**OBJECTIVE A**

**SPEAKING AND LISTENING 1**

**EARLY STAGE 1**

**OUTCOME**

**A student:**

› communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction ENe-1A

**CONTENT**

Students:

Develop and apply contextual knowledge

• understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426)



• understand how to communicate effectively in pairs and groups using agreed interpersonal conventions, active listening, appropriate language and taking turns 

Understand and apply knowledge of language forms and features

• begin to identify some language features of familiar spoken texts in classroom interactions

• communicate appropriately and effectively within the classroom using agreed conventions, eg staying on topic, asking for and offering assistance 

• recognise how 'and', 'but', 'then' link ideas in spoken texts

• attempt to match noun to pronoun in spoken text, eg 'My brother has a pet. He feeds his pet.'

• replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579)



Respond to and compose texts

• use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)



• listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)



• communicate with peers and familiar adults about personal experience

• describe an object of interest to the class, eg toy, pet

• express a point of view about texts read and/or viewed

• respond to simple questions either verbally or non-verbally

• contribute appropriately to class discussions 

• use questions and statements appropriately in class discussions

• use correct intonation when asking questions and making statements

• carry out instructions involving one step

• understand simple classroom routines

• engage with and respond to a range of oral and aural texts for enjoyment and pleasure

• respond to the shared reading of texts for enjoyment and pleasure

• recite short, simple poems

• retell familiar stories, including in home language

**ESL scales links to the English syllabus**

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Oral**

**Interaction level 4**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Oral Interaction strand from level 1 to level 4***.* Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Communication** *ESL scales* strand organiser. See *ESL scales* outcomes 1.1, 2.1, 3.1, 4.1.

**OBJECTIVE A**

**WRITING AND REPRESENTING 1**

**EARLY STAGE 1**

**OUTCOME**

**A student:**

› composes simple texts to convey an idea or message ENe-2A

**CONTENT**

Students:

Develop and apply contextual knowledge

• drawing on their experience of language and texts, begin to understand that writing and representing can be used to convey an idea or message

• share writing with others for enjoyment

• develop an awareness of issues relating to the responsible use of digital communication 



Understand and apply knowledge of language forms and features

• know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words (ACELA1758)

Respond to and compose texts

• create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)



• identify and use words around the classroom and in books during writing

• compose texts using some sight words and known words

• compose texts on familiar topics using pictures and graphics to support their choice of words

• experiment with basic visual, multimodal and digital processes to represent some simple ideas expressed in texts and to convey experiences 

• use opportunities to write in their home language and dialect and make basic connections with English, including Aboriginal languages and Aboriginal English



• participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (ACELY1652)

**ESL scales links to the English syllabus**

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Writing level**

**1**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing strand from Beginning level 1 to level 1**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students'

current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Communication** and **Language and cultural understanding** *ESL scales* strand organisers. See *ESL scales* outcomes B1.5, B1.6, B2.5, B2.6, 1.9, 1.10.

**OBJECTIVE A**

**HANDWRITING AND USING DIGITAL TECHNOLOGIES**

**EARLY STAGE 1**

**OUTCOME**

**A student:**

› produces most lower case and upper case letters and uses digital technologies to construct texts ENe-3A

**CONTENT**

Students:

Develop and apply contextual knowledge

• demonstrate a growing understanding that handwriting and presentation of work needs to reflect audience and purpose in order to communicate effectively

Understand and apply knowledge of language forms and features

• understand foundation movements that underpin NSW Foundation Style

• begin to understand the sequence of letters through structured and guided activities

Respond to and compose texts

• use foundation movements as a basis for the introduction of formal letters when composing simple imaginative and other texts for enjoyment or to convey an idea or experience

• develop basic skills of writing, including correct pencil grip, good posture, handwriting movements and accurate use of alternative writing tools, to form some lower case and upper case letters

• write from left to right and leave spaces between words

• produce some lower case and upper case letters using learned letter formations (ACELY1653)

• use simple functions of keyboard and mouse, including typing letters, scrolling, selecting icons and dropdown menus 

• experiment using digital technologies, eg produce own name, commonly used words and simple sentences 

• construct texts using software including word processing programs (ACELY1654)



**ESL scales links to the English syllabus**

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Writing level**

**1**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing strand from Beginning level 1 to level 1**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Language structures and features** *ESL scales* strand organiser. See *ESL scales* outcomes B1.7, B2.7, 1.11.

**OBJECTIVE A**

**READING AND VIEWING 1**

**EARLY STAGE 1**

**OUTCOME**

**A student:**

› demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies ENe-4A

**CONTENT**

Students:

Develop and apply contextual knowledge

• identify some familiar written symbols in context, eg logos, computer icons and commands, labels of packages, signs

• identify unfamiliar words and attempt to use experience and context to work out word meanings

• identify and compare similar ideas, characters and settings in texts

Understand and apply knowledge of language forms and features

• understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality (ACELA1433)



• recognise basic book conventions, eg open and hold books correctly, turn pages

• understand direction of print, return sweeps and spaces between words

• identify a sentence in imaginative and informative texts and understand its meaning

• recognise the letters of the alphabet and know there are lower and upper case letters

(ACELA1440)

• recognise grammatical patterns when reading to assist in making meaning, eg locating words that tell who, what, when or where in texts

Develop and apply phonemic knowledge

• join in rhymes and chants

• understand that spoken words are made up of sounds

• recognise rhymes, syllables and sounds (phonemes) in spoken words (ACELA1439)

• consistently identify words that start with the same initial sound

• segment words into onset and rime

• identify the beginning and end sounds of words

• orally blend two or three sounds to make a word

• segment simple spoken words into separate sounds

• identify the new word when asked to delete or add a phoneme (sound) to an existing spoken word

Develop and apply graphological, phonological, syntactic and semantic knowledge

• recognise high-frequency words, including own name

• read and understand some sight words in simple, predictable texts

• identify most of the sounds and name all letters in a given word

• use phonological strategies when reading, including letter–sound relationships

• use knowledge of letters and sounds to decode words, including those in initial, final and medial positions

• manipulate letters to assist reading, eg delete an onset to make a new word, delete a rime to say an onset

Respond to, read and view texts

• read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649)

• use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)



• predict meaning using elements of texts prior to reading

• read one or more sentences correctly and for meaning in environmental/print texts

• identify literal meanings presented in texts, eg character, setting and events

• make connections between a text and own life

• interpret meaning by responding to an inferential question

• retell a familiar story in sequence and identify main idea

• create visuals that reflect character, setting and events

• use context to predict meaning in written texts to supplement decoding attempts

• make acceptable substitutions when reading simple texts

• begin to use self-correction strategies, eg rereading, pausing, using picture cues and semantic and syntactic skills, to make meaning from print and non-print texts

• use with increasing awareness appropriate reading behaviours, eg pitch, intonation and fluency

**ESL scales links to the English syllabus**

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Reading and**

**Responding level 1**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Reading and Responding strand from Beginning level 1 to level 1**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Language structures and features** and **Strategies** *ESL scales* strand organisers. See *ESL scales* outcomes B1.3, B1.4, B2.3, B2.4, 1.7, 1.8.

**OBJECTIVE A**

**SPELLING**

**EARLY STAGE 1**

**OUTCOME**

**A student:**

› demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling ENe-5A

**CONTENT**

Students:

Develop and apply contextual knowledge

• understand that initial approximations can lead to correct formal spelling

Understand and apply knowledge of language forms and features

• spell unknown words phonetically with closer approximations

• know how to use onset and rime to spell words (ACELA1438)

• identify patterns in words leading to the identification of word families

• use and write beginning and ending sounds of spoken words

• know that letters are used to represent sounds when writing words

Respond to and compose texts

• use approximations and some conventional spelling

• attempt to spell unknown words using simple strategies, eg segmenting

• spell some common words accurately in their own writing

• vocalise or subvocalise words when trying to write them

• use plural form when spelling some words

**ESL scales links to the English syllabus**

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Writing level**

**1**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing strand from Beginning level 1 to level 1**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Strategies** *ESL scales* strand organiser. See *ESL scales* outcomes B1.8, B2.8, 1.12.

**OBJECTIVE B**

**SPEAKING AND LISTENING 2**

**EARLY STAGE 1**

**OUTCOME**

**A student:**

› recognises that there are different kinds of spoken texts with specific language features and shows an emerging awareness of some purposes for spoken language ENe-6B

**CONTENT**

Students:

Develop and apply contextual knowledge

• recognise that there are different ways of using spoken language to communicate

• demonstrate a developing understanding of language used at school and expectations for using spoken language according to audience and purpose

• recognise different methods of communication, eg Standard Australian English, Aboriginal

English, home language, sign language and body language



• explore how language is used differently at home and school depending on the relationships between people (ACELA1428)



• understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)



Understand and apply knowledge of language forms and features

• begin to identify some language features of familiar spoken texts



• identify the difference between a question and a statement

• understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)



Respond to and compose texts

• greet people differently according to the relationship

• make simple requests using appropriate word order

• recognise and interpret a simple instruction from teachers and peers

• compose texts to communicate feelings, needs, opinions and ideas

• use music and/or actions to enhance the enjoyment and understanding of rhymes, poems, chants and songs 

**ESL scales links to the English syllabus**

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Oral**

**Interaction level 4**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL*

*scales* **Oral Interaction strand from level 1 to level 4**. Teachers plan a learning pathway for

EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Communication** and **Language and cultural understanding** *ESL scales* strand organisers. See *ESL scales* outcomes 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2.

