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| **Year 5** | **Year 6** | **Year 7** |
| 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). | Receptive modes (listening, reading and viewing)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. | Receptive modes (listening, reading and viewing) By the end of Year 7, students understand how [text](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=text) structures can influence the complexity of a [text](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=text) and are dependent on [audience](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=audience), purpose and [context](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=context). |
| 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 demonstrate understanding of how the choice of [language features](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=language+features), images and vocabulary affects meaning. |
| They analyse and explain literal and implied information from a variety of texts. | Students compare and analyse information in different texts, explaining literal and implied meaning. | Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. |
| They describe how events, characters and settings in texts are depicted and explain their own responses to them. | 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 select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. |
| 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. | They [listen](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=listen) for and explain different perspectives in 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. | Productive modes (speaking, writing and creating) Students understand how the selection of a variety of [language features](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=language+features) can influence an [audience](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=audience). |
| 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 understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a [point of view](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=point+of+view). |
|  | They explain how their choices of [language features](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=language+features) and images are used. | They [create](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=create) texts showing how [language features](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=language+features) and images from other texts can be combined for effect. |
| 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. | Students [create](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=create) structured and coherent texts for a range of purposes and audiences. |
| 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 make presentations and contribute actively to class and group discussions, using [language features](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=language+features) to engage the [audience](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=audience). |
| 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. | When [creating](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=creating) and editing texts they demonstrate understanding of [grammar](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=grammar), use a variety of more specialised vocabulary, accurate spelling and punctuation. |