Australian CURRICULUM

ENGLISH

F-10 Version 9.0

Comparative information

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Foundation
Achievement standard

Version 9.0	**Version 8.4**
By the end of Foundation, students listen to texts, interact with others and create short spoken texts, including retelling stories. They share thoughts and preferences, retell events and report information or key ideas to an audience. They use language features including words and phrases from learning and texts. They listen for and identify rhymes, letter patterns and sounds (phonemes) in words. They orally blend and segment phonemes in single-syllable words. They read, view and comprehend texts, making connections between characters, settings and events, and to personal experiences. They identify the language features of texts including connections between print and images. They name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs). They read words including consonant–vowel–consonant words and some high-frequency words. They create short written texts, including retelling stories using words and images where appropriate. They retell, report information and state their thoughts, feelings and key ideas. They use words and phrases from learning and texts. They form letters, spell most consonant–vowel–consonant words and experiment with capital letters and full stops.	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.

Content descriptions		
Version 9.0 Strand: Language		
Version 9.0	**Action taken**	**Version 8.4**
Version 9.0 Sub-strand: Language for interacting with others		
	Removed	Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426)
explore how language is used differently at home and school depending on the relationships between people AC9EFLA01	No change	Explore how language is used differently at home and school depending on the relationships between people (ACELA1428)
explore different ways of using language to express preferences, likes and dislikes AC9EFLA02	Refined	Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)
Version 9.0 Sub-strand: Text structure and organisation		
understand that texts can take many forms such as signs, books and digital texts AC9EFLA03	Refined	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)
	Removed	Understand that some language in written texts is unlike everyday spoken language (ACELA1431)
understand conventions of print and screen, including how books and simple digital texts are usually organised AC9EFLA04	Refined	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)
Version 9.0 Sub-strand: Language for expressing and developing ideas		
recognise that sentences are key units for expressing ideas AC9EFLA05	No change	Recognise that sentences are key units for expressing ideas (ACELA1435)

recognise that sentences are made up of groups of words that work together in particular ways to make meaning AC9EFLA06	Refined	Recognise that texts are made up of words and groups of words that make meaning (ACELA1434)
explore the contribution of images and words to meaning in stories and informative texts AC9EFLA07	Refined	Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786)
recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school AC9EFLA08	Refined	Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)
identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end AC9EFLA09	Refined Realigned from *Text structure and organisation* sub-strand	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)

Version 9.0 Strand: Literature		
Version 9.0	**Action taken**	**Version 8.4**
Version 9.0 Sub-strand: Literature and contexts		
share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9EFLE01	Refined	Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)
Version 9.0 Sub-strand: Engaging with and responding to literature		
respond to stories and share feelings and thoughts about their events and characters AC9EFLE02	Combined Refined	Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577)

		Share feelings and thoughts about the events and characters in texts (ACELT1783)
Version 9.0 Sub-strand: Examining literature		
recognise different types of literary texts and identify features including events, characters, and beginnings and endings AC9EFLE03	Combined Refined	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)
explore and replicate the rhythms and sound patterns of literary texts such as poems, rhymes and songs AC9EFLE04	Refined	Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579)
Version 9.0 Sub-strand: Creating literature		
retell and adapt familiar literary texts through play, performance, images or writing AC9EFLE05	Combined Refined	Retell familiar literary texts through performance, use of illustrations and images (ACELT1580) Innovate on familiar texts through play (ACELT1831)

Version 9.0 Strand: Literacy		
Version 9.0	**Action taken**	**Version 8.4**
Version 9.0 Sub-strand: Texts in context		
identify some familiar texts, such as stories and informative texts, and their purpose AC9EFLY01	Refined	Identify some familiar texts and the contexts in which they are used (ACELY1645)
Version 9.0 Sub-strand: Interacting with others		
interact in informal and structured situations by listening while others speak and using features of voice including volume levels	Combined Refined	listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)

AC9EFLY02		Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)
Version 9.0 Sub-strand: Analysing, interpreting and evaluating		
identify some differences between imaginative and informative texts AC9EFLY03	No change	Identify some differences between imaginative and informative texts (ACELY1648)
read decodable and authentic texts using developing phonic knowledge, and monitor meaning using context and emerging grammatical knowledge AC9EFLY04	Refined	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)
use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently AC9EFLY05	Refined	Use comprehension strategies to understand and discuss texts listened to, viewed, or read independently (ACELY 1650)
Version 9.0 Sub-strand: Creating texts		
create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly AC9EFLY06	Refined	Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)
create and deliver short spoken texts to report ideas and events to peers, using features of voice such as appropriate volume AC9EFLY07	Refined Realigned from *Interacting with others* sub- strand	Deliver short oral presentations to peers (ACELY1647)
	Removed	Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (ACELY1652)

form most lower-case and upper-case letters using learnt letter formations AC9EFLY08	Refined	Produce some lower case and upper case letters using learned letter formations (ACELY1653)
	Removed	Construct texts using software including word processing (ACELY1654)

Version 9.0 Sub-strand: Phonic and word knowledge		
recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness) AC9EFLY09	Refined Realigned from *Language* strand and *Phonics and word knowledge* sub-strand	Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (ACELA1439)
segment sentences into individual words; orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness) AC9EFLY10	Refined Realigned from *Language* strand and *Phonics and word knowledge* sub-strand	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)
recognise and name all upper- and lower-case letters (graphs) and know the most common sound that each letter represents AC9EFLY11	Refined Realigned from *Language* strand and *Phonics and word knowledge* sub-strand	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 sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words AC9EFLY12	Realigned from *Language* strand and *Phonics and word knowledge* sub-strand	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)

use knowledge of letters and sounds to spell words AC9EFLY13	Refined Realigned from *Language* strand and *Phonics and word knowledge* sub-strand	Understand how to use knowledge of letters and sounds including onset and rime to spell words (ACELA1438)
read and write some high-frequency words and other familiar words AC9EFLY14	Refined Realigned from *Language* strand and *Phonics and word knowledge* sub-strand	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 AC9EFLY15	Realigned from *Language* strand and *Phonics and word knowledge* sub-strand	Understand that words are units of meaning and can be made of more than one meaningful part (ACELA1818)

