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| **Year 3** | **Year 4** | **Year 5** |
| Receptive modes (listening, reading and viewing)By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text.  | Receptive modes (listening, reading and viewing)By the end of Year 4, students understand that texts have different text structures depending on purpose and audience.  | Receptive modes (listening, reading and viewing)By the end of Year 5, students explain how [text](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=text) structures assist in understanding the [text](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=text).  |
| They understand how language features, images and vocabulary choices are used for different effects. | They explain how language features, images and vocabulary are used to engage the interest of audiences. | They understand how [language features](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=language+features), images and vocabulary influence interpretations of characters, settings and events. |
| They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information.  |  |  |
| They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. | They describe literal and implied meaning connecting ideas in different texts.  | They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. |
| They listen to others’ views and respond appropriately. | They express preferences for particular texts, and respond to others’ viewpoints. They listen for key points in discussions. | They [listen](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=listen) and ask questions to clarify content. |
| Productive modes (speaking, writing and creating)Students understand how language features are used to link and sequence ideas.  | Productive modes (speaking, writing and creating)Students use language features to create coherence and add detail to their texts.  | Productive modes (speaking, writing and creating)Students use [language features](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=language+features) to show how ideas can be extended.  |
| They understand how language can be used to express feelings and opinions on topics. | They understand how to express an opinion based on information in a text. | They develop and explain a [point of view](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=point+of+view) about a [text](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=text), selecting information, ideas and images from a range of resources. |
| Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters. | They create texts that show understanding of how images and detail can be used to extend key ideas. |  |
| Students create a range of texts for familiar and unfamiliar audiences. | Students create structured texts to explain ideas for different audiences.  | Students [create](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=create) a variety of sequenced texts for different purposes and audiences. |
| They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. | They make presentations and contribute actively to class and group discussions, varying language according to context. | They make presentations and contribute actively to class and group discussions, taking into account other perspectives. |
| They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. |  |  |
| They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. | They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work to improve meaning. | When writing, they demonstrate understanding of [grammar](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=grammar), select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning. |
| They write using joined letters that are accurately formed and consistent in size |  |  |