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| **Year 4** | **Year 5** | **Year 6** |
| 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). | By the end of Year 6, students understand how the use of [text](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=text) structures can achieve particular 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 analyse and explain how [language features](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=language+features), images and vocabulary are used by different authors to represent ideas, characters and events. |
| 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. | Students compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a [text](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=text) to explain their response to it. |
| 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. | They [listen](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=listen) to discussions, clarifying content and challenging others’ 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. | Productive modes (speaking, writing and creating) Students understand how [language features](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=language+features) and [language patterns](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=language+patterns) can be used for emphasis. |
| 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. | They show how specific details can be used to support a [point of view](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=point+of+view). |
| They create texts that show understanding of how images and detail can be used to extend key ideas. |  | They explain how their choices of [language features](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=language+features) and images are used. |
| 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. | Students [create](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=create) detailed texts elaborating on key ideas for a range of purposes and audiences. |
| 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 make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. |
| 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 demonstrate understanding of [grammar](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=grammar), make considered choices from an expanding vocabulary, use accurate spelling and punctuation for clarity and make and explain editorial choices. |