Year 1	
Achievement standard	
Version 9.0	**Version 8.4**
By the end of Year 1, students interact with others, and listen to and create short spoken texts including recounts of stories. They share ideas and retell or adapt familiar stories, recount or report on events or experiences, and express opinions using a small number of details from learnt topics, topics of interest or texts. They sequence ideas and use language features including topic-specific vocabulary and features of voice. They read, view and comprehend texts, monitoring meaning and making connections between the depiction of characters, settings and events, and to personal experiences. They identify the text structures of familiar narrative and informative texts, and their language features and visual features. They blend short vowels, common long vowels, consonants and digraphs to read one-syllable words. They read one- and two-syllable words with common letter patterns, and an increasing number of high-frequency words. They use sentence boundary punctuation to read with developing phrasing and fluency. They create short written and/or multimodal texts including recounts of stories with events and characters. They report information and experiences, and express opinions. Ideas in their texts may be informative or imaginative and include a small number of details from learnt topics, topics of interest or texts. They write simple sentences with sentence boundary punctuation and capital letters for proper nouns. They use topic-specific vocabulary. They write words using unjoined upper-case and lower-case letters. They spell most one- and two-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words.	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 correctly form all upper- and lower-case letters.

Content descriptions		
Version 9.0 Strand: Language		
Version 9.0	**Action taken**	**Version 8.4**
Version 9.0 Sub-strand: Language for interacting with others		
	Removed	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 how language, facial expressions and gestures are used to interact with others when asking for and providing information, making offers, exclaiming, requesting and giving commands AC9E1LA01	Refined	Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1444)
explore language to provide reasons for likes, dislikes and preferences AC9E1LA02	Refined	Understand that there are different ways of asking for information, making offers and giving commands (ACELA1446)
	Removed	Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787)
Version 9.0 Sub-strand: Text structure and organisation		
explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain AC9E1LA03	Refined	Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447)
explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs AC9E1LA04	Refined	Understand patterns of repetition and contrast in simple texts (ACELA1448)

understand how print and screen texts are organised using features such as page numbers, tables of content, headings, and titles, navigation buttons, swipe screens, verbal commands, links and images AC9E1LA05	Refined	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)
Version 9.0 Sub-strand: Language for expressing and developing ideas		
understand that a simple sentence consists of a single independent clause representing a single event or idea AC9E1LA06	Refined	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)
understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) AC9E1LA07	Refined	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)
compare how images in different types of texts contribute to meaning AC9E1LA08	Refined	Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)
recognise the vocabulary of learning area topics AC9E1LA09	Refined	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)
understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns AC9E1LA10	Refined Realigned from *Text structure and organisation* sub-strand	Recognise that different types of punctuation, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449)

Version 9.0 Strand: Literature		
Version 9.0	**Action taken**	**Version 8.4**
Version 9.0 Sub-strand: Literature and contexts		
discuss how language and images are used to create characters, settings and events in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9E1LE01	Refined	Discuss how authors create characters using language and images (ACELT1581)
Version 9.0 Sub-strand: Engaging with and responding to literature		
discuss literary texts and share responses by making connections with students' own experiences AC9E1LE02	Combined Refined	Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582) Express preferences for specific texts and authors and listen to the opinions of others (ACELT1583)
Version 9.0 Sub-strand: Examining literature		
discuss plot, character and setting, which are features of stories AC9E1LE03	Refined	Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584)
listen to and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme AC9E1LE04	Refined	Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585)
Version 9.0 Sub-strand: Creating literature		
orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital tools AC9E1LE05	Combined Refined	Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELA1586) Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary (ACELA1832)

Version 9.0 Strand: Literacy		
Version 9.0	**Action taken**	**Version 8.4**
Version 9.0 Sub-strand: Texts in context		
discuss different texts and identify some features that indicate their purposes AC9E1LY01	Refined	Respond to texts drawn from a range of cultures and experiences (ACELY1655)
Version 9.0 Sub-strand: Interacting with others		
use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions AC9E1LY02	Combined Refined	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) Use interaction skills including turn taking, recognizing the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788)
Version 9.0 Sub-strand: Analysing, interpreting and evaluating		
describe some similarities and differences between imaginative, informative and persuasive texts AC9E1LY03	Refined	Describe some differences between imaginative informative and persuasive texts (ACELY1658)
read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and monitoring meaning using context and grammatical knowledge AC9E1LY04	Refined	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 rereading (ACELY1659)
use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures AC9E1LY05	Refined	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)

