and those of characters and events represented in texts</li> </ul>	<p>3.1.5 Comprehension – All Children Should Play Sport                  3.1.9 Comprehension – Books Are Better than Films                  3.1.13 Comprehension – Experience Teaches Us More than Books                  3.2.5 Comprehension – The Tortoise and the Hare                  3.2.9 Comprehension – Kangaroo and Hermit Crab                  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                  3.4.1 Comprehension – Review of The Angry Birds Movie                  3.4.3 Comprehension – Review of Untitled                  3.4.7 Making Connections                  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                  3.5.13 Comprehension – How to Make an Earth Oven                  3.6.1 Comprehension – Deadly D and Justice Jones: Making the Team                  3.6.5 Comprehension – The Cinderella Letters                  3.6.10 Comprehension – Fantastic Mr Fox                  3.7.1 Comprehension – How Does Milk Get to Your Fridge?                  3.7.5 Comprehension – BTN: Bark Canoe                  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                  3.8.8 Comprehension – What Is a Cinquain?                  3.8.12 Comprehension – What Is a Haiku?</p> <p>4.5.2 Fact or Opinion                  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</p>
	<p><b>Respond to and compose texts</b></p> <ul style="list-style-type: none"> <li>• consider and discuss ideas drawn from their world and the worlds of their texts</li> <li>• compose a variety of texts, eg simple poetry, that include aspects of home and local community life</li> <li>• experiment with visual, multimodal and digital technologies to represent aspects of experience and relationships</li> <li>• respond to and appreciate how Dreaming stories form part of an oral tradition for Aboriginal and Torres Strait Islander peoples</li> <li>• discuss aspects of literature from a range of cultures to explore common experiences and ideas as well as recognising difference</li> <li>• respond to short films, documentaries and <b>multimedia</b> texts that express familiar and new aspects of the broader world</li> <li>• identify the <b>point of view</b> in a text and suggest alternative points of view (ACELY1675)</li> <li>• discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)</li> <li>• describe and discuss ethical issues encountered in texts</li> <li>• justify personal opinions by citing evidence, negotiating with others and recognising opinions presented</li> <li>• draw on the <b>literature</b> and ideas from other countries and times to compose <b>imaginative</b> and <b>informative texts</b></li> </ul>	<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                  3.1.18 Design a Slideshow                  3.2.9 Comprehension – Kangaroo and Hermit Crab                  3.2.10 Task – Compare Texts                  3.2.12 Task – Write a Fable                  3.2.14 Task – Rewrite the Ending of a Fable                  3.2.15 Task – Play Character Hot Seat                  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                  3.4.3 Comprehension – Review of Untitled                  3.4.6 Task – Review an Artwork                  3.4.10 Task – Review an Animation                  3.5.8 Task – Write a Procedure                  3.5.12 Task – Write a Silly Science Procedure                  3.5.13 Comprehension – How to Make an Earth Oven                  3.5.17 Visual Procedure Structure                  3.5.18 Revise Slideshow Design                  3.6.1 Comprehension – Deadly D and Justice Jones: Making the Team                  3.6.13 Task – Complete the Comprehension Text                  3.6.14 Task – Publish Your Story                  3.6.15 Task – Write a Story from Pictures                  3.7.5 Comprehension – BTN: Bark Canoe                  3.7.8 Task – Write an Explanation                  3.7.11 Task – Explain a Life Cycle</p>