**OBJECTIVE B**

**WRITING AND REPRESENTING 2**

**EARLY STAGE 1**

**OUTCOME**

**A student:**

› recognises some different purposes for writing and that own texts differ in various ways

ENe-7B

**CONTENT**

Students:

Develop and apply contextual knowledge

• discuss the possible audiences of imaginative and informative texts

• understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430)



• discuss the different purposes of drawing and writing in simple texts

Understand and apply knowledge of language forms and features

• understand that some language in written texts is unlike everyday spoken language

(ACELA1431)

• identify some differences between imaginative and informative texts (ACELY1648)



• identify that imaginative texts are about 'characters' that are represented by nouns and noun groups

• demonstrate an awareness of written forms of communication, including labels, symbols, emails, letters and photographs 

Respond to and compose texts

• compose texts for known audience, eg self, class, other classes, parents 

• compose texts using drawings and other visual media to create meaning

• reread own texts with peers and known adults and explain the purpose for the writing

**ESL scales links to the English syllabus**

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Writing level**

**1**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing strand from Beginning level 1 to level 1**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Communication** *ESL scales* strand organiser. See *ESL scales* outcomes B1.5, B2.5, 1.9.

**OBJECTIVE B**

**READING AND VIEWING 2**

**EARLY STAGE 1**

**OUTCOME**

**A student:**

› demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter ENe-8B

**CONTENT**

Students:

Develop and apply contextual knowledge

• recognise that there are different kinds of imaginative and informative texts for enjoyment and finding information

• identify some familiar texts and the contexts in which they are used (ACELY1645)



• understand that readers/viewers may have varied and individual responses to a text

• recognise parts of print and digital texts, eg front and back covers, title and author, layout and navigation 

• recognise key differences between imaginative and informative texts

• identify some purposes of simple and imaginative texts

• identify the intended audience for a particular text and give reasons

Understand and apply knowledge of language forms and features

• distinguish print from drawings

• understand that words can be spoken or written

• recognise that words and pictures have meaning and that words can be read aloud 

• explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786)



• identify some features of texts including events and characters and retell events from a text

(ACELT1578)

Respond to, read and view texts

• engage with shared stories and join in shared book activities on familiar and imaginary books

• explore sequencing of a story, focusing on the beginning, middle and end and recognise cultural patterns of storytelling, eg 'Once upon a time', the Dreaming 

• interpret pictures with labels, environmental print logos and other visual images

• select simple print, visual and/or digital texts to read independently for enjoyment and pleasure

• discuss familiar written and visual texts

**ESL scales links to the English syllabus**

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Reading and**

**Responding level 1**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Reading and Responding strand from Beginning level 1 to level 1**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Communication** and **Language and cultural understanding** *ESL scales* strand organisers. See *ESL scales* outcomes B1.1, B1.2, B2.1, B2.2, 1.5, 1.6.

**OBJECTIVE B**

**GRAMMAR, PUNCTUATION AND VOCABULARY**

**EARLY STAGE 1**

**OUTCOME**

**A student:**

› demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts ENe-9B

**CONTENT**

Students:

Develop and apply contextual knowledge

• begin to understand that grammar, punctuation and vocabulary are needed to achieve the purpose of the text

• show a growing awareness of words that enrich their vocabulary

Understand and apply knowledge of language forms and features

• recognise that texts are made up of words and groups of words that make meaning

(ACELA1434)

• recognise that sentences are key units for expressing ideas (ACELA1435)

• identify statements, questions, commands and exclamations and their functions in texts

• experiment with adverbial phrases in structured and guided activities to indicate when, where and how actions occurred, eg last week, at home

• demonstrate an awareness of nouns, pronouns and conjunctions

• recognise simple pronoun references to maintain meaning

• understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (ACELA1432)

• identify features of sentence punctuation, eg question marks and exclamation marks, when reading and composing

Understand and apply knowledge of vocabulary

• begin to build personal vocabulary

• know the meaning of commonly used words

• demonstrate an awareness that some words have multiple meanings

Respond to and compose texts

• compose effective sentences in writing using appropriate word order

• begin to use statements and questions with appropriate punctuation

• attempt to incorporate unfamiliar words in writing

• use a growing vocabulary to describe everyday events and experience

**ESL scales links to the English syllabus**

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Writing level**

**1**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing strand from Beginning level 1 to level 1**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Language structures and features** *ESL scales* strand organiser. See *ESL scales* outcomes B1.7, B2.7, 1.11.

**OBJECTIVE C**

**THINKING IMAGINATIVELY AND CREATIVELY**

**EARLY STAGE 1**

**OUTCOME**

**A student:**

› thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts ENe-10C

**CONTENT**

Students:

Engage personally with texts

• respond to texts, identifying favourite stories, authors and illustrators (ACELT1577)



• share picture books and digital stories for enjoyment and pleasure

Develop and apply contextual knowledge

• understand that imaginative texts can be composed for a range of audiences and purposes, using a range of media

• engage with and appreciate the imaginative use of language through storytelling



Understand and apply knowledge of language forms and features

• recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785)

• discuss creative language features in imaginative texts that can enhance enjoyment, eg illustrations, repetition

Respond to and compose texts

• use imagination to represent aspects of an experience using written text, drawings and other visual media 

• respond to a range of imaginative and creative texts, including visual media

• retell familiar literary texts through performance, use of illustrations and images (ACELT1580)



• share feelings and thoughts about the events and characters in texts (ACELT1783)



• discuss intended personal writing topics to form the basis for composing

• communicate the purposes of drawings and other visual media

**ESL scales links to the English syllabus**

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 1**, **Reading and Responding level 1** and **Oral Interaction level 4**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing** and **Reading and Responding strands from Beginning level 1 to level 1** and **Oral Interaction strand from level 1 to level 4**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Communication** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 1.1, 2.1, 3.1, 4.1; Reading and Responding: B1.1, B2.1, 1.5; Writing: B1.5, B2.5, 1.9.

**OBJECTIVE D**

**EXPRESSING THEMSELVES**

**EARLY STAGE 1**

**OUTCOME**

**A student:**

› responds to and composes simple texts about familiar aspects of the world and their own experiences ENe-11D

**CONTENT**

Students:

Engage personally with texts

• share responses to aspects of a text that relate to their own life 

• engage with a variety of simple texts and begin to understand that readers draw on their own knowledge to make meaning and enhance enjoyment

Develop and apply contextual knowledge

• recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)



• understand that different languages and dialects may be spoken by family, classmates and community



Understand and apply knowledge of language forms and features

• understand that language can be used to describe likes and dislikes

• explore how language is used differently at home and school

Respond to and compose texts

• compare and connect own experiences to those depicted in stories

• compose simple written and visual texts that include aspects of home, personal and local community life



• use visual, multimodal and digital processes to represent simple aspects of home and community life 

• respond to texts that depict aspects of home and community life, eg short films and digital texts 

• respond to Dreaming stories, eg stories from local Aboriginal and Torres Strait Islander communities



• respond to literature and a variety of other texts from a range of storytellers and cultures, using picture books and online sources



• read and discuss stories that reflect students' social and cultural groups



• begin to recognise points of view in text

**ESL scales links to the English syllabus**

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 1**, **Reading and Responding level 1** and **Oral Interaction level 4**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing** and **Reading and Responding strands from Beginning level 1 to level 1** and **Oral Interaction strand from level 1 to level 4**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Language and cultural understanding** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 1.3, 2.3, 3.3, 4.3; Reading and Responding:

B1.3, B2.3, 1.7; Writing: B1.7, B2.7, 1.11.

**OBJECTIVE E**

**REFLECTING ON LEARNING**

**EARLY STAGE 1**

**OUTCOME**

**A student:**

› demonstrates awareness of how to reflect on aspects of their own and others’ learning

ENe-12E

**CONTENT**

Students:

Develop and apply contextual knowledge

• develop a growing understanding of how a rich text environment underpins learning

• begin to recognise that there are different ways of learning in English

• demonstrate an emerging awareness of criteria to enable the successful completion of tasks

Understand and apply knowledge of language forms and features

• contribute to guided discussion about how people learn to read and write

• develop an appreciation for books, poetry and song and the importance of narrative

Respond to and compose texts

• discuss what it means to be an active listener 

• discuss what it means to be a cooperative group member 

• reflect on own reading and discuss the pleasure and challenges of learning to read

• discuss likes and dislikes after reading texts

**ESL scales links to the English syllabus**

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 1**, **Reading and Responding level 1** and **Oral Interaction level 4**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing** and **Reading and Responding strands from Beginning level 1 to level 1** and **Oral Interaction strand from level 1 to level 4**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Strategies** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 1.4, 2.4, 3.4, 4.4; Reading and Responding: B1.4, B2.4, 1.8; Writing: B1.8, B2.8, 1.12.