Version 9.0 Sub-strand: Creating texts		
create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words AC9E1LY06	Refined	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)
create and deliver short oral and/or multimodal presentations on personal and learnt topics, which include an opening, middle and concluding statement; some topic-specific vocabulary and appropriate gesture, volume and pace AC9E1LY07	Refined Realigned from *Interacting with others* sub-strand	Make short presentations using some introduced text structures and language, for example opening statements (ACELY1657)
	Removed	Re-read their own texts and discuss possible changes to improve meaning, spelling and punctuation (AC9E1LY08)
write words using unjoined lower-case and upper-case letters AC9E1LY08	Refined	Write using unjoined lower case and upper case letters (ACELY1663)
	Removed	Construct texts that incorporate supporting images using software including word processing programs (ACELY1664)
Version 9.0 Sub-strand: Phonic and word knowledge		
segment words into separate phonemes (sounds) including consonant blends or clusters at the beginnings and ends of words (phonological awareness) AC9E1LY09	Refined Realigned from *Language* strand and *Phonics and word knowledge* sub-strand	Segment consonant blends or clusters into separate phonemes at the beginnings and ends of one syllable words (ACELA1822)

orally manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness) AC9E1LY10	Refined Realigned from *Language* strand and *Phonics and word knowledge* sub-strand	Manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (ACELA1457)
use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words AC9E1LY11	Refined Realigned from *Language* strand and *Phonics and word knowledge* sub-strand	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 AC9E1LY12	Realigned from *Language* strand and *Phonics and word knowledge* sub-strand	Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound (ACELA1459)
spell one- and two-syllable words with common letter patterns AC9E1LY13	Refined Realigned from *Language* strand and *Phonics and word knowledge* sub-strand	Understand how to spell one and two syllable words with common letter patterns (ACELA1778)
read and write an increasing number of high-frequency words AC9E1LY14	Refined Realigned from *Language* strand and *Phonics and word knowledge* sub-strand	Use visual memory to read and write high-frequency words (ACELA1821)
recognise and know how to use grammatical morphemes to create word families AC9E1LY15	Refined Realigned from *Language* strand and *Phonics and word knowledge* sub-strand	Recognise and know how to use simple grammatical morphemes to create word families (ACELA1455)

Year 2
Achievement standard

Version 9.0	**Version 8.4**
By the end of Year 2, students interact with others, and listen to and create spoken texts including stories. They share ideas, topic knowledge and appreciation of texts when they recount, inform or express an opinion, including details from learnt topics, topics of interest or texts. They organise and link ideas, and use language features including topic-specific vocabulary and features of voice.	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, view and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through characters and events. They describe how similar topics and information are presented through the structure of narrative and informative texts, and identify their language features and visual features. They use phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words. They use punctuation for phrasing and fluency.	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.
They create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences. They use text structures to organise and link ideas for a purpose. They punctuate simple and compound sentences. They use topic-specific vocabulary. They write words using consistently legible unjoined letters. They spell words with regular spelling patterns, and use phonic and morphemic knowledge to attempt to spell words with less common 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.

Content descriptions		
Version 9.0 Strand: Language		
Version 9.0	**Action taken**	**Version 8.4**
Version 9.0 Sub-strand: Language for interacting with others		
	Removed	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)
investigate how interpersonal language choices vary depending on the context, including the different roles taken on in interactions AC9E2LA01	Refined	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)
explore how language can be used for appreciating texts and providing reasons for preferences AC9E2LA02	Refined	Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462)
Version 9.0 Sub-strand: Text structure and organisation		
identify how texts across the curriculum are organised differently and use language features depending on purposes AC9E2LA03	Refined	Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)
understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred AC9E2LA04	Refined	Understand how texts are made cohesive through language features, including word associations, synonyms, and antonyms (ACELA1464)
navigate print and screen texts using chapters, tables of contents, indexes, side-bar menus, drop-down menus or links AC9E2LA05	Refined	Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466)

Version 9.0 Sub-strand: Language for expressing and developing ideas		
understand that connections can be made between ideas by using a compound sentence with 2 or more independent clauses usually linked by a coordinating conjunction AC9E2LA06	Refined	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)
understand that in sentences nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups AC9E2LA07	Refined	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)
understand that images add to or multiply the meanings of a text AC9E2LA08	Refined	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)
experiment with and begin to make conscious choices of vocabulary to suit the topic AC9E2LA09	Refined	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)
recognise that capital letters are used in titles and commas are used to separate items in lists AC9E2LA10	Refined Realigned from *Text structure and organisation* sub-strand	Recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465)

Version 9.0 Strand: Literature		
Version 9.0	**Action taken**	**Version 8.4**
Version 9.0 Sub-strand: Literature and contexts		
discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9E2LE01	Refined	Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)
Version 9.0 Sub-strand: Engaging with and responding to literature		
identify features of literary texts, such as characters and settings, and give reasons for personal preferences AC9E2LE02	Combined Refined	Compare opinions about characters, events and settings in and between texts (ACELT1589) Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)
Version 9.0 Sub-strand: Examining literature		
discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways AC9E2LE03	Refined	Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591)
identify, reproduce and experiment with rhythmic sound and word patterns in poems, chants, rhymes or songs AC9E2LE04	Refined	Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)
Version 9.0 Sub-strand: Creating literature		
create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools AC9E2LE05	Combined Refined	Create events and characters using different media that develop key events and characters from literary texts (ACELT1593) Innovate on familiar texts by experimenting with character, setting or plot (ACELT1833)

Version 9.0 Strand: Literacy		
Version 9.0	**Action taken**	**Version 8.4**
Version 9.0 Sub-strand: Texts in context		
identify how similar topics and information are presented in different types of texts AC9E2LY01	Refined	Discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)
Version 9.0 Sub-strand: Interacting with others		
use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions AC9E2LY02	Combined Refined	Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666) 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)
Version 9.0 Sub-strand: Analysing, interpreting and evaluating		
identify the purpose and audience of imaginative, informative and persuasive texts AC9E2LY03	Refined	Identify the audience of imaginative, informative and persuasive texts (ACELY1668)
read texts with phrasing and fluency, using phonic and word knowledge, and monitoring meaning by re-reading and self-correcting AC9E2LY04	Refined	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)
use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning AC9E2LY05	Refined	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)