		<p>4.1.1 Comprehension – The Origins of English                  4.1.5 Comprehension – A Trip to the Australian War Memorial                  4.1.9 Comprehension – Skateboarding in Afghanistan                  4.1.13 Comprehension – Finding a Hero                  4.2.1 Comprehension – The Giraffe                  4.2.5 Comprehension – Buderim                  4.2.13 Comprehension – Visit Wales                  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                  4.3.9 Comprehension – Billy’s Bad Day                  4.3.10 Task – Rewrite Billy’s Bad Day                  4.3.13 Comprehension – The Sapphire Robbery                  4.3.14 Tension and Suspense                  4.4.1 Comprehension – Matrix Blast Review                  4.4.5 Comprehension – Mona Lisa                  4.5.1 Comprehension – BTN: Free Range                  4.5.5 Comprehension – The Case For Homework                  4.5.9 Comprehension – The Case Against Homework                  4.5.13 Comprehension – Explore the Stars!                  4.5.16 Comprehension – BTN: Debating Championships                  4.6.1 Comprehension – Streetscape                  4.6.5 Comprehension – Who Am I?                  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                  4.7.7 Task – Retell a Story                  4.8.1 Comprehension – Rosie’s Scowl                  4.8.5 Comprehension – Brodie B Buckles and Barnabus Blake                  4.8.9 Comprehension – Six Limericks                  4.8.13 Task – Discuss Poetry</p>
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Reflecting on learning

Outcomes	Content Descriptions	English Stars Modules
<p><b>EN2-12E</b>                      Recognises and uses an increasing range of strategies to reflect on their own and others’ learning</p>	<p><b>Develop and apply contextual knowledge</b></p> <ul style="list-style-type: none"> <li>recognise how own texts can be influenced by a rich text environment</li> <li>identify different ways of learning in English and consider own preferences</li> <li>develop criteria for the successful completion of tasks</li> </ul>	<p>3.1.4 Persuasive Essay Structure                      3.2.2 Plot                      3.3.2 Recount Structure                      3.4.2 Review Structure                      3.5.4 Procedural Text Structure                      3.5.17 Visual Procedure Structure                      3.6.3 Revise Plot                      3.7.4 Explanation Structure                      3.7.10 How Do We Learn?</p>
	<p><b>Understand and apply knowledge of language forms and features</b></p> <ul style="list-style-type: none"> <li>discuss different ways we learn to read and write</li> <li>appreciate how the reader or viewer can enjoy a range of literary experiences through texts</li> </ul>	<p>3.6.2 Different Ways to Tell a Story                      3.7.10 How Do We Learn?</p>
	<p><b>Respond to and compose texts</b></p> <ul style="list-style-type: none"> <li>develop criteria for establishing personal preferences for literature (ACELT1598)</li> <li>jointly develop and use criteria for assessing their own and others’ presentations</li> <li>discuss the roles and responsibilities when working as a member of a group and understand the benefits of working collaboratively with peers to achieve a goal</li> <li>describe how some skills in speaking, listening, reading/viewing, writing/representing help the development of language learners</li> <li>reflect on own reading and identify the qualities of texts that have contributed to enjoyment of the text</li> </ul>	<p>3.1.2 Passionate Discussions                      3.2.4 Interesting Introductions                      3.2.8 Character Profiles                      3.6.2 Different Ways to Tell a Story                      4.8.13 Task – Discuss Poetry</p>

**Note:** Modules 3.1.3 Common and Proper Nouns, 3.3.10 Pronouns, 3.3.11 Conjunctions, 3.5.15 Commas in Lists, 3.7.13 Statements, Questions and Exclamations, 4.6.2 Adjectives 1 and 4.6.6 Adjectives 2 revises content from the NSW Syllabus (Stage 1).

