Professional standards and training

LEM Phonics
LITERATE FOR LIFE

In this document

AITSL Professional Standards

LEM Phonics professional learning seminars meet the following Australian Professional Standards for Teachers:

Standard 1
Know students and how they learn

1.1	Physical, social and intellectual development and characteristics of students
1.2	Understand how students learn
1.3	Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
1.5	Differentiate teaching to meet the specific learning needs of students across the full range of abilities

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Standard 2
Know the content and how to teach it

2.1	Content and teaching strategies of the teaching area
2.2	Content selection and organisation
2.3	Curriculum, assessment and reporting
2.5	Literacy and numeracy strategies

Standard 3
Plan for and implement effective teaching and learning

3.2	Plan, structure and sequence learning programs
3.3	Use teaching strategies
3.4	Select and use resources
3.5	Use effective classroom communication
3.6	Evaluate and improve teaching programs

Standard 4
Create and maintain supportive and safe learning environments

4.1	Support student participation
4.2	Manage classroom activities

Standard 5
Assess, provide feedback and report on student learning

5.1	Assess student learning
5.2	Provide feedback to students on their learning
5.4	Interpret student data
5.5	Report on student achievement

Standard 6
Engage in professional learning

6.3	Engage with colleagues and improve practice
6.4	Apply professional learning and improve student learning

Standard 7
Engage professionally with colleagues, parents/carers and the community

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Training content

LEM Phonics overview (one-day course)

The **LEM Phonics overview** is a one-day course which shows the foundational principles and teaching content of the LEM Phonics program. It is useful for schools who are considering installing the program, and it can also be used as a refresher course for schools currently using LEM Phonics. The one-day course contains no assessed content or examinations, and certificates are not supplied.

The course provides **5 training hours** across **12 modules** and is conducted by an LEM Phonics Registered Instructor.

Module 1 **LEM Phonics Overview and Philosophy**

Module 2 **LEM Phonics and the Brain**
The Alphabetic Principle
The Brain
Automaticity
Phonological Awareness Stages

Module 3 **Introduction to the Phonograms**
Single Phonograms
Multiple Phonograms
Successive Seventeen
Vowel Sounds
Consonant Sounds

Module 4 **Handwriting**

Module 5 **Teaching the Phonograms**
Single Phonograms
Multiple Phonograms
Testing

Module 6 **Introduction to the Rules**
Why Do We Need Rules?
The Code
Teaching the Rules

Module 7 **Introduction to the Word List**
Prerequisites
Vowels and Consonants
Syllables
Finger Clues
Word Analysis
Explanation Marks
Word List Organisation

Module 8 **Word List Sections A and B**
Dictation Procedures
Word List Sections A and B with Rules

Module 9 **Word List Section C**
Word List Section C Words with Rules

Module 10 **Rules for Adding Endings**
Base Words and Derivatives
Ending Rules First Year

Module 11 **Advanced Phonograms and Rules**
Phonogram/Rules Revision
Phonograms Years 2–5
Rules Years 2–5
Computer Tools

Module 12 **Fluency and Grammar**
Stages of Literacy
Fluency
Grammar in the Workbooks
Comprehension
Pathway to Literacy

Training content

LEM Phonics introductory course (Level 1)

The **LEM Phonics introductory course** is a 4-day course which prepares teachers to instruct students in the LEM Phonics program. The course does not necessarily need to be held over consecutive days. Participants are assessed with an examination, and issued with an official certificate upon achieving a passing mark. Successful participants become eligible to apply for intermediate and in turn advanced level training.

The course provides **20 training hours** across **30 modules** and is conducted by an LEM Phonics Registered Instructor.