Version 9.0 Sub-strand: Creating texts		
create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic- specific vocabulary, simple punctuation and common 2-syllable words AC9E2LY06	Refined	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)
create, rehearse and deliver short oral and/or multimodal presentations for familiar audiences and purposes, using text structure appropriate to purpose and topic-specific vocabulary, and varying tone, volume and pace AC9E2LY07	Refined Realigned from *Interacting with others* sub- strand	Rehearse and deliver short presentations on familiar and new topics (ACELY1667)
	Removed	Re-read and edit text for spelling, sentence boundary punctuation and text structure (ACELY1672)
write words legibly and with growing fluency using unjoined upper-case and lower-case letters AC9E2LY08	Refined	Write legibly and with growing fluency using unjoined upper case and lower case letters (ACELY1673)
	Removed	Construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1674)
Version 9.0 Sub-strand: Phonic and word knowledge		
manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words AC9E2LY09	Refined Realigned from *Language* strand and *Phonics and word knowledge* sub-strand	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)

use phoneme–grapheme (sound–letter/s) matches, including vowel digraphs, less common long vowel patterns, consonant clusters and silent letters when reading and writing words of one or more syllables, including compound words AC9E2LY10	Refined Realigned from *Language* strand and *Phonics and word knowledge* sub-strand	Use most letter-sound matches including vowel digraphs, less common long vowel patterns, letter clusters and silent letters when reading and writing words of one or more syllable (ACELA1824)
	Removed	Understand that a sound can be represented by various letter combinations (ACELA1825)
	Removed	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 spelling patterns and morphemes to read and write words whose spelling is not completely predictable from their sounds, including high-frequency words AC9E2LY11	Refined Realigned from *Language* strand and *Phonics and word knowledge* sub-strand	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 AC9E2LY12	Realigned from *Language* strand and *Phonics and word knowledge* sub-strand	Build morphemic word families using knowledge of prefixes and suffixes (ACELA1472)

Year 3
Achievement standard

Version 9.0	Version 8.4
By the end of Year 3, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They relate ideas; express opinion, preferences and appreciation of texts; and include relevant details from learnt topics, topics of interest or texts. They group, logically sequence and link ideas. They use language features including topic-specific vocabulary, and/or visual features and features of voice.	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, view and comprehend texts, recognising their purpose and audience. They identify literal meaning and explain inferred meaning. They describe how stories are developed through characters and/or events. They describe how texts are structured and presented. They describe the language features of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning. They read fluently, using phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns.	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)
They create written and/or multimodal texts including stories to inform, narrate, explain or argue for audiences, relating ideas including relevant details from learnt topics, topics of interest or texts. They use text structures including paragraphs, and language features including compound sentences, topic-specific vocabulary and literary devices, and/or visual features. They write texts using letters that are accurately formed and consistent in size. They spell multisyllabic words using phonic and morphemic knowledge, and high-frequency words.	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.

Content descriptions		
Version 9.0 Strand: Language		
Version 9.0	**Action taken**	**Version 8.4**
Version 9.0 Sub-strand: Language for interacting with others		
understand that cooperation with others depends on shared understanding of social conventions, including turn-taking language, which vary according to the degree of formality AC9E3LA01	Refined	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 how the language of evaluation and emotion, such as modal verbs, can be varied to be more or less forceful AC9E3LA02	Refined	Examine how evaluative language can be varied to be more or less forceful (ACELA1477)
	Removed	Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475)
Version 9.0 Sub-strand: Text structure and organisation		
describe how texts across the curriculum use different language features and structures relevant to their purpose AC9E3LA03	Refined	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)
understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together AC9E3LA04	Refined	Understand that paragraphs are a key organisational feature of written texts (ACELA1479)
identify the purpose of layout features in print and digital texts and the words used for navigation AC9E3LA05	Refined	Identify the features of online texts that enhance navigation (ACELA1790)

Version 9.0 Sub-strand: Language for expressing and developing ideas		
understand that a clause is a unit of grammar usually containing a subject and a verb that need to agree AC9E3LA06	Refined	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 verbs represent different processes for doing, feeling, thinking, saying and relating AC9E3LA07	Split	Understand that verbs represent different processes, for example; doing, thinking, saying, and relating and that these processes are anchored in time through tense (ACELA1482)
understand that verbs are anchored in time through tense AC9E3LA08	Split	Understand that verbs represent different processes, for example; doing, thinking, saying, and relating and that these processes are anchored in time through tense (ACELA1482)
identify how images extend the meaning of a text AC9E3LA09	Refined	Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (ACELA1483)
extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts AC9E3LA10	Refined	Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484)
understand that apostrophes signal missing letters in contractions, and apostrophes are used to show singular and plural possession AC9E3LA11	Refined Realigned from *Text structure and organisation* sub-strand	Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480)

Version 9.0 Strand: Literature		
Version 9.0	**Action taken**	**Version 8.4**
Version 9.0 Sub-strand: Literature and contexts		
discuss characters, events and settings in different contexts in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9E3LE01	Refined	Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594)
Version 9.0 Sub-strand: Engaging with and responding to literature		
discuss connections between personal experiences and character experiences in literary texts and share personal preferences AC9E3LE02	Combined Refined	Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1569) Develop criteria for establishing personal preferences for literature (ACELT1598)
Version 9.0 Sub-strand: Examining literature		
discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative AC9E3LE03	Refined	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)
discuss the effects of some literary devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose AC9E3LE04	Refined	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)

Version 9.0 Sub-strand: Creating literature

Version 9.0	Action taken	Version 8.4
create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts AC9E3LE05	Combined Refined	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) Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)