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
<p><b>EN3-1A</b></p> <p>Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features</p>	<p><b>Develop and apply contextual knowledge</b></p> <ul style="list-style-type: none"> <li>compare and justify the ways in which spoken language differs from written language according to <b>purpose</b>, <b>audience</b> and <b>context</b></li> <li>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)</li> <li>understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516)</li> <li>understand that different social and geographical dialects or accents are used in Australia in addition to <b>Standard Australian English</b> (ACELA1515)</li> </ul>	<p>5.2.13 Audience, Purpose and Context</p> <p>5.7.3 Interaction Skills</p> <p>6.4.4 Australian Accents</p> <p>6.4.8 Dialogue and Stage Directions</p>
	<p><b>Understand and apply knowledge of language forms and features</b></p> <ul style="list-style-type: none"> <li>use and describe language forms and features of spoken texts appropriate to a range of purposes, audiences and contexts</li> <li>use appropriate <b>metalinguage</b> to identify and describe relationships between and among texts</li> <li>develop criteria to evaluate the effectiveness of spoken texts</li> <li>use metalinguage to describe the effects of ideas, <b>text structures</b> and <b>language features</b> on particular audiences (ACELT1795)</li> </ul>	<p>5.5.4 Facts and Opinions in Film Reviews</p> <p>5.6.3 Compare Narrative Voice</p> <p>5.9.9 Write in the Style of a Poet</p>
	<p><b>Respond to and compose texts</b></p> <ul style="list-style-type: none"> <li>plan, rehearse and deliver presentations, selecting and sequencing appropriate content and <b>multimodal</b> elements for defined audiences and purposes, making appropriate choices for <b>modality</b> and emphasis (ACELY1700, ACELY1710)</li> <li>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)</li> <li>use interaction skills, varying conventions of spoken interactions such as voice volume, <b>tone</b>, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)</li> <li>participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting <b>arguments</b>, sharing and evaluating information, experiences and opinions (ACELY1709)</li> <li>identify and summarise key ideas and information from guest speakers, eg note-taking or using digital technologies</li> <li>discuss and experiment with ways to strengthen and refine spoken texts in order to entertain, inform, persuade or inspire the audience</li> </ul>	<p>5.2.6 Persuasive Essay Structure</p> <p>5.2.12 Non-Verbal Cues</p> <p>5.2.13 Audience, Purpose and Context</p> <p>5.2.14 Design a Slideshow</p> <p>5.4.8 News Video Techniques</p> <p>5.7.3 Interaction Skills</p> <p>5.7.7 Interview Questions</p> <p>5.7.8 Conduct an Interview</p> <p>5.7.9 Write a Biography</p> <p>5.7.10 Revise Slideshow Design</p> <p>5.9.10 Task – Record a Poetry Recital</p> <p>6.1.1 Comprehension – 30 Australian Sports Legends</p> <p>6.1.4 Comprehension – Measuring Friction</p> <p>6.1.7 Comprehension – Eaton Lake</p> <p>6.2.1 Comprehension – My Girragundji</p> <p>6.2.5 Comprehension – Vote For Me!</p> <p>6.2.7 Make Connections in Texts</p> <p>6.2.8 Explore Diary Writing</p> <p>6.3.1 Comprehension – Refuge</p> <p>6.3.2 Discussions</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>6.3.14 Oral Presentation Skills</p> <p>6.4.1 Comprehension – Making a Point</p> <p>6.4.5 Comprehension – The Fishing Trip</p> <p>6.4.8 Dialogue and Stage Directions</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                  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</p>
<b>Writing and representing</b>		
Outcomes	Content Descriptions	English Stars Modules
<p><b>EN3-2A</b>                  Composes, edits and presents well-structured and coherent texts</p>	<p><b>Engage personally with texts</b></p> <ul style="list-style-type: none"> <li>understand and <b>appreciate</b> the way texts are shaped through exploring a range of <b>language forms and features</b> and ideas</li> <li>experiment and use aspects of composing that enhance learning and enjoyment</li> <li>recognise and discuss issues related to the responsible use of digital communication</li> </ul>	<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 Write a 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 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</p> <p>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                  6.2.4 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 – Write 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>