**OBJECTIVE A**

**SPEAKING AND LISTENING 1**

**STAGE 1**

**OUTCOME**

**A student:**

› communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations EN1-1A

**CONTENT**

Students:

Develop and apply contextual knowledge

• understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (ACELA1461)



• listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)



• understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1444)



Understand and apply knowledge of language forms and features

• understand that there are different ways of asking for information, making offers and giving commands (ACELA1446)



• use turn-taking, questioning and other behaviours related to class discussions 

• identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)



• explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787)



Respond to and compose texts

• communicate with increasing confidence in a range of contexts

• engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)



• describe in detail familiar places and things

• use role-play and drama to represent familiar events and characters in texts

• use intonation to emphasise the need to seek further clarification of a question

• formulate open and closed questions appropriate to the context

• use a comment or a question to expand on an idea in a discussion

• use some persuasive language to express a point of view

• use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1788, ACELY1789)



• demonstrate attentive listening across a range of school contexts, eg assemblies, welcome to and acknowledgement of country, and school performances



• contribute appropriately to class discussions

• carry out complex instructions involving more than one step

**ESL scales links to the English syllabus**

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Oral**

**Interaction level 5**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Oral Interaction strand from level 1 to level 5**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Communication** *ESL scales* strand organiser. See *ESL scales* outcomes 1.1, 2.1, 3.1, 4.1, 5.1.

**OBJECTIVE A**

**WRITING AND REPRESENTING 1**

**STAGE 1**

**OUTCOME**

**A student:**

› plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers EN1-2A

**CONTENT**

Students:

Develop and apply contextual knowledge

• understand how planning, composing and reviewing contribute to effective imaginative, informative and persuasive texts

• experiment in all aspects of composing to enhance learning and enjoyment

• develop an awareness of issues relating to the responsible use of digital communication 



Understand and apply knowledge of language forms and features

• create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1661, ACELY1671)



• understand the process of planning, drafting and publishing imaginative, informative and persuasive texts

Respond to and compose texts

• plan, compose and review simple imaginative, informative and persuasive texts on familiar topics

• compose texts supported by visual information (eg diagrams and maps) on familiar topics

• create events and characters using different media that develop key events and characters from literary texts (ACELT1593)



• compose a range of written forms of communication, including emails, greeting cards and letters 

• use effective strategies to plan ideas for writing, eg making notes, drawing, using diagrams, planning a sequence of events or information 

• draw on personal experience and topic knowledge to express opinions in writing

• experiment with publishing using different modes and media to enhance planned presentations 

• reread and edit text for spelling, sentence-boundary punctuation and text structure

(ACELY1662, ACELY1672)

**ESL scales links to the English syllabus**

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Writing level**

**3**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing strand from Beginning level 1 to level 3**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Communication** and **Language and cultural understanding** *ESL scales* strand organisers. See *ESL scales* outcomes B1.5, B1.6, B2.5, B2.6, B3.5, B3.6, 1.9,

1.10, 2.9, 2.10, 3.9, 3.10.

**OBJECTIVE A**

**HANDWRITING AND USING DIGITAL TECHNOLOGIES**

**STAGE 1**

**OUTCOME**

**A student:**

› composes texts using letters of consistent size and slope and uses digital technologies

EN1-3A

**CONTENT**

Students:

Develop and apply contextual knowledge

• understand that handwriting and presentation of work needs to reflect audience and purpose in order to communicate effectively

Understand and apply knowledge of language forms and features

• develop clear and consistent writing using NSW Foundation Style as appropriate

• understand that the position and size of letters supports consistent handwriting

• understand how the formation of letters can be used to begin transition to cursive writing

Respond to and compose texts

• write legibly and with growing fluency using unjoined upper case and lower case letters

(ACELY1663, ACELY1673)

• use appropriate strategies when writing, eg maintaining correct body position, holding/using writing tools or using assistive digital technologies

• construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1664, ACELY1674)



**ESL scales links to the English syllabus**

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Writing level**

**3**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing strand from Beginning level 1 to level 3**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Language structures and features** *ESL scales* strand organiser. See *ESL scales* outcomes B1.7, B2.7, B3.7, 1.11, 2.11, 3.11.

**OBJECTIVE A**

**READING AND VIEWING 1**

**STAGE 1**

**OUTCOME**

**A student:**

› draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies EN1-4A

**CONTENT**

Students:

Develop and apply contextual knowledge

• understand how readers' self-selection and enjoyment of texts is informed by personal interests

• discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)



Understand and apply knowledge of language forms and features

• recognise grammatical patterns to enhance comprehension, eg action verbs, words or groups of words that tell who, what, when, where and how

• recognise a clause as a complete message or thought expressed in words, noun–pronoun agreement, conjunctions

• understand that nouns represent people, places, things and ideas and can be, for example, common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives (ACELA1468)

• understand patterns of repetition and contrast in simple texts (ACELA1448)



• identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is involved?' and the surrounding circumstances (ACELA1451)

• understand how sentence punctuation is used to enhance meaning and fluency

• identify word families and word origins to understand the meaning of unfamiliar words, eg base words, rhyming words and synonyms

Develop and apply graphological, phonological, syntactic and semantic knowledge

• recognise sound–letter matches including common vowel and consonant digraphs and consonant blends (ACELA1458)

• understand the variability of sound–letter matches (ACELA1459)

• recognise most sound–letter matches including silent letters, vowel/consonant digraphs and many less common sound–letter combinations (ACELA1474)

• automatically recognise irregular high-frequency words, eg 'come' and 'are'

• use phonological, graphological, syntactic and semantic cues to decode and make meaning from written texts, eg using an increasing repertoire of high-frequency and sight words, segmenting words into syllables

• manipulate sounds in spoken words including phoneme deletion and substitution

(ACELA1457)

Respond to, read and view texts

• read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading (ACELY1659)

• self-correct when meaning is interrupted in simple texts, eg pausing, repeating words and phrases, rereading and reading on 

• read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting (ACELY1669)



• read with fluency and expression, responding to punctuation and attending to volume, pace, intonation and pitch

• use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1660, ACELY1670)



• use background knowledge of a topic to make inferences about the ideas in a text

• predict author intent, series of events and possible endings in an imaginative, informative and persuasive text 

• discuss the use of text connectives, eg sequencing ideas, indicating time

• identify the cohesive links between pronouns and people and things

• sequence a summary of events and identify key facts or key arguments in imaginative, informative and persuasive texts

• identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469)



• compare opinions about characters, events and settings in and between texts (ACELT1589)



• distinguish between fact and opinion in persuasive texts

**ESL scales links to the English syllabus**

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Reading and**

**Responding level 3**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Reading and Responding strand from Beginning level 1 to level 3**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Language structures and features** and **Strategies** *ESL scales* strand organisers. See *ESL scales* outcomes B1.3, B1.4, B2.3, B2.4, B3.3, B3.4, 1.7, 1.8, 2.7,

2.8, 3.7, 3.8.

**OBJECTIVE A**

**SPELLING**

**STAGE 1**

**OUTCOME**

**A student:**

› uses a variety of strategies, including knowledge of sight words and letter–sound correspondences, to spell familiar words EN1-5A

**CONTENT**

Students:

Develop and apply contextual knowledge

• demonstrate growing awareness of how accurate spelling supports the reader in understanding written texts to read fluently

Understand and apply knowledge of language forms and features

• know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words (ACELA1778)

• understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words (ACELA1471)

• recognise common prefixes and suffixes and how they change a word's meaning

(ACELA1455, ACELA1472)

• begin to understand how knowledge of word origins supports spelling and vocabulary

Respond to and compose texts

• spell high-frequency and common sight words accurately when composing texts

• spell known words using letter names

• isolate and write the initial, medial and final sound of a word

• exchange one letter in a written word with a different letter to make a new word

• use double consonants where appropriate, eg 'hopping'

• begin to use a dictionary for spelling activities and word meaning 

• recognise when a word is spelt incorrectly

• use morphemic and phonological knowledge when spelling

**ESL scales links to the English syllabus**

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Writing level**

**3**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL*

*scales* **Writing strand from Beginning level 1 to level 3**. Teachers plan a learning pathway for

EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Strategies** *ESL scales* strand organiser. See *ESL scales* outcomes B1.8, B2.8, B3.8, 1.12, 2.12, 3.12.