Version 9.0 Strand: Literacy

Version 9.0	Action taken	Version 8.4
Version 9.0 Sub-strand: Texts in context		
recognise how texts can be created for similar purposes but different audiences AC9E3LY01	Refined	Identify the point of view in a text and suggest alternative points of view (ACELY1675)
Version 9.0 Sub-strand: Interacting with others		
use interaction skills to contribute to conversations and discussions to share information and ideas AC9E3LY02	Combined Refined	Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) 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)
Version 9.0 Sub-strand: Analysing, interpreting and evaluating		
identify the audience and purpose of imaginative, informative and persuasive texts through their use of language features and/or images AC9E3LY03	Refined	Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)

read a range of texts using phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required AC9E3LY04	Refined	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)
use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features AC9E3LY05	Refined	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)
Version 9.0 Sub-strand: Creating texts		
plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic- specific vocabulary and correct spelling of most high-frequency and phonetically regular words AC9E3LY06	Refined	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)
plan, create, rehearse and deliver short oral and/or multimodal presentations to inform, express opinions or tell stories, using a clear structure, details to elaborate ideas, topic- specific and precise vocabulary, visual features, and appropriate tone, pace, pitch and volume AC9E3LY07	Refined Realigned from *Interacting with others* sub- strand	Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677)
write words using joined letters that are clearly formed and consistent in size AC9E3LY08	Refined	Write using joined letters that are clearly formed and consistent in size (ACELY1684)

	Removed	Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683)
	Removed	Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685)
Version 9.0 Sub-strand: Phonic and word knowledge		
understand how to apply knowledge of phoneme–grapheme (sound–letter) relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns AC9E3LY09	Refined Realigned from *Language* strand and *Phonics and word knowledge* sub-strand	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)
understand how to apply knowledge of common base words, prefixes, suffixes and generalisations for adding a suffix to a base word to read and comprehend new multimorphemic words AC9E3LY10	Refined Realigned from *Language* strand and *Phonics and word knowledge* sub-strand	Know how to use common prefixes and suffixes, and generalisations for adding a suffix to a base word (ACELA1827)
use phoneme–grapheme (sound–letter) relationships and less common letter patterns to spell words AC9E3LY11	Refined Realigned from *Language* strand and *Phonics and word knowledge* sub-strand	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 AC9E3LY12	Realigned from *Language* strand and *Phonics and word knowledge* sub-strand	Recognise and know how to write most high frequency words including some homophones (ACELA1486)

Year 4
Achievement standard

Version 9.0	Version 8.4
By the end of Year 4, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts. They use text structures to organise and link ideas. They use language features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice.	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 read, view and comprehend texts created to inform, influence and/or engage audiences. They describe how ideas are developed including through characters and events, and how texts reflect contexts. They describe the characteristic features of different text structures. They describe how language features including literary devices, and visual features shape meaning. They read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge.	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)
They create written and/or multimodal texts including stories for purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts. They use paragraphs to organise and link ideas. They use language features including complex sentences, topic-specific vocabulary and literary devices, and/or visual features. They write texts using clearly formed letters with developing fluency. They spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge.	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.

Content descriptions		
Version 9.0 Strand: Language		
Version 9.0	**Action taken**	**Version 8.4**
Version 9.0 Sub-strand: Language for interacting with others		
explore language used to develop relationships in formal and informal situations AC9E4LA01	Refined	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)
identify the subjective language of opinion and feeling, and the objective language of factual reporting AC9E4LA02	Refined	Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)
	Removed	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)
Version 9.0 Sub-strand: Text structure and organisation		
identify how texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes AC9E4LA03	Refined	Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)
identify how text connectives including temporal and conditional words, and topic word associations are used to sequence and connect ideas AC9E4LA04	Refined	Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491)
identify text navigation features of online texts that enhance readability including headlines, drop-down menus, links, graphics and layout AC9E4LA05	Refined	Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793)

Version 9.0 Sub-strand: Language for expressing and developing ideas		
understand that complex sentences contain one independent clause and at least one dependent clause typically joined by a subordinating conjunction to create relationships, such as time and causality AC9E4LA06	Refined	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 are used AC9E4LA07	Refined	Investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494)
understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity AC9E4LA08	Refined	Understand how adverb groups/ phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495)
understand past, present and future tenses and their impact on meaning in a sentence AC9E4LA09	New	
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 texts AC9E4LA10	Refined	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)
expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources AC9E4LA11	Refined	Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)

understand that punctuation signals dialogue through quotation marks and that dialogue follows conventions for the use of capital letters, commas and boundary punctuation AC9E4LA12	Refined Realigned from *Text structure and organisation* sub-strand	Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492)

Version 9.0 Strand: Literature		
Version 9.0	**Action taken**	**Version 8.4**
Version 9.0 Sub-strand: Literature and contexts		
recognise similar storylines, ideas and relationships in different contexts in literary texts by First Nations Australian, and wide-ranging Australian and world authors AC9E4LE01	Refined	Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)
Version 9.0 Sub-strand: Engaging with and responding to literature		
describe the effects of text structures and language features in literary texts when responding to and sharing opinions AC9E4LE02	Combined Refined	Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603) Use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604)
Version 9.0 Sub-strand: Examining literature		
discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions AC9E4LE03	Refined	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)
examine the use of literary devices and deliberate word play in literary texts, including poetry, to shape meaning AC9E4LE04	Refined	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)

Version 9.0 Sub-strand: Creating literature		
create and edit literary texts by developing storylines, characters and settings AC9E4LE05	Combined Refined	Create literary texts that explore students' own experiences and imagining (ACELT1607) Create literary texts by developing storylines, characters and settings (ACELT1794)