		<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><b>Develop and apply contextual knowledge</b></p> <ul style="list-style-type: none"> <li>• identify and explore underlying themes and central storylines in imaginative texts</li> <li>• explore and analyse the effectiveness of informative and persuasive devices in texts</li> <li>• understand and use the key elements of planning, composing, reviewing and publishing in order to meet the increasing demands of topic, audience and language</li> </ul>	<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 in Texts                  6.2.8 Explore Diary Writing                  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><b>Understand and apply knowledge of language forms and features</b></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• 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</li> <li>• understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520)</li> <li>• investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522)</li> </ul>	<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 Write a 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 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</p> <p>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                  6.2.4 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 – Write 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><b>Respond to and compose texts</b></p> <ul style="list-style-type: none"> <li>compose imaginative and informative texts that show evidence of developed ideas</li> <li>compose texts that include <b>sustained</b> and effective use of persuasive devices, eg texts dealing with environmental issues</li> <li>present a point of view about particular <b>literary texts</b> using appropriate <b>metalinguage</b>, and reflecting on the viewpoints of others (ACELT1609)</li> <li>create literary texts that experiment with structures, ideas and <b>stylistic features</b> of selected authors (ACELT1798)</li> <li>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)</li> <li>compose increasingly complex print, visual, <b>multimodal</b> and <b>digital texts</b>, experimenting with language, <b>design</b>, <b>layout</b> and graphics</li> <li>use increasingly complex research data from print and digital sources to compose short and sustained texts</li> <li>assess the reliability of resources, including digital resources, when researching topics</li> <li>reread and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1705, ACELY1715)</li> <li>develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose (ACELY1706, ACELY1716)</li> <li>use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1707, ACELY1717)</li> </ul>	<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 Write a 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 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</p> <p>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          6.2.9 Punctuation for Quoted Speech          6.2.11 Design Principles          6.3.5 Spelling Rules          6.4.3 Task – Write 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
<p><b>EN3-3A</b></p> <p>Uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies</p>	<p><b>Develop and apply contextual knowledge</b></p> <ul style="list-style-type: none"> <li>understand how texts vary in <b>purpose</b>, structure and topic as well as the degree of formality (ACELA1504)</li> <li>appreciate how demanding texts, eg extended novels and <b>informative texts</b>, contain increasing levels of complexity and abstraction to enhance enjoyment</li> <li>explain and justify the responsible use of digital technologies</li> </ul> <p><b>Understand and apply knowledge of language forms and features</b></p> <ul style="list-style-type: none"> <li>compare texts including <b>media</b> texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)</li> <li>analyse how <b>text structures</b> and <b>language features</b> work together to meet the purpose of a text (ACELY1711)</li> <li>recognise and compare how composers use a range of language features, including <b>connectives</b>, topic sentences and <b>active</b> and <b>passive voice</b>, to achieve their purposes</li> <li>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)</li> <li>identify the impact of first-person and third-person narration on the reader/viewer</li> <li>recognise how grammatical features help to build meaning in texts, including <b>reference links</b> and adverbial and adjectival <b>phrases</b></li> <li>recognise evaluative language, including <b>emotive language</b> and <b>modality</b></li> <li>understand, interpret and experiment with sound devices and <b>imagery</b>, including <b>simile</b>, <b>metaphor</b> and <b>personification</b>, in <b>narratives</b>, shape poetry, songs, anthems and odes (ACELT1611)</li> <li>identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and <b>persuasive texts</b> (ACELA1524)</li> <li>recognise the effect of <b>multimedia</b> elements, eg film techniques, <b>animation</b>, <b>voice-overs</b>, <b>sound effects</b>, <b>framing</b>, close-ups</li> <li>explain sequences of images in print texts and compare these to the ways <b>hyperlinked digital texts</b> are organised, explaining their effect on viewers' interpretations (ACELA1511)</li> </ul>	<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>5.2.6 Persuasive Essay Structure</p> <p>5.2.7 Task – Write a Persuasive Essay</p> <p>5.2.10 Task – Create a Persuasive Poster</p> <p>5.2.13 Audience, Purpose and Context</p> <p>5.3.6 Text Types</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>5.4.8 News Video Techniques</p> <p>5.5.2 Plot Summary</p> <p>5.5.3 Task – Review a Restaurant</p> <p>5.5.5 Film Review Structure</p> <p>5.5.6 Task – Review a TV Show</p> <p>5.6.4 Task – Write a Second Person Narrative</p> <p>5.7.4 Introduction to Biographies</p> <p>5.7.5 Task – Write an Autobiography</p> <p>5.7.9 Write a Biography</p> <p>5.8.3 Task – Write a Short Story</p> <p>5.8.6 Task – Write a Letter to an Author</p> <p>5.8.10 Create a Fantasy Plot Outline</p> <p>5.9.3 Poetry Types</p> <p>5.9.6 Task – Write a Poem</p> <p>5.9.8 Sound Devices</p> <p>5.9.9 Write in the Style of a Poet</p> <p>5.3.9 Informative Sentences</p> <p>5.6.4 Task – Write a Second Person Narrative</p> <p>5.8.3 Task – Write a Short Story</p> <p>5.8.11 Interpret Images</p> <p>5.9.3 Poetry Types</p> <p>5.9.5 Metaphors and Similes</p> <p>5.9.6 Task – Write a Poem</p> <p>5.9.7 Personification</p> <p>5.9.8 Sound Devices</p> <p>5.9.9 Write in the Style of a Poet</p> <p>6.1.2 Subject–Verb Agreement</p> <p>6.1.4 Comprehension – Measuring Friction</p> <p>6.1.5 Procedural Text Structure</p> <p>6.1.7 Comprehension – Eaton Lake</p> <p>6.1.10 Task – Write Directions</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>6.2.7 Make Connections in Texts</p> <p>6.3.12 Write a Book Pitch</p> <p>6.6.2 Informative Texts</p> <p>6.6.8 Discussion Article Structure</p> <p>6.7.2 Graphical Images</p> <p>6.7.3 Finding Facts</p> <p>6.7.4 Comprehension – Rock Star Throws Tiara in River</p> <p>6.7.5 News Video Script Features</p> <p>6.8.4 Sound Devices</p> <p>6.8.5 Language Patterns</p> <p>6.8.6 Ballads</p> <p>6.8.8 Free Verse</p>

	<p><b>Respond to, read and view texts</b></p> <ul style="list-style-type: none"> <li>select, navigate and read texts for a range of purposes, applying appropriate <b>text processing strategies</b> and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712)</li> <li>navigate and read texts for specific purposes applying appropriate text processing strategies, for example <b>predicting</b> and <b>confirming</b>, monitoring meaning, <b>skimming</b> and <b>scanning</b> (ACELY1702)</li> <li>interpret <b>picture books</b>, comic strips and sequences of digital images which do not contain written text</li> <li>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)</li> <li>recognise how aspects of personal <b>perspective</b> influence responses to text</li> <li>summarise a text and evaluate the intended message or theme</li> <li>analyse and evaluate the way that <b>inference</b> is used in a text to build understanding in imaginative, informative and persuasive texts</li> <li>discuss aspects of <b>literature</b> that influence personal choice in reading</li> </ul>	<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 in Texts                      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>
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**Spelling**

Outcomes	Content Descriptions	English Stars Modules
<p><b>EN3-4A</b></p> <p>Draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts</p>	<p><b>Develop and apply contextual knowledge</b></p> <ul style="list-style-type: none"> <li>understand how accurate spelling supports the reader to read fluently and interpret written text with clarity</li> </ul>	<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 a Poem                      5.9.11 Task – Publish an Anthology</p>



		<p>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          6.3.5 Spelling Rules          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</p> <p>This descriptor is also covered by Spelling Spot (homophones, patterns, prefixes, suffixes and Greek and Latin roots). For more information see the <a href="#">Year 5</a> and <a href="#">Year 6</a> Spelling Spot Scope and Sequence documents.</p>
	<p><b>Understand and apply knowledge of language forms and features</b></p> <ul style="list-style-type: none"> <li>understand how to use banks of known words, <a href="#">word origins</a>, base words, <a href="#">suffixes</a> and <a href="#">prefixes</a>, <a href="#">morphemes</a>, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages (ACELA1513, ACELA1514, ACELA1526)</li> <li>understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)</li> </ul>	<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 <a href="#">Year 5</a> and <a href="#">Year 6</a> Spelling Spot Scope and Sequence documents.</p>