Mod 1 **LEM Phonics Philosophy**

Mod 2 **LEM Phonics and the Brain**
The Alphabetic Principle
The Brain
Automaticity
Phonological Awareness
Stages

Mod 3 **LEM Phonics Overview**
Distinctive Attributes
Stages of LEM Phonics
Teacher Resources
Student Resources

Mod 4 **Introduction to the Phonograms**
Single Phonograms
Multiple Phonograms
Successive Seventeen
Vowel Sounds
Consonant Sounds

Mod 5 **Handwriting**
Posture
Pencil Grip
Paper Position
Letter Features
Spacing Principles

Mod 6 **Teaching and Writing the Single Phonograms**

Mod 7 **Teaching the Multiple Phonograms**

Mod 8 **Testing**
Written Phonogram Tests
Oral Phonogram Tests
Progress Chart

Mod 9 **Introduction to the Rules**
Phonogram Revision
Why Do We Need Rules?
The Code
Teaching the Rules

Mod 10 **Introduction to the Word List**
Prerequisites
Vowels and Consonants
Syllables
Finger Clues
Word Analysis
Explanation Marks
Word List Organisation

Mod 11 **Word List Section A1**
Dictation Procedures
Word List Words and Rules

Mod 12 **Word List Sections A2–A3**

Mod 13 **Phonogram Games**

Mod 14 **Word List Sections A4–A5**

Mod 15 **Word List Sections A6–A7**

Mod 16 **Review**

Mod 17 **Word List Sections B1–B2**
Phonogram/Rules Revision
Word List Words and Rules

Mod 18 **Word List Sections B3–B5**

Mod 19 **Word List Sections B6–B7**

Mod 20 **Word List Sections C1–C2 Introduction to Base Words and Endings**
Word List Words and Rules
Base Words and Derivatives

Mod 21 **Word List Sections C3–C5**

Mod 22 **Word List Sections C6–C7**

Mod 23 **Word List Presentation Practice**

Mod 24 **Rules for Adding Endings**

Mod 25 **Advanced Phonograms and Rules**
Phonogram/Rules Revision
Phonograms Years 2–5
Rules Years 2–5
Computer Tools

Mod 26 **Fluency and Grammar**
Stages of Literacy
Fluency
Grammar in the Workbooks
Comprehension
Pathway to Literacy

Mod 27 **Study time/individual help**

Mod 28 **Examination**

Mod 29 **Examination Review**

Mod 30 **Closing comments**

Training content

LEM Phonics intermediate course (Level 2)

The **LEM Phonics intermediate course** is conducted by a registered instructor on a one-to-one basis through correspondence (usually email). The course contains 15 modules which include study material and appendices, plus questions on the study material to assess the application of the concepts. Each module is returned to the instructor for assessment, and upon completion of all modules the participant is assessed with a final examination. An official certificate is issued to participants who obtain a passing mark and they become eligible to apply for the Level 3 advanced course.

Prerequisites

Introductory course certificate

Module list

Module 1   Revision of the introductory course

Module 2   Refining the rules

Module 3   Rules for base words and endings

Module 4   Syllables

Module 5   Challenging rules and patterns

Module 6   Teaching *Teacher Book B*

Module 7   Teaching *Teacher Book C*

Module 8   Teaching *Teacher Book D*

Module 9   Analysing words beyond the lists

Module 10   Using *The Reference*

Module 11   Testing procedures

Module 12   Writing

Module 13   Moving from spoken to written English

Module 14   Teaching LEM Phonics to older students

Module 15   *The Book of Rules*

Training content

Advanced diploma in LEM Phonics (Level 3)

The **Advanced diploma in LEM Phonics** is available to participants who have successfully completed both Level 1 and Level 2 training. In addition, applicants must have been practically using LEM Phonics for a period of at least 2 years. The advanced course is 12 modules, covering all aspects of LEM Phonics instruction. The first 11 modules are done in a similar manner to the intermediate course (via email). The final module is a practical course presentation, where the participant will present an abbreviated version of the introductory course in front of a small class (and an examiner). Upon completion, successful participants are eligible to become registered instructors in LEM Phonics, conducting training and selling resources.

Prerequisites

Introductory course certificate
Intermediate course certificate
Practical use of LEM Phonics for a period of at least 2 years

Module list

Module 1   Background

Module 2   Philosophy

Module 3   Phonological awareness

Module 4   The 42 sounds

Module 5   The phonograms

Module 6   Handwriting

Module 7   The word list

Module 8   The rules

Module 9   Reading

Module 10   Written expression and grammar

Module 11   Testing

Module 12   Course presentation

Links to the Australian Curriculum
Achievement standards: English

Highlighted areas are covered by LEM Phonics for each year level.