**OBJECTIVE B**

**SPEAKING AND LISTENING 2**

**STAGE 1**

**OUTCOME**

**A student:**

› recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts EN1-6B

**CONTENT**

Students:

Develop and apply contextual knowledge

• understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others (ACELA1443)



• understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460)



• make connections between different methods of communication, eg Standard Australian

English, Aboriginal English, home language, sign language and body language



• recognise a range of purposes and audiences for spoken language with increasing independence

• recognise different oral texts, eg conversations at home, in the classroom and playground

• develop an understanding of different forms of communication technologies available for hearing and visually impaired people and people with other disabilities



Understand and apply knowledge of language forms and features

• identify organisational patterns and features of predictable spoken texts

• understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454)



• identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462)

Respond to and compose texts

• make short presentations using some introduced text structures and language, for example opening statements (ACELY1657)



• rehearse and deliver short presentations on familiar and new topics (ACELY1667) 

• deliver short oral presentations to peers (ACELY1647)



• retell familiar stories and events in logical sequence, including in home language

• rephrase questions to seek clarification

• listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585)

• explain personal opinions orally using supporting reasons, simple inferences and reasonable prediction

• demonstrate active listening behaviours and respond appropriately to class discussions

• recognise and respond to instructions from teachers and peers

**ESL scales links to the English syllabus**

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Oral**

**Interaction level 5**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Oral Interaction strand from level 1 to level 5**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Communication** and **Language and cultural understanding** *ESL scales* strand organisers. See *ESL scales* outcomes 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2,

5.1, 5.2.

**OBJECTIVE B**

**WRITING AND REPRESENTING 2**

**STAGE 1**

**OUTCOME**

**A student:**

› identifies how language use in their own writing differs according to their purpose, audience and subject matter EN1-7B

**CONTENT**

Students:

Develop and apply contextual knowledge

• identify the audience of imaginative, informative and persuasive texts (ACELY1668)



• discuss some of the different purposes for written and visual texts

Understand and apply knowledge of language forms and features

• understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1447, ACELA1463)

• describe some differences between imaginative informative and persuasive texts



(ACELY1658)

• compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)



• understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470)



Respond to and compose texts

• draw on personal experience and feelings as subject matter to compose imaginative and other texts for different purposes

• compose and review written and visual texts for different purposes and audiences

• discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1584, ACELT1591)



• make inferences about character motives, actions, qualities and characteristics when responding to texts 

**ESL scales links to the English syllabus**

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Writing level**

**3**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing strand from Beginning level 1 to level 3**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Communication** *ESL scales* strand organiser. See *ESL scales* outcomes B1.5, B2.5, B3.5, 1.9, 2.9, 3.9.

**OBJECTIVE B**

**READING AND VIEWING 2**

**STAGE 1**

**OUTCOME**

**A student:**

› recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter EN1-8B

**CONTENT**

Students:

Develop and apply contextual knowledge

• recognise a range of purposes and audiences for imaginative, informative and persuasive print and visual texts

• identify how imaginative, informative and persuasive texts can vary in purpose, structure and topic

• understand that texts can draw on readers' or viewers' knowledge of texts to make meaning and enhance enjoyment, eg comparing fairytales

• discuss possible author intent and intended audience of a range of texts

Understand and apply knowledge of language forms and features

• understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links (ACELA1450)



• understand how text structure contributes to the meaning of texts

• know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466)



• understand simple explanations in diagrammatic form, including flowcharts, hierarchies, life cycles

Respond to, read and view texts

• select a widening range of texts for enjoyment and pleasure and discuss reasons for their choice

• respond to a range of literature and discuss purpose and audience

**ESL scales links to the English syllabus**

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Reading and**

**Responding level 3**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Reading and Responding strand from Beginning level 1 to level 3**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning

activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Communication** and **Language and cultural understanding** *ESL scales* strand organisers. See *ESL scales* outcomes B1.1, B1.2, B2.1, B2.2, B3.1, B3.2, 1.5,

1.6, 2.5, 2.6, 3.5, 3.6.

**OBJECTIVE B**

**GRAMMAR, PUNCTUATION AND VOCABULARY**

**STAGE 1**

**OUTCOME**

**A student:**

› uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts EN1-9B

**CONTENT**

Students:

Develop and apply contextual knowledge

• understand that ideas in texts can be organised to enhance meaning using sentences and paragraphs

• begin to understand that choice of vocabulary adds to the effectiveness of text

Understand and apply knowledge of language forms and features

• understand that paragraphs are used to organise ideas

• understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (ACELA1467)

• explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452)

• recognise that a preposition placed in front of a noun group can show where, when, eg 'on the box' (where), 'before my birthday' (when)

• recognise that time connectives sequence information in texts

• recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449)

• recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465)

• experiment with the use of quoted speech/direct speech (direct) and reported (indirect)

speech

Understand and apply knowledge of vocabulary

• understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms (ACELA1464)

• recognise, discuss and use creative word play, eg alliteration and onomatopoeia

Respond to and compose texts

• begin to organise ideas into paragraphs when composing texts

• compose sentences effectively using basic grammatical features and punctuation conventions

• use subject–verb and noun–pronoun agreement when composing texts and responding to texts orally and in writing

• demonstrate the use of more precise vocabulary to describe emotions and experiences when writing

**ESL scales links to the English syllabus**

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Writing level**

**3**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing strand from Beginning level 1 to level 3**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Language structures and features** *ESL scales* strand organiser. See *ESL scales* outcomes B1.7, B2.7, B3.7, 1.11, 2.11, 3.11.

**OBJECTIVE C**

**THINKING IMAGINATIVELY AND CREATIVELY**

**STAGE 1**

**OUTCOME**

**A student:**

› thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts EN1-10C

**CONTENT**

Students:

Engage personally with texts

• engage in wide reading of self-selected and teacher-selected texts, including digital texts, for enjoyment, and share responses

• recognise the way that different texts create different personal responses

• respond to a wide range of texts through discussing, writing and representing

Develop and apply contextual knowledge

• recognise and begin to understand how composers use creative features to engage their audience

• identify and compare the imaginative language used by composers

Understand and apply knowledge of language forms and features

• identify that different texts have different organisational patterns and features for a variety of audiences

• identify creative language features in imaginative texts that enhance enjoyment, eg illustrations, repetition

Respond to and compose texts

• recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)



• predict and discuss ideas drawn from picture books and digital stories

• use creative and imaginative features in role-play and drama

• recognise similarities between texts from different cultural traditions, eg representations of dragons in traditional European and Asian texts



• recognise the place of ancestral beings in Aboriginal and Torres Strait Islander Dreaming stories 

• jointly adapt a well-known text for a different audience and purpose

• express a range of feelings in response to a text

**ESL scales links to the English syllabus**

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 3, Reading and Responding level 3** and **Oral Interaction level 5**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing** and **Reading and Responding strands from Beginning level 1 to level 3** and **Oral Interaction strand from level 1 to level 5**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Communication** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 1.1, 2.1, 3.1, 4.1, 5.1; Reading and Responding: B1.1, B2.1, B3.1, 1.5, 2.5, 3.5; Writing: B1.5, B2.5, B3.5, 1.9, 2.9, 3.9.

**OBJECTIVE D**

**EXPRESSING THEMSELVES**

**STAGE 1**

**OUTCOME**

**A student:**

› responds to and composes a range of texts about familiar aspects of the world and their own experiences EN1-11D

**CONTENT**

Students:

Engage personally with texts

• recognise and begin to understand that their own experience helps shape their responses to and enjoyment of texts

• identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)



Develop and apply contextual knowledge

• discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1581, ACELT1587)



• recognise simple ways meaning in texts is shaped by structure and perspective

• respond to texts drawn from a range of cultures and experiences (ACELY1655)



Understand and apply knowledge of language forms and features

• discuss aspects of imaginative texts such as setting and dialogue, making connections with students' own experiences

• identify features of texts from a range of cultures, including language patterns and style of illustration



Respond to and compose texts

• compose simple print, visual and digital texts that depict aspects of their own experience 

• discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)



• discuss the place of Dreaming stories in Aboriginal and Torres Strait Islander life



• identify, explore and discuss symbols of Aboriginal and Torres Strait Islander culture and recognise recurring characters, settings and themes in Dreaming stories 

• identify, explore and discuss the morals of stories from a variety of cultures, eg Asian stories, and identify their central messages



• express preferences for specific texts and authors and listen to the opinions of others



(ACELT1583)

• respond to a range of texts, eg short films, documentaries and digital texts, that include issues about their world, including home life and the wider community



**ESL scales links to the English syllabus**

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 3, Reading and Responding level 3** and **Oral Interaction level 5**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing** and **Reading and Responding strands from Beginning level 1 to level 3** and **Oral Interaction strand from level 1 to level 5**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Language and cultural understanding** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 1.3, 2.3, 3.3, 4.3, 5.3; Reading and Responding: B1.3, B2.3, B3.3, 1.7, 2.7, 3.7; Writing: B1.7, B2.7, B3.7, 1.11, 2.11, 3.11.