	<p><b>Respond to and compose texts</b></p> <ul style="list-style-type: none"> <li>recognise most misspelt words in their own writing and use a variety of resources for correction</li> <li>integrate a range of spelling strategies and conventions to accurately spell most words, including words of many <a href="#">syllables</a>, when composing imaginative and other texts</li> <li>use morphemic, visual, <a href="#">syntactic</a>, semantic and phonological strategies, eg recognition of letter patterns of words, when composing texts</li> <li>demonstrate an awareness of the limitations of spell check features in digital communication</li> </ul>	<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 a Poem          5.9.11 Task – Publish an Anthology</p> <p>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          6.3.5 Spelling Rules          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</p> <p>This descriptor is also covered by Spelling Spot (homophones, patterns, prefixes, suffixes and Greek and Latin roots). For more information see the <a href="#">Year 5</a> and <a href="#">Year 6</a> Spelling Spot Scope and Sequence documents.</p>



Responding and composing

Outcomes	Content Descriptions	English Stars Modules
<p><b>EN3-5B</b></p> <p>Discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts</p>	<p><b>Develop and apply contextual knowledge</b></p> <ul style="list-style-type: none"> <li>identify and discuss how own texts have been structured to achieve their <b>purpose</b> and discuss ways of using <b>conventions</b> of language to shape readers' and viewers' understanding of texts</li> <li>discuss how the intended <b>audience</b>, structure and <b>context</b> of an extended range of texts influence responses to texts</li> </ul>	<p>5.2.13 Audience, Purpose and Context</p> <p>6.2.7 Make Connections in Texts</p> <p>6.3.3 An Author's Style</p>
	<p><b>Understand and apply knowledge of language forms and features</b></p> <ul style="list-style-type: none"> <li>identify and explain characteristic <b>text structures</b> and <b>language features</b> used in <b>imaginative</b>, <b>informative</b> and <b>persuasive texts</b> to meet the purpose of the text (ACELY1701)</li> <li>identify the ways in which language use in imaginative texts, including use of <b>figurative language</b>, character development, events and setting, creates interest for the reader or viewer</li> <li>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)</li> <li>analyse strategies authors use to influence readers (ACELY1801)</li> <li>understand the uses of objective and subjective language and <b>bias</b> (ACELA1517)</li> <li>discuss the conventions of a range of complex texts, eg act and stage directions in plays, literary devices in poems and stories, <b>layout</b> conventions in print and <b>digital texts</b></li> </ul>	<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 Write a 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><b>Respond to and compose texts</b></p> <ul style="list-style-type: none"> <li>compose more complex texts using a variety of forms appropriate to purpose and audience</li> <li>recognise the techniques used by writers to <b>position</b> a reader and influence their <b>point of view</b></li> <li>identify and use a variety of strategies to present information and opinions across a range of texts</li> <li>consider and develop <b>sustained</b> arguments and discussions supported by evidence</li> </ul>	<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><b>EN3-6B</b></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><b>Develop and apply contextual knowledge</b></p> <ul style="list-style-type: none"> <li>understand that language is structured to create meaning according to <b>audience</b>, <b>purpose</b> and <b>context</b></li> <li>understand that choices in <b>grammar</b>, punctuation and vocabulary contribute to the effectiveness of texts</li> </ul>	<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><b>Understand and apply knowledge of language forms and features</b></p> <ul style="list-style-type: none"> <li>identify and explain how choices in language, for example <b>modality</b>, emphasis, repetition and <b>metaphor</b>, influence personal response to different texts (ACELT1615)</li> <li>understand the difference between main and subordinate <b>clauses</b> and that a complex <b>sentence</b> involves at least one subordinate clause (ACELA1507)</li> <li>experiment using a range of language features, eg <b>connectives</b>, topic sentences, <b>active</b> and <b>passive voice</b> and <b>nominalisation</b></li> <li>understand how <b>noun groups/phrases</b> and <b>adjective groups/phrases</b> can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508)</li> <li>understand how ideas can be expanded and sharpened through careful choice of <b>verbs</b>, elaborated <b>tenses</b> and a range of <b>adverb</b> groups/phrases (ACELA1523)</li> <li>show how ideas and <b>points of view</b> in texts are conveyed through the use of vocabulary, including <b>idiomatic expressions</b>, objective and subjective language, and that these can change according to context (ACELY1698)</li> <li>identify