Foundation/Prep/Kindergarten

Receptive modes (listening, reading and viewing)

By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.

They read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters and decoding and self-monitoring strategies. They recognise the letters of the English alphabet, in upper and lower case and know and use the most common sounds represented by most letters. They read high-frequency words and blend sounds orally to read consonant-vowel-consonant words.

They use appropriate interaction skills to listen and respond to others in a familiar environment.

They listen for rhyme, letter patterns and sounds in words.

Productive modes (speaking, writing and creating)

Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.

In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, and orally blend and segment sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.

Year 1

Receptive modes (listening, reading and viewing)

By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify that texts serve different purposes and that this affects how they are organised. They describe characters, settings and events in different types of literature. Students read aloud, with developing fluency.

They read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts.

They listen to others when taking part in conversations, using appropriate language features and interaction skills.

Productive modes (speaking, writing and creating)

Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.

They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations on familiar topics. When writing, students provide details about ideas or events, and details about the participants in those events. They accurately spell high-frequency words and words with regular spelling patterns. They use capital letters and full stops and form all upper- and lower-case letters correctly.

Year 2

Receptive modes (listening, reading and viewing)

By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters and events, or to communicate factual information.

They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information. They monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context. They use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency.

They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.

Productive modes (speaking, writing and creating)

When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text.

Students create texts, drawing on their own experiences, their imagination and information they have learnt. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell words with regular spelling patterns and spell words with less common long vowel patterns. They use punctuation accurately, and write words and sentences legibly using unjoined upper- and lower-case letters.

Year 3

Receptive modes (listening, reading and viewing)

By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information.

They use phonics and word knowledge to fluently read more complex words.

They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others' views and respond appropriately using interaction skills.

Productive modes (speaking, writing and creating)

Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop, in some detail, experiences, events, information, ideas and characters.

Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations.

They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately. They re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning.

They write using joined letters that are accurately formed and consistent in size.

Year 4

Receptive modes (listening, reading and viewing)

By the end of Year 4, students understand that texts have different text structures depending on purpose and context. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts

They fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words. They express preferences for particular types of texts, and respond to others' viewpoints. They listen for and share key points in discussions.

Productive modes (speaking, writing and creating)

Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas.

Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, re-reading and editing their work to improve meaning.

Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop, in some detail, experiences, events, information, ideas and characters.

Year 5

Receptive modes (listening, reading and viewing)

By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.

When reading, they encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.

Productive modes (speaking, writing and creating)

Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.

Students create imaginative, informative and persuasive texts for different purposes and audiences. They make presentations which include multimodal elements for defined purposes. They contribute actively to class and group discussions, taking into account other perspectives.

When writing, they demonstrate understanding of grammar using a variety of sentence types. They select specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning.

Year 6

Receptive modes (listening, reading and viewing)

By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.

Students compare and analyse information in different and complex texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others' ideas.

Productive modes (speaking, writing and creating)

Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used.

Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. They use accurate spelling and punctuation for clarity and make and explain editorial choices based on criteria.

Links to the Australian Curriculum
Content descriptions: English

Highlighted areas are covered by LEM Phonics for each year level.

LEM Phonics — LITERATE FOR LIFE · Australian CURRICULUM

Foundation/Prep/Kindergarten

LANGUAGE

Language variation and change
Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426)

Language for social interactions
Explore how language is used differently at home and school depending on the relationships between people (ACELA1428)

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

Purpose audience and structures of different types of 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)

Text cohesion
Understand that some language in written texts is unlike everyday spoken language (ACELA1431)

Punctuation
Understand that punctuation is a feature of written text is 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)

Concepts of print and screen
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)

Sentences and clause-level grammar
Recognise that sentences are key units for expressing ideas (ACELA1435)

Word-level grammar
Recognise that texts are made up of words and groups of words that make meaning (ACELA1434)

Visual language
Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786)

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

Phonological and phonemic awareness
Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (ACELA1439)
Segment sentences into individual words and orally blend and segment onset and rime in single syllable spoken words, and isolate, blend and manipulate phonemes in single syllable words (ACELA1819)

Alphabet and phonic knowledge
Recognise and name all upper and lower case letters (graphemes) and know the most common sound that each letter represents (ACELA1440)
Write consonant-vowel-consonant (CVC) words by representing some sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words (ACELA1820)