Version 9.0 Strand: Literacy		
Version 9.0	**Action taken**	**Version 8.4**
Version 9.0 Sub-strand: Texts in context		
compare texts from different times with similar purposes and audiences to identify similarities and differences in their depictions of events AC9E4LY01	Refined	Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686)
Version 9.0 Sub-strand: Interacting with others		
listen for key points and information to carry out tasks and contribute to discussions, acknowledging another opinion, linking a response to the topic, and sharing and extending ideas and information AC9E4LY02	Combined Refined	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) 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)
Version 9.0 Sub-strand: Analysing, interpreting and evaluating		
identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text AC9E4LY03	Refined	Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)

read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when needed AC9E4LY04	Refined	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)
use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas, and evaluate texts AC9E4LY05	Refined	Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)
Version 9.0 Sub-strand: Creating texts		
plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation AC9E4LY06	Refined	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)
plan, create, rehearse and deliver structured oral and/or multimodal presentations to report on a topic, tell a story, recount events or present an argument using subjective and objective language, complex sentences, visual features, tone, pace, pitch and volume AC9E4LY07	Refined Realigned from *Interacting with others* sub- strand	Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689)
write words using clearly formed joined letters, with developing fluency and automaticity AC9E4LY08	Refined	Write using clearly formed joined letters, and develop increased fluency and automaticity (ACELY1696)
	Removed	Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695)

Australian Curriculum: English F–10 Version 9.0
Comparative information

	Removed	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)
Version 9.0 Sub-strand: Phonic and word knowledge		
understand how to use and apply phonological and morphological knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes AC9E4LY09	Refined Realigned from *Language* strand and *Phonics and word knowledge* sub-strand	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)
understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, common prefixes and suffixes, and word origins, to spell more complex words AC9E4LY10	Refined Realigned from *Language* strand and *Phonics and word knowledge* sub-strand	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 high-frequency words including homophones and know how to use context to identify correct spelling AC9E4LY11	Refined Realigned from *Language* strand and *Phonics and word knowledge* sub-strand	Read and write a large core of high frequency words including homophones and know how to use context to identify correct spelling (ACELA1780)

Year 5
Achievement standard

Version 9.0	Version 8.4
By the end of Year 5, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop and expand on ideas and opinions, using supporting details from topics or texts. They use different text structures to organise, develop and link ideas. They use language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice. They read, view and comprehend texts created to inform, influence and/or engage audiences. They explain how ideas are developed including through characters, settings and/or events, and how texts reflect contexts. They explain how characteristic text structures support the purpose of texts. They explain how language features including literary devices, and visual features contribute to the effect and meaning of a text. They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing and expanding on ideas with supporting details from topics or texts. They use paragraphs to organise, develop and link ideas. They use language features including complex sentences, tenses, topic-specific vocabulary and literary devices, and/or multimodal features. They spell using phonic, morphemic and grammatical knowledge.	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.

Content descriptions		
Version 9.0 Strand: Language		
Version 9.0	**Action taken**	**Version 8.4**
Sub-strand: Language for interacting with others		
understand that language is selected for social contexts and that it helps to signal social roles and relationships AC9E5LA01	Refined	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 how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources AC9E5LA02	Refined	Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)
	Removed	Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)
Version 9.0 Sub-strand: Text structure and organisation		
describe how spoken, written and multimodal texts use language features and are typically organised into characteristic stages and phases, depending on purposes in texts AC9E5LA03	Refined	Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)
understand how texts can be made cohesive by using the starting point of a sentence or paragraph to give prominence to the message and to guide the reader through the text AC9E5LA04	Refined	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)
	Removed	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)

Version 9.0 Sub-strand: Language for expressing and developing ideas		
understand that the structure of a complex sentence includes a main clause and at least one dependent clause, and understand how writers can use this structure for effect AC9E5LA05	Refined	Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507)
understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea AC9E5LA06	Refined	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)
explain how the sequence of images in print, digital and film texts has an effect on meaning AC9E5LA07	Refined	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)
understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of words AC9E5LA08	Refined	Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)
use commas to indicate prepositional phrases, and apostrophes where there is multiple possession AC9E5LA09	Refined Realigned from *Text structure and organisation* sub-strand	Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (ACELA1506)

Version 9.0 Strand: Literature

Version 9.0	Action taken	Version 8.4
Version 9.0 Sub-strand: Literature and contexts		
identify aspects of literary texts that represent details or information about historical, social and cultural contexts in literature by First Nations Australian, and wide-ranging Australian and world authors AC9E5LE01	Refined	Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)
Version 9.0 Sub-strand: Engaging with and responding to literature		
present an opinion on a literary text using specific terms about literary devices, text structures and language features, and reflect on the viewpoints of others AC9E5LE02	Combined Refined	Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609) Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795)
Version 9.0 Sub-strand: Examining literature		
recognise that the point of view in a literary text influence how readers interpret and respond to events and characters AC9E5LE03	Refined	Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)
examine the effects of imagery, including simile, metaphor and personification, and sound devices in narratives, poetry and songs AC9E5LE04	Refined	Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)
Version 9.0 Sub-strand: Creating literature		
create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced AC9E5LE05	Combined Refined	Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612) Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)

Version 9.0 Strand: Literacy		
Version 9.0	**Action taken**	**Version 8.4**
Version 9.0 Sub-strand: Texts in context		
describe the ways in which a text reflects the time and place in which it was created AC9E5LY01	Refined	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)
Version 9.0 Sub-strand: Interacting with others		
use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea AC9E5LY02	Combined Refined	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) Use interaction skills, for example paraphrasing, questioning and interpreting nonverbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)
Version 9.0 Sub-strand: Analysing, interpreting and evaluating		
explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text AC9E5LY03	Refined	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)
navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming AC9E5LY04	Refined	Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)
use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas AC9E5LY05	Refined	Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)