a variety of connectives in texts to indicate time, add information, clarify understanding, show cause and effect and indicate condition/concession</li> <li>use complex punctuation to engage the reader and achieve purpose</li> <li>understand how the grammatical category of possessives is signalled through <b>apostrophes</b> and how to use apostrophes with common and proper <b>nouns</b> (ACELA1506)</li> <li>understand the uses of <b>commas</b> to separate clauses (ACELA1521)</li> </ul>	<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><b>Understand and apply knowledge of vocabulary</b></p> <ul style="list-style-type: none"> <li>understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)</li> <li>investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)</li> </ul>	<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
	<p><b>Respond to and compose texts</b></p> <ul style="list-style-type: none"> <li>select some more challenging language features, literary devices (eg <i>irony</i>, humour) and grammatical features (eg modality) to engage and influence an audience</li> <li>experiment with different types of sentences, eg short sentences to build tension and complex sentences to add detail</li> <li>use topic sentences and appropriately organise main (independent) and subordinate (dependent) ideas to enhance coherence in written texts</li> <li>select appropriate language for a purpose, eg descriptive, persuasive, technical, evaluative, emotive and <i>colloquial</i>, when composing texts</li> <li>use grammatical features, eg <i>pronouns</i>, <i>conjunctions</i> and connectives, to accurately link ideas and information to ensure meaning when composing texts</li> </ul>	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
<p><b>EN3-7C</b></p> <p>Thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts</p>	<p><b>Engage personally with texts</b></p> <ul style="list-style-type: none"> <li>recognise and explain creative language features in imaginative, informative and persuasive <i>texts</i> that contribute to engagement and meaning</li> <li>interpret events, situations and characters in texts</li> <li>explain own preferences for a particular interpretation of a text, referring to text details and own knowledge and experience</li> <li>think <i>critically</i> about aspects of texts such as ideas and events</li> <li>think imaginatively when engaging with texts, using <i>prediction</i>, for example, to imagine what happens to characters after the text</li> </ul>	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!          6.2.7 Make Connections in Texts          6.2.8 Explore Diary Writing          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          6.3.12 Write a Book Pitch          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          6.7.8 Filming and Presentation Techniques          6.8.1 Comprehension – Toby: Not Good Enough          6.8.2 Imagery</p>
	<p><b>Develop and apply contextual knowledge</b></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• compare how composers and illustrators make stories exciting, moving and absorbing to hold readers’ interest</li> <li>• explore and discuss simple <a href="#">appropriation</a> of texts</li> </ul>	<p>6.3.3 An Author’s Style          6.3.8 Different Authors, Similar Themes</p>
	<p><b>Understand and apply knowledge of language forms and features</b></p> <ul style="list-style-type: none"> <li>• understand how authors often innovate on text structures and play with <a href="#">language features</a> to achieve particular aesthetic, humorous and persuasive <a href="#">purposes</a> and effects (ACELA1518)</li> <li>• identify the relationship between words, sounds, <a href="#">imagery</a> and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617)</li> </ul>	<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 in Texts          6.3.3 An Author’s Style          6.3.6 Sensory Language          6.4.6 Setting          6.4.7 Plot          6.4.9 Play Script Format and Structure          6.8.2 Imagery          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          6.8.9 Build a Ballad</p>
	<p><b>Respond to and compose texts</b></p> <ul style="list-style-type: none"> <li>• create <a href="#">literary texts</a> that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1612, ACELT1618)</li> <li>• adapt aspects of print or media texts to create new texts by thinking creatively and imaginatively about character, setting, narrative <a href="#">voice</a>, dialogue and events</li> <li>• analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)</li> <li>• experiment with others’ imaginative texts by changing aspects such as place, characters, rhythm, <a href="#">mood</a>, sound effects and dialogue</li> <li>• interpret a range of texts, eg through role-play or drama, for pleasure and enjoyment, and express an analytical conclusion about those texts</li> </ul>	<p>5.6.4 Task – Write a Second Person Narrative          5.8.3 Task – Write a Short Story          5.8.8 Fantasy Characters          5.8.10 Create a Fantasy Plot Outline</p> <p>6.2.7 Make Connections in Texts          6.2.8 Explore Diary Writing          6.3.8 Different Authors, Similar Themes          6.4.3 Task – Write a Conversation          6.4.9 Play Script Format and Structure          6.5.6 Task – Recount Your Craziest Day          6.8.3 Task – Write Any Poem          6.8.7 Task – From Ballad to Story          6.8.9 Build a Ballad</p>