Spelling
Understand how to use knowledge of letters and sounds including onset and rime to spell words (ACELA1438)
Know how to read and write some high-frequency words and other familiar words (ACELA1817)
Understand that words are units of meaning and can be made of more than one meaningful part (ACELA1818)

LITERATURE

How texts reflect the context of culture and situation in which they are created
Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)

Personal responses to the ideas, characters and viewpoints in texts
Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577)

Expressing preferences and evaluating texts
Share feelings and thoughts about the events and characters in texts (ACELT1783)

Features of literary texts
Identify some features of texts including events and characters and retell events from a text (ACELT1578)
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)

Language devices in literary texts, including figurative language
Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579)

Creating literary texts
Retell familiar literary texts through performance, use of illustrations and images (ACELT1580)

Experimentation and adaptation
Innovate on familiar texts through play (ACELT1831)

LITERACY

Texts and the contexts in which they are used
Identify some familiar texts and the contexts in which they are used (ACELY1645)

Listening and speaking interactions
Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)

Listening and speaking interactions
Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)

Oral presentations
Deliver short oral presentations to peers (ACELY1647)

Purpose and audience
Identify some differences between imaginative and informative texts (ACELY1648)

Reading processes
Read decodable and predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649)

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

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

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

Handwriting
Produce some lower case and upper case letters using learned letter formations (ACELY1653)

Use of software
Construct texts using software including word processing (ACELY1654)

Year 1

LANGUAGE

Language variation and change
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)

Language for social interactions
Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1444)
Understand that there are different ways of asking for information, making offers and giving commands (ACELA1446)

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

Purpose audience and structures of different types of texts
Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447)

Text cohesion
Understand patterns of repetition and contrast in simple texts (ACELA1448)

Punctuation
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)

Concepts of print and screen
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)

Sentences and clause-level grammar
Identify the parts of a simple sentence that represent 'What is happening?', 'What state is being described?', 'Who or what is involved?' and the surrounding circumstances (ACELA1451)

Word-level grammar
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)

Visual language
Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)

Vocabulary
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)

Phonological and phonemic awareness
Segment consonant blends or clusters into separate phonemes at the beginnings and ends of one syllable words (ACELA1822)
Manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (ACELA1457)

Alphabet and phonic knowledge
Use short vowels, common long vowels, consonant blends when writing, and blend these to read one-syllable words (ACELA1458)
Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound (ACELA1459)

Spelling
Understand how to spell one and two syllable words with common letter patterns (ACELA1778)
Use visual memory to read and write high-frequency words (ACELA1821)
Recognise and know how to use simple grammatical morphemes to create word families (ACELA1455)

LITERATURE

How texts reflect the context of culture and situation in which they are created
Discuss how authors create characters using language and images (ACELT1581)

Personal responses to the ideas, characters and viewpoints in texts
Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)

Expressing preferences and evaluating texts
Express preferences for specific texts and authors and listen to the opinions of others (ACELT1583)

Features of literary texts
Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584)

Language devices in literary texts, including figurative language
Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585)

Creating literary texts
Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELA1586)

Experimentation and adaptation
Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary (ACELT1832)

LITERACY

Texts and the contexts in which they are used
Respond to texts drawn from a range of cultures and experiences (ACELY1655)

Listening and speaking interactions
Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)

Listening and speaking interactions
Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788)

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

Purpose and audience
Describe some differences between imaginative informative and persuasive texts (ACELY1658)

Reading processes
Read decodable and predictable texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and re-reading (ACELY1659)

Comprehension strategies
Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660)

Creating texts
Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661)

Editing
Re-read student's own texts and discuss possible changes to improve meaning, spelling and punctuation (ACELY1662)

Handwriting
Write using unjoined lower case and upper case letters (ACELY1663)

Use of software
Construct texts that incorporate supporting images using software including word processing programs (ACELY1664)

LANGUAGE

Language variation and change
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)

Language for social interactions
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)

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

Purpose audience and structures of different types of texts
Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)

Text cohesion
Understand how texts are made cohesive through language features, including word associations, synonyms, and antonyms (ACELA1464)

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

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

Sentences and clause-level grammar
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)