**OBJECTIVE E**

**REFLECTING ON LEARNING**

**STAGE 1**

**OUTCOME**

**A student:**

› identifies and discusses aspects of their own and others’ learning EN1-12E

**CONTENT**

Students:

Develop and apply contextual knowledge

• develop an understanding of how a rich text environment underpins learning

• recognise and begin to understand that there are different ways of learning in English

• develop an awareness of criteria for the successful completion of tasks 

Understand and apply knowledge of language forms and features

• begin to discuss different ways we learn to read and write

• discuss some of the ways that story can be reflected in a variety of media, eg film, music and dance 

Respond to and compose texts

• jointly develop criteria for assessing their own and others' presentations or compositions with teacher guidance 

• identify helpful strategies during speaking, listening, reading, writing, and/or viewing and representing activities, eg writing conferences, class charts

• reflect on own reading: 'What reading have I done today/this week?', 'Which part of my reading do I like best?', 'What do I want/need to read about?' 

• discuss the roles and responsibilities when working as a member of a group

**ESL scales links to the English syllabus**

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 3**, **Reading and Responding level 3** and **Oral Interaction level 5**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing** and **Reading and Responding strands from Beginning level 1 to level 3** and **Oral Interaction strand from level 1 to level 5**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Strategies** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 1.4, 2.4, 3.4, 4.4, 5.4; Reading and Responding: B1.4, B2.4, B3.4, 1.8, 2.8,

3.8; Writing: B1.8, B2.8, B3.8, 1.12, 2.12, 3.12.

**OBJECTIVE A**

**SPEAKING AND LISTENING 1**

**STAGE 2**

**OUTCOME**

**A student:**

› communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts EN2-1A

**CONTENT**

Students:

Develop and apply contextual knowledge

• understand the ways in which spoken language differs from written language when adopting a range of roles

• 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)



• 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)



Understand and apply knowledge of language forms and features

• 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)



• understand and adopt the different roles in a debate, eg through experience of formal debates and role-playing

Respond to and compose texts

• interact effectively in groups or pairs, adopting a range of roles 

• 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)



• use information to support and elaborate on a point of view

• demonstrate understanding of ideas and issues in texts through dramatic representation, role-play and simulations

• retell or perform part of a story from a character's point of view

• adapt language to suit familiar situations, eg giving instructions to a younger child

• respond appropriately to the reading of texts to demonstrate enjoyment and pleasure

**ESL scales links to the English syllabus**

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Oral**

**Interaction level 6**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Oral Interaction strand from level 1 to level 6**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Communication** *ESL scales* strand organiser. See *ESL scales* outcomes 1.1, 2.1, 3.1, 4.1, 5.1, 6.1.

**OBJECTIVE A**

**WRITING AND REPRESENTING 1**

**STAGE 2**

**OUTCOME**

**A student:**

› plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language EN2-2A

**CONTENT**

Students:

Develop and apply contextual knowledge

• 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 

• experiment and share aspects of composing that enhance learning and enjoyment

• discuss issues related to the responsible use of digital communication



Understand and apply knowledge of language forms and features

• plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1682, ACELY1694)



• understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns (ACELT1606)



Respond to and compose texts

• plan, compose and review imaginative and persuasive texts

• discuss aspects of planning prior to writing, eg knowledge of topic, specific vocabulary and language features

• plan and organise ideas using headings, graphic organisers, questions and mind maps

• create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601, ACELT1794)



• create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)

• experiment with visual, multimodal and digital processes to represent ideas encountered in texts 

• identify elements of their writing that need improvement and review using feedback from teacher and peers

• reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683)



• reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695)

**ESL scales links to the English syllabus**

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Writing level**

**5**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing strand from Beginning level 1 to level 5**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Communication** and **Language and cultural understanding** *ESL scales* strand organisers. See *ESL scales* outcomes B1.5, B1.6, B2.5, B2.6, B3.5, B3.6, 1.9,

1.10, 2.9, 2.10, 3.9, 3.10, 4.9, 4.10, 5.9, 5.10.

**OBJECTIVE A**

**HANDWRITING AND USING DIGITAL TECHNOLOGIES**

**STAGE 2**

**OUTCOME**

**A student:**

› uses effective handwriting and publishes texts using digital technologies EN2-3A

**CONTENT**

Students:

Develop and apply contextual knowledge

• recognise that effective handwriting and presentation of work is required in order to communicate effectively for a range of audiences

Understand and apply knowledge of language forms and features

• write using NSW Foundation Style cursive, as appropriate, and explore joins that facilitate fluency and legibility

• recognise that legibility requires consistent size, slope and spacing

Respond to and compose texts

• write using clearly-formed joined letters, and develop increased fluency and automaticity

(ACELY1684, ACELY1696)

• 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)



**ESL scales links to the English syllabus**

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Writing level**

**5**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing strand from Beginning level 1 to level 5**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Language structures and features** *ESL scales* strand organiser. See *ESL scales* outcomes B1.7, B2.7, B3.7, 1.11, 2.11, 3.11, 4.11, 5.11.

**OBJECTIVE A**

**READING AND VIEWING 1**

**STAGE 2**

**OUTCOME**

**A student:**

› 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 EN2-4A

**CONTENT**

Students:

Develop and apply contextual knowledge

• discuss how a reader's self-selection of texts for enjoyment can be informed by reading experiences

• draw on experiences, knowledge of the topic or context to work out the meaning of unknown words

Understand and apply knowledge of language forms and features

• use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604)



• understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491)

• know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480)

• skim a text for overall message and scan for particular information, eg headings, key words

• identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686)



Develop and apply graphological, phonological, syntactic and semantic knowledge

• use graphological, phonological, syntactic and semantic strategies to respond to texts, eg knowledge of homophones, contractions, syllables, word families and common prefixes

• identify syllables in multisyllabic words in order to support decoding of longer words in context to make meaning

• recognise high frequency sight words (ACELA1486)

Respond to, read and view texts

• read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1679, ACELY1691)



• read texts, including poems and scripted drama, using appropriate expression, eg pitch, pause, emphasis and attending to punctuation

• use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1680, ACELY1692)



• use strategies to confirm predictions about author intent in imaginative, informative and persuasive texts

• recognise how aspects of personal perspective influence responses to texts

• recognise cohesive links in texts, eg pronouns that refer back to particular people or things, and understand how they contribute to meaning

• connect information by observing text connectives

• summarise a paragraph and indicate the main idea, key points or key arguments in imaginative, informative and persuasive texts

• interpret text by discussing the differences between literal and inferred meanings

• justify interpretations of a text, including responses to characters, information and ideas

**ESL scales links to the English syllabus**

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Reading and**

**Responding level 5**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Reading and Responding strand from Beginning level 1 to level 5**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Language structures and features** and **Strategies** *ESL scales* strand organisers. See *ESL scales* outcomes B1.3, B1.4, B2.3, B2.4, B3.3, B3.4, 1.7, 1.8, 2.7,

2.8, 3.7, 3.8, 4.7, 4.8, 5.7, 5.8.

**OBJECTIVE A**

**SPELLING**

**STAGE 2**

**OUTCOME**

**A student:**

› uses a range of strategies, including knowledge of letter–sound correspondences and common letter patterns, to spell familiar and some unfamiliar words EN2-5A

**CONTENT**

Students:

Develop and apply contextual knowledge

• understand how accurate spelling supports the reader to read fluently and interpret written text

Understand and apply knowledge of language forms and features

• 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)

• recognise homophones and know how to use context to identify correct spelling (ACELA1780)

• understand how knowledge of word origins supports spelling

Respond to and compose texts

• use a variety of spelling strategies to spell high-frequency words correctly when composing imaginative and other texts

• use morphemic, visual, syntactic, semantic and phonological knowledge when attempting to spell unknown words

• discuss and use strategies for spelling difficult words

• experiment with spell check applications and develop an awareness of the limitations of their features in digital technology

• use knowledge of alphabetical order to locate information in texts, eg dictionaries, glossaries

• identify spelling errors in own writing and unknown texts and provide correct spelling

**ESL scales links to the English syllabus**

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Writing level**

**5**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing strand from Beginning level 1 to level 5**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Strategies** *ESL scales* strand organiser. See *ESL scales* outcomes B1.8, B2.8, B3.8, 1.12, 2.12, 3.12, 4.12, 5.12.