Expressing themselves

Outcomes	Content Descriptions	English Stars Modules
<p><b>EN3-8D</b></p> <p>Identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts</p>	<p><b>Engage personally with texts</b></p> <ul style="list-style-type: none"> <li>recognise that ideas in <b>literary texts</b> can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)</li> <li>consider how texts about local events and issues in the media are presented to engage the reader or viewer</li> </ul>	<p>5.6.1 Comprehension – A Long Walk to Water                      5.6.2 Narrative Voice                      5.6.3 Compare Narrative Voice                      5.6.4 Task – Write a Second Person Narrative</p>
	<p><b>Develop and apply contextual knowledge</b></p> <ul style="list-style-type: none"> <li>make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural <b>contexts</b> (ACELT1613)</li> <li>understand how to move beyond making bare assertions and take account of differing <b>perspectives</b> and <b>points of view</b> (ACELA1502)</li> <li>identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)</li> </ul>	<p>5.2.9 Bare Assertions                      5.5.3 Task – Review a Restaurant                      5.5.6 Task – Review a TV Show                      5.7.2 Explore Contexts in Literature</p> <p>6.2.1 Comprehension – My Girragundji                      6.2.7 Make Connections in Texts                      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                      6.4.2 Create Characters                      6.4.5 Comprehension – The Fishing Trip                      6.4.6 Setting                      6.5.1 Comprehension – Bridget: A New Australian                      6.5.4 Comprehension – The Weird Day                      6.8.1 Comprehension – Toby: Not Good Enough</p>
	<p><b>Understand and apply knowledge of language forms and features</b></p> <ul style="list-style-type: none"> <li>recognise how the use of language and <b>visual features</b> can depict <b>cultural assumptions</b> in texts</li> <li>identify language features used to position the reader/viewer in a wide variety of communication activities for a range of <b>purposes</b>, including debates, formal talks, interviews, explanations, anecdotes and recitations</li> </ul>	<p>5.1.1 Comprehension – Our Changing Language                      5.2.13 Audience, Purpose and Context                      5.3.1 Comprehension – Kerenza: A New Australian                      5.6.1 Comprehension – A Long Walk to Water                      5.7.2 Explore Contexts in Literature                      5.7.6 Comprehension – Interview with Sir Edmund Hillary                      5.7.8 Conduct an Interview</p>
	<p><b>Respond to and compose texts</b></p> <ul style="list-style-type: none"> <li>identify and describe the <b>representation</b> of people, places and events in film and the media</li> <li>explore, discuss and <b>appreciate</b> connections between Dreaming stories and contemporary Aboriginal and Torres Strait Islander life</li> <li>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)</li> <li>discuss and explore moral, ethical and social dilemmas encountered in texts</li> <li>respond to short films, documentaries and <b>multimedia</b> texts that express familiar and new aspects of the broader world</li> <li>compose a variety of texts, eg poetry, that reflect their understanding of the world around them</li> <li>discuss aspects of <b>literature</b> from a range of cultures to explore common experiences and ideas as well as recognising difference</li> </ul>	<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!                      5.2.2 Justify a Point of View                      5.2.5 Comprehension – Who Says Burgers Are Bad?                      5.2.7 Task – Write a Persuasive Essay                      5.2.8 Comprehension – Don't Waste Water                      5.2.12 Non-Verbal Cues                      5.2.13 Audience, Purpose and Context                      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                      5.4.5 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                      5.7.3 Interaction Skills                      5.7.6 Comprehension – Interview with Sir Edmund Hillary                      5.7.8 Conduct an Interview                      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>

## Reflecting on learning

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