Australian Curriculum: English F–10 Version 9.0
Comparative information

Version 9.0 Sub-strand: Creating texts		
plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation AC9E5LY06	Refined	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)
plan, create, rehearse and deliver spoken and multimodal presentations that include relevant, elaborated ideas, sequencing ideas and using complex sentences, specialist and technical vocabulary, pitch, tone, pace, volume, and visual and digital features AC9E5LY07	Refined Realigned from *Interacting with others* sub- strand	Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)
	Removed	Re-read and edit student's own and others' work using agreed criteria for text structures and language features (ACELY1705)
	Removed	Develop a handwriting style that is becoming legible, fluent and automatic (ACELY1706)
	Removed	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)

Version 9.0 Sub-strand: Phonic and word knowledge		
use phonic, morphemic and vocabulary knowledge to read and spell words that share common letter patterns but have different pronunciations AC9E5LY08	Refined Realigned from *Language* strand and *Phonics and word knowledge* sub-strand	Understand how to use phonic knowledge to read and write less familiar words that share common letter patterns but have different pronunciations (ACELA1829)
build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations AC9E5LY09	Refined Realigned from *Language* strand and *Phonics and word knowledge* sub-strand	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 AC9E5LY10	Realigned from *Language* strand and *Phonics and word knowledge* sub-strand	Explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word (ACELA1514)

Year 6	
Achievement standard	
Version 9.0	**Version 8.4**
By the end of Year 6, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop, explain and elaborate on ideas from topics or texts. They use and vary text structures to organise, develop and link ideas. They use and vary language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice. They read, view and comprehend different texts created to inform, influence and/or engage audiences. They identify similarities and differences in how ideas are presented and developed including through characters, settings and/or events, and how texts reflect contexts. They identify how texts have similar and different text structures to reflect purpose. They explain how language features including literary devices, and visual features influence audiences. They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing, explaining and elaborating on relevant ideas from topics or texts. They use text structures and vary paragraphs to organise, develop and link ideas. They use and vary language features including sentence structures, topic-specific vocabulary and literary devices, and/or multimodal features. They spell using phonic, morphemic and grammatical knowledge.	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.

Content descriptions		
Version 9.0 Strand: Language		
Version 9.0	**Action taken**	**Version 8.4**
Sub-strand: Language for interacting with others		
understand that language varies as levels of formality and social distance increase AC9E6LA01	Refined	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516)
understand the uses of objective and subjective language, and identify bias AC9E6LA02	Refined	Understand the uses of objective and subjective language and bias (ACELA1517)
	Removed	Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (ACELA1515)
Version 9.0 Sub-strand: Text structure and organisation		
explain how texts across the curriculum are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features AC9E6LA03	Refined	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)
understand that cohesion can be created by the intentional use of repetition, and the use of word associations AC9E6LA04	Refined	Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520)

Version 9.0 Sub-strand: Language for expressing and developing ideas		
understand how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas AC9E6LA05	Refined	Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522)
understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups AC9E6LA06	Refined	Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/ phrases (ACELA1523)
identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning AC9E6LA07	Refined	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)
identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole AC9E6LA08	Refined	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)
understand how to use the comma for lists, to separate a dependent clause from an independent clause, and in dialogue AC9E6LA09	Refined Realigned from *Text structure and organisation* sub-strand	Understand the use of commas to separate clauses (ACELA1521)

Version 9.0 Strand: Literature		
Version 9.0	**Action taken**	**Version 8.4**
Version 9.0 Sub-strand: Literature and contexts		
identify responses to characters and events in literary texts, drawn from historical, social or cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors AC9E6LE01	Refined	Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)
Version 9.0 Sub-strand: Engaging with and responding to literature		
identify similarities and differences in literary texts on similar topics, themes or plots AC9E6LE02	Combined Refined	Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614) Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)
Version 9.0 Sub-strand: Examining literature		
identify and explain characteristics that define an author's individual style AC9E6LE03	Refined	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)
explain the way authors use sound and imagery to create meaning and effect in poetry AC9E6LE04	Refined	Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617)
Version 9.0 Sub-strand: Creating literature		
create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices AC9E6LE05	Combined Refined	Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618) 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)

Version 9.0 Strand: Literacy		
Version 9.0	**Action taken**	**Version 8.4**
Version 9.0 Sub-strand: Texts in context		
examine texts including media texts that represent ideas and events, and identify how they reflect the context in which they were created AC9E6LY01	Refined	Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)
Version 9.0 Sub-strand: Interacting with others		
use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions AC9E6LY02	Combined Refined	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) 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)
Version 9.0 Sub-strand: Analysing, interpreting and evaluating		
analyse how text structures and language features work together to meet the purpose of a text, and engage and influence audiences AC9E6LY03	Refined	Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)
select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features; for example, table of contents, glossary, chapters, headings and subheadings AC9E6LY04	Refined	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 (ACELT1712)

use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources AC9E6LY05	Refined	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)
	Removed	Analyse strategies authors use to influence readers (ACELY1801)
Version 9.0 Sub-strand: Creating texts		
plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features AC9E6LY06	Refined	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)
plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features AC9E6LY07	Refined Realigned from *Interacting with others* sub- strand	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
	Removed	Re-read and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1715)
	Removed	Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose (ACELY1716)
	Removed	Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717)

Version 9.0 Sub-strand: Phonic and word knowledge		
use phonic knowledge of common and less common grapheme–phoneme relationships to read and write increasingly complex words AC9E6LY08	Refined Realigned from *Language* strand and *Phonics and word knowledge* sub-strand	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)
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 AC9E6LY09	Refined Realigned from *Language* strand and *Phonics and word knowledge* sub-strand	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)

Year 7
Achievement standard

Version 9.0	Version 8.4
By the end of Year 7, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and expand ideas with evidence. They adopt text structures to organise, develop and link ideas. They adopt language features including literary devices, and/or multimodal features and features of voice.	Receptive modes (listening, reading and viewing)
	By the end of Year 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning.
They read, view and comprehend texts created to inform, influence and/or engage audiences. They identify how ideas are portrayed and how texts are influenced by contexts. They identify the aesthetic qualities of texts. They identify how text structures, language features including literary devices and visual features shape meaning.	Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. They listen for and explain different perspectives in texts.
	Productive modes (speaking, writing and creating)
They create written and/or multimodal texts, including literary texts, for different purposes and audiences, expressing and expanding on ideas with evidence. They adopt text structures to organise, develop and link ideas. They adopt language features including literary devices, and/or multimodal features.	Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect.
	Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation.