**OBJECTIVE B**

**SPEAKING AND LISTENING 2**

**STAGE 2**

**OUTCOME**

**A student:**

› identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features EN2-6B

**CONTENT**

Students:

Develop and apply contextual knowledge

• discuss ways in which spoken language differs from written language and how spoken language varies according to different audiences, purposes and contexts

• make connections between Standard Australian English and different methods of communication, including home language, sign language and body language



• 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)



• understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475)



• identify purposes for listening in a variety of formal and informal situations

Understand and apply knowledge of language forms and features

• identify organisational patterns and language features of spoken texts appropriate to a range of purposes

• understand the use of vocabulary in discussing and presenting spoken texts in familiar and unfamiliar contexts

Respond to and compose texts

• plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689)



• discuss how writers and composers of texts engage the interest of the reader or viewer

• listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)



• plan and deliver short presentations, providing some key details in logical sequence



(ACELY1677)

• use persuasive language to compose simple persuasive texts appropriate to a range of contexts

• enhance presentations by using some basic oral presentation strategies, eg using notes as prompts, volume and change in emphasis

**ESL scales links to the English syllabus**

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Oral**

**Interaction level 6**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Oral Interaction strand from level 1 to level 6**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Communication** and **Language and cultural understanding** *ESL scales* strand organisers. See *ESL scales* outcomes 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2,

5.1, 5.2, 6.1, 6.2.

**OBJECTIVE B**

**WRITING AND REPRESENTING 2**

**STAGE 2**

**OUTCOME**

**A student:**

› identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts EN2-7B

**CONTENT**

Students:

Develop and apply contextual knowledge

• identify and analyse the purpose and audience of imaginative, informative and persuasive texts

• understand how characters, actions and events in imaginative texts can engage the reader or viewer

Understand and apply knowledge of language forms and features

• understand how a range of language features can shape readers' and viewers' understanding of subject matter

• describe how audience and purpose impact on language forms and features in imaginative, informative and persuasive texts

• examine how evaluative language can be varied to be more or less forceful (ACELA1477)



• use images in imaginative, informative and persuasive texts to enhance meaning

• understand how audience and purpose influence the choice of vocabulary

Respond to and compose texts

• 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

• express a point of view for a particular purpose in writing, with supporting arguments

• make constructive statements that agree/disagree with an issue



• compare and review written and visual texts for different purposes and audiences

**ESL scales links to the English syllabus**

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Writing level**

**5**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing strand from Beginning level 1 to level 5**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Communication** *ESL scales* strand organiser. See *ESL scales* outcomes B1.5, B2.5, B3.5, 1.9, 2.9, 3.9, 4.9, 5.9.

**OBJECTIVE B**

**READING AND VIEWING 2**

**STAGE 2**

**OUTCOME**

**A student:**

› identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter EN2-8B

**CONTENT**

Students:

Develop and apply contextual knowledge

• identify the audience and purpose of imaginative, informative and persuasive texts



(ACELY1678)

• understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)

• interpret how imaginative, informative and persuasive texts vary in purpose, structure and topic

Understand and apply knowledge of language forms and features

• identify organisational patterns and language features of print and visual texts appropriate to a range of purposes

• identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)



• understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)

• explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1483, ACELA1496)



• identify the features of online texts that enhance navigation (ACELA1790)



• recognise the use of figurative language in texts, eg similes, metaphors, idioms and personification, and discuss their effects

• recognise how quotation marks are used in texts to signal dialogue, titles and quoted

(direct) speech (ACELA1492)

• discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (ACELT1599)



• identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793)



Respond to, read and view texts

• discuss personal choices of texts for enjoyment

• respond to a wide range of literature and analyse purpose and audience

• discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose (ACELT1600)



• identify and interpret the different forms of visual information, including maps, tables, charts, diagrams, animations and images



**ESL scales links to the English syllabus**

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Reading and**

**Responding level 5**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Reading and Responding strand from Beginning level 1 to level 5**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Communication** and **Language and cultural understanding** *ESL scales* strand organisers. See *ESL scales* outcomes B1.1, B1.2, B2.1, B2.2, B3.1, B3.2, 1.5,

1.6, 2.5, 2.6, 3.5, 3.6, 4.5, 4.6, 5.6.

**OBJECTIVE B**

**GRAMMAR, PUNCTUATION AND VOCABULARY**

**STAGE 2**

**OUTCOME**

**A student:**

› uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts EN2-9B

**CONTENT**

Students:

Develop and apply contextual knowledge

• understand that effective organisation of ideas in imaginative, informative and persuasive texts enhances meaning

• understand that choice of vocabulary impacts on the effectiveness of texts

Understand and apply knowledge of language forms and features

• understand that paragraphs are a key organisational feature of written texts (ACELA1479)

• understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (ACELA1481)

• understand how to elaborate on ideas in texts through the use of prepositional phrases

• understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495)

• understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (ACELA1493)

• identify and use grammatical features, eg pronouns, conjunctions and connectives, to accurately link ideas and information

• understand that verbs represent different processes (doing, thinking, saying, and relating)

and that these processes are anchored in time through tense (ACELA1482)

• experiment with punctuation to engage the reader and achieve purpose

• investigate how quoted (direct) and reported (indirect) speech work in different types of text

(ACELA1494)

• use apostrophes for contractions

• identify a variety of connectives in texts to indicate time, to add information and to clarify understanding

Understand and apply knowledge of vocabulary

• learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484)



• experiment with vocabulary choices to engage the listener or reader

Respond to and compose texts

• compose a range of effective imaginative, informative and persuasive texts using language appropriate to purpose and audience

• use grammatical features to create complex sentences when composing texts

• experiment with figurative language when composing texts to engage an audience, eg similes, metaphors, idioms and personification

• incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)

**ESL scales links to the English syllabus**

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Writing level**

**5**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing strand from Beginning level 1 to level 5**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Language structures and features** *ESL scales* strand organiser. See *ESL scales* outcomes B1.7, B2.7, B3.7, 1.11, 2.11, 3.11, 4.11, 5.11.

**OBJECTIVE C**

**THINKING IMAGINATIVELY, CREATIVELY AND INTERPRETIVELY**

**STAGE 2**

**OUTCOME**

**A student:**

› thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts EN2-10C

**CONTENT**

Students:

Engage personally with texts

• share responses to a range of texts and identify features which increase reader enjoyment

• respond to texts by identifying and discussing aspects of texts that relate to their own experience

Develop and apply contextual knowledge

• 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)



• identify and analyse the different organisational patterns and features to engage their audience

Understand and apply knowledge of language forms and features

• identify creative language features in imaginative, informative and persuasive texts that contribute to engagement

• identify and discuss how vocabulary establishes setting and atmosphere

Respond to and compose texts

• create literary texts that explore students' own experiences and imagining (ACELT1607)



• use visual representations, including those digitally produced, to represent ideas, experience and information for different purposes and audiences



• respond to a range of texts, eg through role-play or drama, for pleasure and enjoyment, and express thoughtful conclusions about those texts 

• justify interpretations of a text, including responses to characters, information and ideas, eg

'The main character is selfish because …' 

• make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1594, ACELT1602)



**ESL scales links to the English syllabus**

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 5, Reading and Responding level 5** and **Oral Interaction level 6**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing** and **Reading and Responding strands from Beginning level 1 to level 5** and **Oral Interaction strand from level 1 to level 6**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Communication** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 1.1, 2.1, 3.1, 4.1, 5.1, 6.1; Reading and Responding: B1.1, B2.1, B3.1, 1.5, 2.5, 3.5, 4.5, 5.5; Writing: B1.5, B2.5, B3.5, 1.9, 2.9, 3.9, 4.9, 5.9.

**OBJECTIVE D**

**EXPRESSING THEMSELVES**

**STAGE 2**

**OUTCOME**

**A student:**

› responds to and composes a range of texts that express viewpoints of the world similar to and different from their own EN2-11D

**CONTENT**

Students:

Engage personally with texts

• recognise how texts draw on a reader's or viewer's experience and knowledge to make meaning and enhance enjoyment

• recognise how aspects of personal perspective influence responses to texts

Develop and apply contextual knowledge

• draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)



• discuss how people from different times and cultures may respond differently to characters, actions and events in texts



• recognise the ways that stories depict Australians who are significant at a local and community level



Understand and apply knowledge of language forms and features

• understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)



• identify and compare the differences between texts from a range of cultures, languages and times

• make connections between students' own experiences and those of characters and events represented in texts

Respond to and compose texts

• consider and discuss ideas drawn from their world and the worlds of their texts

• compose a variety of texts, eg simple poetry, that include aspects of home and local community life



• experiment with visual, multimodal and digital technologies to represent aspects of experience and relationships 

• respond to and appreciate how Dreaming stories form part of an oral tradition for Aboriginal and Torres Strait Islander peoples 

• discuss aspects of literature from a range of cultures to explore common experiences and ideas as well as recognising difference



• respond to short films, documentaries and multimedia texts that express familiar and new aspects of the broader world 

• identify the point of view in a text and suggest alternative points of view (ACELY1675)



• discuss literary experiences with others, sharing responses and expressing a point of view



(ACELT1603)

• describe and discuss ethical issues encountered in texts



• justify personal opinions by citing evidence, negotiating with others and recognising opinions presented

• draw on the literature and ideas from other countries and times to compose imaginative and informative texts



**ESL scales links to the English syllabus**

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 5, Reading and Responding level 5** and **Oral Interaction level 6**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing** and **Reading and Responding strands from Beginning level 1 to level 5** and **Oral Interaction strand from level 1 to level 6**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Language and cultural understanding** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 1.3, 2.3, 3.3, 4.3, 5.3, 6.3; Reading and Responding: B1.3, B2.3, B3.3, 1.7, 2.7, 3.7, 4.7, 5.7; Writing: B1.7, B2.7, B3.7, 1.11, 2.11, 3.11,

4.11, 5.11.