Word-level grammar
Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives (ACELA1468)

Visual language
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)

Vocabulary
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)

Phonological and phonemic awareness
Orally manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution in combination with use of letters in reading and writing (ACELA1474)

Alphabet and phonic knowledge
Use most letter-sound matches including vowel digraphs, less common long vowel patterns, letter clusters and silent letters when reading and writing (ACELA1824)
Understand that a sound can be represented by various letter combinations (ACELA1825)

Spelling
Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words (ACELA1471)
Use knowledge of letter patterns and morphemes to read and write high-frequency words and words whose spelling is not predictable from their sounds (ACELA1823)
Build morphemic word families using knowledge of prefixes and suffixes (ACELA1472)

LITERATURE

Creating texts
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 (ACELY1671)

Texts and the contexts in which they are used
Discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)

Personal responses to the ideas, characters and viewpoints in texts
Compare opinions about characters, events and settings in and between texts (ACELT1589)

Expressing preferences and evaluating texts
Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)

Features of literary texts
Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELA1591)

Language devices in literary texts, including figurative language
Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)

Creating literary texts
Create events and characters using different media that develop key events and characters from literary texts (ACELT1593)

Experimentation and adaptation
Innovate on familiar texts by experimenting with character, setting or plot (ACELT1833)

LITERACY

Editing
Re-read and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1672)

Handwriting
Write legibly and with growing fluency using unjoined upper case and lower case letters (ACELY1673)

Use of software
Construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1674)

Listening and speaking interactions
Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)

Listening and speaking interactions
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 (ACELY1789)

Oral presentations
Rehearse and deliver short presentations on familiar and new topics (ACELY1667)

Purpose and audience
Identify the audience of imaginative, informative and persuasive texts (ACELY1668)

Reading processes
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)

Comprehension strategies
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 (ACELY1670)

LANGUAGE

Language variation and change
Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475)

Language for social interactions
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)

Evaluative language
Examine how evaluative language can be varied to be more or less forceful (ACELA1477)

Purpose audience and structures of different types of texts
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)

Text cohesion
Understand that paragraphs are a key organisational feature of written texts (ACELA1479)

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

Concepts of print and screen
Identify the features of online texts that enhance navigation (ACELA1790)

Sentences and clause-level grammar
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)

Word-level grammar
Understand that verbs represent different processes, for example, doing, thinking, saying, and relating and that these processes are anchored in time through tense (ACELA1482)

Visual language
Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (ACELA1483)

Vocabulary
Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484)

Alphabet and phonic knowledge
Understand how to apply knowledge of letter-sound relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns (ACELA1826)

Spelling
Understand how to use letter-sound relationships and less common letter patterns to spell words (ACELA1485)

Recognise and know how to write most high frequency words including some homophones (ACELA1486)

Know how to use common prefixes and suffixes, and generalisations for adding a suffix to a base word (ACELA1827)

LITERATURE

How texts reflect the context of culture and situation in which they are created
Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594)

Personal responses to the ideas, characters and viewpoints in texts
Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)

Expressing preferences and evaluating texts
Develop criteria for establishing personal preferences for literature (ACELT1598)

Features of literary texts
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)

Language devices in literary texts, including figurative language
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)

Creating literary texts
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)

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

LITERACY

Texts and the contexts in which they are used
Identify the point of view in a text and suggest alternative points of view (ACELY1675)

Listening and speaking interactions
Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)

Listening and speaking interactions
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 (ACELY1792)

Oral presentations
Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677)

Purpose and audience
Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)

Reading processes
Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting (ACELY1679)

Comprehension strategies
Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680)

Creating texts
Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print,and multimodal elements appropriate to the audience and purpose (ACELY1682)

Editing
Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683)

Handwriting
Write using joined letters that are clearly formed and consistent in size (ACELY1684)

Use of software
Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685)

LANGUAGE

Sub-strand	Content descriptor
Language variation and change	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)
Language for social interactions	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)
Evaluative language	Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)
Purpose audience and structures of different types of texts	Understand how texts vary in complexity and technicality depending on the topic, the purpose and the intended audience (ACELA1490)
Text cohesion	Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491)
Punctuation	Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492)
Concepts of print and screen	Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793)
Sentences and clause-level grammar	Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (ACELA1493). Investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494)
Word-level grammar	Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495)
Visual language	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 (ACELA1496)
Vocabulary	Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)
Alphabet and phonic knowledge	Understand how to use phonic knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes (ACELA1828)
Spelling	Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words (ACELA1779). Read and write a large core of high frequency words including homophones and know how to use context to identify correct spelling (ACELA1780)