**OBJECTIVE E**

**REFLECTING ON LEARNING**

**STAGE 2**

**OUTCOME**

**A student:**

› recognises and uses an increasing range of strategies to reflect on their own and others’

learning EN2-12E

**CONTENT**

Students:

Develop and apply contextual knowledge

• recognise how own texts can be influenced by a rich text environment

• identify different ways of learning in English and consider own preferences

• develop criteria for the successful completion of tasks

Understand and apply knowledge of language forms and features

• discuss different ways we learn to read and write

• appreciate how the reader or viewer can enjoy a range of literary experiences through texts

Respond to and compose texts

• develop criteria for establishing personal preferences for literature (ACELT1598)



• jointly develop and use criteria for assessing their own and others' presentations



• 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



• describe how some skills in speaking, listening, reading/viewing, writing/representing help the development of language learners

• reflect on own reading and identify the qualities of texts that have contributed to enjoyment of the text

**ESL scales links to the English syllabus**

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 5, Reading and Responding level 5** and **Oral Interaction level 6**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL*

*scales* **Writing** and **Reading and Responding strands from Beginning level 1 to level**

**5** and **Oral Interaction strand from level 1 to level 6**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Strategies** *ESL scales* strand organiser. See *ESL scales* outcomes

for Oral Interaction: 1.4, 2.4, 3.4, 4.4, 5.4, 6.4; Reading and Responding: B1.4, B2.4, B3.4, 1.8,

2.8, 3.8, 4.8, 5.8; Writing: B1.8, B2.8, B3.8, 1.12, 2.12, 3.12, 4.12, 5.12.

**OBJECTIVE A**

**SPEAKING AND LISTENING**

**STAGE 3**

**OUTCOME**

**A student:**

› communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features EN3-1A

**CONTENT**

Students:

Develop and apply contextual knowledge

• compare and justify the ways in which spoken language differs from written language according to purpose, audience and context

• understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501)



• understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516)



• understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (ACELA1515)



Understand and apply knowledge of language forms and features

• use and describe language forms and features of spoken texts appropriate to a range of purposes, audiences and contexts

• use appropriate metalanguage to identify and describe relationships between and among texts

• develop criteria to evaluate the effectiveness of spoken texts

• use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795)



Respond to and compose texts

• plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1700, ACELY1710)



• use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)



• use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)



• participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)



• identify and summarise key ideas and information from guest speakers, eg note-taking or using digital technologies



• discuss and experiment with ways to strengthen and refine spoken texts in order to entertain, inform, persuade or inspire the audience

**ESL scales links to the English syllabus**

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Oral**

**Interaction level 7/8**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Oral Interaction strand from level 1 to level 7/8**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Language and cultural understanding** and **Strategies** *ESL scales* strand organisers. See *ESL scales* outcomes 1.2, 1.4, 2.2, 2.4, 3.2, 3.4, 4.2, 4.4, 5.2,

5.4, 6.2, 6.4, 7.2, 7.4.

**OBJECTIVE A**

**WRITING AND REPRESENTING**

**STAGE 3**

**OUTCOME**

**A student:**

› composes, edits and presents well-structured and coherent texts EN3-2A

**CONTENT**

Students:

Engage personally with texts

• understand and appreciate the way texts are shaped through exploring a range of language forms and features and ideas

• experiment and use aspects of composing that enhance learning and enjoyment

• recognise and discuss issues related to the responsible use of digital communication



Develop and apply contextual knowledge

• identify and explore underlying themes and central storylines in imaginative texts

• explore and analyse the effectiveness of informative and persuasive devices in texts 

• understand and use the key elements of planning, composing, reviewing and publishing in order to meet the increasing demands of topic, audience and language 

Understand and apply knowledge of language forms and features

• plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1704, ACELY1714)



• understand, interpret and experiment with the use of imagery in imaginative texts, poetry and songs, eg similes, metaphors, personification and sound devices such as alliteration

• understand that cohesive links can be made in texts by omitting or replacing words

(ACELA1520)

• investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522)



Respond to and compose texts

• compose imaginative and informative texts that show evidence of developed ideas

• compose texts that include sustained and effective use of persuasive devices, eg texts dealing with environmental issues 

• present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)



• create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)



• experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)



• compose increasingly complex print, visual, multimodal and digital texts, experimenting with language, design, layout and graphics 

• use increasingly complex research data from print and digital sources to compose short and sustained texts



• assess the reliability of resources, including digital resources, when researching topics 



• reread and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1705, ACELY1715)



• develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose (ACELY1706, ACELY1716)

• use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1707, ACELY1717)



**ESL scales links to the English syllabus**

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Writing level**

**6/7**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing strand from Beginning level 1 to level 6/7**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Communication** and **Language and cultural understanding** *ESL scales* strand organisers. See *ESL scales* outcomes B1.5, B1.6, B2.5, B2.6, B3.5, B3.6, 1.9,

1.10, 2.9, 2.10, 3.9, 3.10, 4.9, 4.10, 5.9, 5.10, 6.9, 6.10, 7.9, 7.10.

**OBJECTIVE A**

**READING AND VIEWING**

**STAGE 3**

**OUTCOME**

**A student:**

› uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies EN3-3A

**CONTENT**

Students:

Develop and apply contextual knowledge

• understand how texts vary in purpose, structure and topic as well as the degree of formality



(ACELA1504)

• appreciate how demanding texts, eg extended novels and informative texts, contain increasing levels of complexity and abstraction to enhance enjoyment

• explain and justify the responsible use of digital technologies



Understand and apply knowledge of language forms and features

• compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)



• analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)



• recognise and compare how composers use a range of language features, including connectives, topic sentences and active and passive voice, to achieve their purposes

• understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (ACELA1505)

• identify the impact of first-person and third-person narration on the reader/viewer

• recognise how grammatical features help to build meaning in texts, including reference links and adverbial and adjectival phrases

• recognise evaluative language, including emotive language and modality

• understand, interpret and experiment with sound devices and imagery, including



simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes

(ACELT1611)

• identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)



• recognise the effect of multimedia elements, eg film techniques, animation, voice-overs, sound effects, framing, close-ups 

• explain sequences of images in print texts and compare these to the



ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations (ACELA1511)

Respond to, read and view texts

• select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712)



• navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)



• interpret picture books, comic strips and sequences of digital images which do not contain written text 

• use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1703, ACELY1713)



• recognise how aspects of personal perspective influence responses to text

• summarise a text and evaluate the intended message or theme

• analyse and evaluate the way that inference is used in a text to build understanding in imaginative, informative and persuasive texts

• discuss aspects of literature that influence personal choice in reading

**ESL scales links to the English syllabus**

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Reading and**

**Responding level 6/7**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Reading and Responding strand from Beginning level 1 to level 6/7**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers

assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Language structures and features** and **Strategies** *ESL scales* strand organisers. See *ESL scales* outcomes B1.3, B1.4, B2.3, B2.4, B3.3, B3.4, 1.7, 1.8, 2.7,

2.8, 3.7, 3.8, 4.7, 4.8, 5.7, 5.8, 6.7, 6.8, 7.7, 7.8.

**OBJECTIVE A**

**SPELLING**

**STAGE 3**

**OUTCOME**

**A student:**

› draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts EN3-4A

**CONTENT**

Students:

Develop and apply contextual knowledge

• understand how accurate spelling supports the reader to read fluently and interpret written text with clarity

Understand and apply knowledge of language forms and features

• understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages (ACELA1513, ACELA1514, ACELA1526)

• understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)

Respond to and compose texts

• recognise most misspelt words in their own writing and use a variety of resources for correction

• integrate a range of spelling strategies and conventions to accurately spell most words, including words of many syllables, when composing imaginative and other texts

• use morphemic, visual, syntactic, semantic and phonological strategies, eg recognition of letter patterns of words, when composing texts

• demonstrate an awareness of the limitations of spell check features in digital communication 

**ESL scales links to the English syllabus**

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Writing level**

**6/7**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing strand from Beginning level 1 to level 6/7**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Language structures and features** and **Strategies** *ESL scales*

strand organisers. See *ESL scales* outcomes B1.8, B2.8, B3.8, 1.12, 2.12, 3.12, 4.12, 5.12,

6.12, 7.12.

**OBJECTIVE B**

**RESPONDING AND COMPOSING**

**STAGE 3**

**OUTCOME**

**A student:**

› discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts EN3-5B

**CONTENT**

Students:

Develop and apply contextual knowledge

• identify and discuss how own texts have been structured to achieve their purpose and discuss ways of using conventions of language to shape readers' and viewers' understanding of texts

• discuss how the intended audience, structure and context of an extended range of texts influence responses to texts

Understand and apply knowledge of language forms and features

• identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)



• identify the ways in which language use in imaginative texts, including use of figurative language, character development, events and setting, creates interest for the reader or viewer

• investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation (ACELA1797)



• analyse strategies authors use to influence readers (ACELY1801)



• understand the uses of objective and subjective language and bias (ACELA1517)



• discuss the conventions of a range of complex texts, eg act and stage directions in plays, literary devices in poems and stories, layout conventions in print and digital texts 

Respond to and compose texts

• compose more complex texts using a variety of forms appropriate to purpose and audience

• recognise the techniques used by writers to position a reader and influence their point of view

• identify and use a variety of strategies to present information and opinions across a range of texts 

• consider and develop sustained arguments and discussions supported by evidence

**ESL scales links to the English syllabus**

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Writing level**

**6/7**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing strand from Beginning level 1 to level 6/7**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Language and cultural understanding** *ESL scales* strand organiser. See *ESL scales* outcomes B1.6, B2.6, B3.6, 1.10, 2.10, 3.10, 4.10, 5.10, 6.10, 7.10.

**OBJECTIVE B**

**GRAMMAR, PUNCTUATION AND VOCABULARY**

**STAGE 3**

**OUTCOME**

**A student:**

› uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies EN3-6B

**CONTENT**

Students:

Develop and apply contextual knowledge

• understand that language is structured to create meaning according to audience, purpose and context

• understand that choices in grammar, punctuation and vocabulary contribute to the effectiveness of texts

Understand and apply knowledge of language forms and features

• identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)



• understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507)



• experiment using a range of language features, eg connectives, topic sentences, active and passive voice and nominalisation

• understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508)

• understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523)



• show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698)



• identify a variety of connectives in texts to indicate time, add information, clarify understanding, show cause and effect and indicate condition/concession

• use complex punctuation to engage the reader and achieve purpose

• understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (ACELA1506)

• understand the uses of commas to separate clauses (ACELA1521)

Understand and apply knowledge of vocabulary

• understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)

• investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)

Respond to and compose texts

• select some more challenging language features, literary devices (eg irony, humour) and grammatical features (eg modality) to engage and influence an audience

• experiment with different types of sentences, eg short sentences to build tension and complex sentences to add detail

• use topic sentences and appropriately organise main (independent) and subordinate

(dependent) ideas to enhance coherence in written texts

• select appropriate language for a purpose, eg descriptive, persuasive, technical, evaluative, emotive and colloquial, when composing texts

• use grammatical features, eg pronouns, conjunctions and connectives, to accurately link ideas and information to ensure meaning when composing texts

**ESL scales links to the English syllabus**

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Writing level**

**6/7**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing strand from Beginning level 1 to level 6/7**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Language structures and features** *ESL scales* strand organiser. See *ESL scales* outcomes B1.7, B2.7, B3.7, 1.11, 2.11, 3.11, 4.11, 5.11, 6.11, 7.11.

**OBJECTIVE C**

**STAGE 3**

**THINKING IMAGINATIVELY, CREATIVELY, INTERPRETIVELY AND CRITICALLY**

**OUTCOME**

**A student:**

› thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts EN3-7C

**CONTENT**

Students:

Engage personally with texts

• recognise and explain creative language features in imaginative, informative and persuasive texts that contribute to engagement and meaning

• interpret events, situations and characters in texts

• explain own preferences for a particular interpretation of a text, referring to text details and own knowledge and experience

• think critically about aspects of texts such as ideas and events

• think imaginatively when engaging with texts, using prediction, for example, to imagine what happens to characters after the text

Develop and apply contextual knowledge

• identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT1616)



• compare how composers and illustrators make stories exciting, moving and absorbing to hold readers' interest

• explore and discuss simple appropriation of texts

Understand and apply knowledge of language forms and features

• understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)



• identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617)

Respond to and compose texts

• create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1612, ACELT1618)



• adapt aspects of print or media texts to create new texts by thinking creatively and imaginatively about character, setting, narrative voice, dialogue and events

• analyse and evaluate similarities and differences in texts on similar topics, themes or plots



(ACELT1614)

• experiment with others' imaginative texts by changing aspects such as place, characters, rhythm, mood, sound effects and dialogue 

• interpret a range of texts, eg through role-play or drama, for pleasure and enjoyment, and express an analytical conclusion about those texts 

**ESL scales links to the English syllabus**

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 6/7, Reading and Responding level 6/7** and **Oral Interaction level 7/8**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing** and **Reading and Responding strands from Beginning level 1 to level 6/7** and **Oral Interaction strand from level 1 to level 7/8**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Communication** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 1.1, 2.1, 3.1, 4.1, 5.1, 6.1, 7.1; Reading and Responding: B1.1, B2.1, B3.1, 1.5, 2.5, 3.5, 4.5, 5.5, 6.5; Writing: B1.5, B2.5, B3.5, 1.9, 2.9, 3.9, 4.9, 5.9, 6.9.

**OBJECTIVE D**

**EXPRESSING THEMSELVES**

**STAGE 3**

**OUTCOME**

**A student:**

› identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts EN3-8D

**CONTENT**

Students:

Engage personally with texts

• recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)



• consider how texts about local events and issues in the media are presented to engage the reader or viewer 

Develop and apply contextual knowledge

• make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)

• understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)



• identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)



Understand and apply knowledge of language forms and features

• recognise how the use of language and visual features can depict cultural assumptions in texts



• identify language features used to position the reader/viewer in a wide variety of communication activities for a range of purposes, including debates, formal talks, interviews, explanations, anecdotes and recitations

Respond to and compose texts

• identify and describe the representation of people, places and events in film and the media

• explore, discuss and appreciate connections between Dreaming stories and contemporary

Aboriginal and Torres Strait Islander life 

• clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699)



• discuss and explore moral, ethical and social dilemmas encountered in texts



• respond to short films, documentaries and multimedia texts that express familiar and new aspects of the broader world

• compose a variety of texts, eg poetry, that reflect their understanding of the world around them

• discuss aspects of literature from a range of cultures to explore common experiences and ideas as well as recognising difference

**ESL scales links to the English syllabus**

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 6/7, Reading and Responding level 6/7** and **Oral Interaction level 7/8**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing** and **Reading and Responding strands from Beginning level 1 to level 6/7** and **Oral Interaction strand from level 1 to level 7/8**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Language and cultural understanding** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 1.3, 2.3, 3.3, 4.3, 5.3, 6.3, 7.3; Reading and Responding: B1.3, B2.3, B3.3, 1.7, 2.7, 3.7, 4.7, 5.7, 6.7; Writing: B1.7, B2.7, B3.7, 1.11, 2.11,

3.11, 4.11, 5.11, 6.11.

**OBJECTIVE E**

**REFLECTING ON LEARNING**

**STAGE 3**

**OUTCOME**

**A student:**

› recognises, reflects on and assesses their strengths as a learner EN3-9E

**CONTENT**

Students:

Develop and apply contextual knowledge

• begin to understand the difference between their way of learning and the way others learn

• reflect on own learning achievements against specific criteria

Understand and apply knowledge of language forms and features

• recognise that there is a language for discussing learning experiences

• discuss how the reader or viewer can enjoy and discover a wide range of literary experiences through texts

Respond to and compose texts

• develop criteria for assessing their own and others' presentations 

• critically reflect on the effectiveness of their own and others' writing, seeking and responding to feedback

• identify selections of own writing that they believe reflect their growth and competence as writers

• formulate questions for specific purposes, eg to clarify and reflect 

• discuss and reflect on the roles and responsibilities when working as a member of a group and evaluate the benefits of working collaboratively with peers to achieve a goal

• describe how skills in speaking, listening, reading/viewing and writing/representing contribute to language development

**ESL scales links to the English syllabus**

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 6/7, Reading and Responding level 6/7** and **Oral Interaction level 7/8**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing** and **Reading and Responding strands from Beginning level 1 to level 6/7** and **Oral Interaction strand from level 1 to level 7/8**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Strategies** *ESL scales* strand organiser. See *ESL scales* outcomes

for Oral Interaction: 1.4, 2.4, 3.4, 4.4, 5.4, 6.4, 7.4; Reading and Responding: B1.4, B2.4, B3.4,

1.8, 2.8, 3.8, 4.8, 5.8, 6.8; Writing: B1.8, B2.8, B3.8, 1.12, 2.12, 3.12, 4.12, 5.12, 6.12.