LITERATURE

Sub-strand	Content descriptor
How texts reflect the context of culture and situation in which they are created	Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)
Personal responses to the ideas, characters and viewpoints in texts	Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)
Expressing preferences and evaluating texts	Use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604)
Features of literary texts	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)
Language devices in literary texts, including figurative language	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)
Creating literary texts	Create literary texts that explore students' own experiences and imagining (ACELT1607)
Experimentation and adaptation	Create literary texts by developing storylines, characters and settings (ACELT1794)

LITERACY

Sub-strand	Content descriptor
Texts and the contexts in which they are used	Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686)
Listening and speaking interactions	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)
Listening and speaking interactions	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688)
Oral presentations	Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689)
Purpose and audience	Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)
Reading processes	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 (ACELY1691)
Comprehension strategies	Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)
Creating texts	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 (ACELY1694)
Editing	Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695)
Handwriting	Write using clearly-formed joined letters, and develop increased fluency and automaticity (ACELY1696)
Use of software	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 (ACELY1697)

LANGUAGE

Language variation and change
Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)

Language for social interactions
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)

Evaluative language
Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)

Purpose audience and structures of different types of texts
Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)

Text cohesion
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)

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

Concepts of print and screen
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)

Sentences and clause-level grammar
Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507)

Word-level grammar
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)

Visual language
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)

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

Alphabet and phonic knowledge
Understand how to use phonic knowledge to read and write less familiar words that share common letter patterns but have different pronunciations (ACELA1829)

Spelling
Understand how to use knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations to spell new words (ACELA1513)
Explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word (ACELA1514)

LITERATURE

How texts reflect the context of culture and situation in which they are created
Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)

Personal responses to the ideas, characters and viewpoints in texts
Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)

Expressing preferences and evaluating texts
Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795)

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

Language devices in literary texts, including figurative language
Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)

Creating literary texts
Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612)

Experimentation and adaptation
Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)

LITERACY

Texts and the contexts in which they are used
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)

Listening and speaking interactions
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)

Listening and speaking interactions
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)

Oral presentations
Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)

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

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

Comprehension strategies
Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)

Creating texts
Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)

Editing
Re-read and edit student's own and others' work using agreed criteria for text structures and language features (ACELY1705)

Handwriting
Develop a handwriting style that is becoming legible, fluent and automatic (ACELY1706)

Use of software
Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707)

LANGUAGE

Language variation and change
Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (ACELA1515)

Language for social interactions
Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516)

Evaluative language
Understand the uses of objective and subjective language and bias (ACELA1517)

Purpose audience and structures of different types of texts
Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)

Text cohesion
Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520)

Punctuation
Understand the use of commas to separate clauses (ACELA1521)

Sentences and clause-level grammar
Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522)

Word-level grammar
Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523)

Visual language
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)

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

Alphabet and phonic knowledge
Understand how to use phonic knowledge and accumulated understandings about blending, letter-sound relationships, common and uncommon letter patterns and phonic generalisations to read and write increasingly complex words (ACELA1830)

Spelling
Understand how to use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words (ACELA1526)

LITERATURE

How texts reflect the context of culture and situation in which they are created
Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)

Personal responses to the ideas, characters and viewpoints in texts
Analyse and evaluate similarities and differences on similar topics, themes or plots (ACELT1614)

Expressing preferences and evaluating texts
Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)

Features of literary texts
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)

Language devices in literary texts, including figurative language
Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617)

Creating literary texts
Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)

Experimentation and adaptation
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)

LITERACY

Texts and the contexts in which they are used
Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)

Listening and speaking interactions
Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)

Listening and speaking interactions
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)

Oral presentations
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 (ACELY1710)

Purpose and audience
Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)

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

Analysing and evaluating texts
Analyse strategies authors use to influence readers (ACELY1801)

Creating texts
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 (ACELY1714)

Editing
Re-read and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1715)

Handwriting
Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose (ACELY1716)

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