Content descriptions		
Version 9.0 Strand: Language		
Version 9.0	**Action taken**	**Version 8.4**
Sub-strand: Language for interacting with others		
understand how language expresses and creates personal and social identities AC9E7LA01	Refined	Understand how accents, styles of speech and idioms express and create personal and social identities (ACELA1529)
recognise language used to evaluate texts including visual and multimodal texts, and how evaluations of a text can be substantiated by reference to the text and other sources AC9E7LA02	Refined	Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources (ACELA1782)
	Removed	Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating (ACELA1528)
Version 9.0 Sub-strand: Text structure and organisation		
identify and describe how texts are structured differently depending on their purpose and how language features vary in texts AC9E7LA03	Refined	Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors (ACELA1531)
understand that the cohesion of texts relies on devices that signal structure and guide readers, such as overviews and initial and concluding paragraphs AC9E7LA04	Refined	Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts (ACELA1763)

Version 9.0 Sub-strand: Language for expressing and developing ideas		
understand how complex and compound-complex sentences can be used to elaborate, extend and explain ideas AC9E7LA05	Refined	Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information (ACELA 1534)
understand how consistency of tense through verbs and verb groups achieves clarity in sentences AC9E7LA06	Refined	Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (ACELA1536)
analyse how techniques such as vectors, angle and/or social distance in visual texts can be used to create a perspective AC9E7LA07	Refined	Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (ACELA1764)
investigate the role of vocabulary in building specialist and technical knowledge, including terms that have both everyday and technical meanings AC9E7LA08	Refined	Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language (ACELA1537)
understand the use of punctuation including colons and brackets to support meaning AC9E7LA09	Refined Realigned from *Text structure and organisation* sub-strand	Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses (ACELA1532)

Version 9.0 Strand: Literature		
Version 9.0	**Action taken**	**Version 8.4**
Version 9.0 Sub-strand: Literature and contexts		
identify and explore ideas, points of view, characters, events and/or issues in literary texts, drawn from historical, social and/or cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors AC9E7LE01	Refined	Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)
Version 9.0 Sub-strand: Engaging with and responding to literature		
form an opinion about characters, settings and events in texts, identifying areas of agreement and difference with others' opinions and justifying a response AC9E7LE02	Refined	Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620)
explain the ways that literary devices and language features such as dialogue, and images are used to create character, and to influence emotions and opinions in different types of texts AC9E7LE03	Refined	Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)
discuss the aesthetic and social value of literary texts using relevant and appropriate metalanguage AC9E7LE04	Refined	Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803)
Version 9.0 Sub-strand: Examining literature		
identify and explain the ways that characters, settings and events combine to create meaning in narratives AC9E7LE05	Refined	Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)

identify and explain how literary devices create layers of meaning in texts including poetry AC9E7LE06	Refined	Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels (ACELT1623)
Version 9.0 Sub-strand: Creating literature		
create and edit literary texts that experiment with language features and literary devices encountered in texts AC9E7LE07	Combined Refined	Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625) Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour (ACELT1805)

Version 9.0 Strand: Literacy		
Version 9.0	**Action taken**	**Version 8.4**
Version 9.0 Sub-strand: Texts in context		
explain the effect of current technology on reading, creating and responding to texts including media texts AC9E7LY01	Refined	Analyse and explain the effect of technological innovations on texts, particularly media texts (ACELY1765)
Version 9.0 Sub-strand: Interacting with others		
use interaction skills when discussing and presenting ideas and information including evaluations of the features of spoken texts AC9E7LY02	Combined Refined	Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition (ACELY1719) Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning (ACELY1804)

Version 9.0 Sub-strand: Analysing, interpreting and evaluating		
analyse the ways in which language features shape meaning and vary according to audience and purpose AC9E7LY03	Refined	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)
explain the structure of ideas such as the use of taxonomies, cause and effect, extended metaphors and chronology AC9E7LY04	Refined	Use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722)
use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and summarise information and ideas AC9E7LY05	Refined	Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723)
	Removed	Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences (ACELY1724)
Version 9.0 Sub-strand: Creating texts		
plan, create, edit and publish written and multimodal texts, selecting subject matter, and using text structures, language features, literary devices and visual features as appropriate to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive and/or analytical AC9E7LY06	Refined	Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)
plan, create, rehearse and deliver presentations for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical, by selecting text structures, language features, literary devices and visual features, and using features of voice including volume, tone, pitch and pace AC9E7LY07	Refined Realigned from *Interacting with others* sub- strand	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing (ACELY1720)

	Removed	Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726)
	Removed	Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (ACELY1727)
	Removed	Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728)
Version 9.0 Sub-strand: Word knowledge		
understand how to use spelling rules and word origins; for example, Greek and Latin roots, base words, suffixes, prefixes and spelling patterns to learn new words and how to spell them AC9E7LY08	Refined Realigned from *Language* strand and *Phonics and word knowledge* sub-strand	Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them (ACELA1539)
	Removed	Continue to apply alphabet and phonic knowledge when reading, writing and spelling (AC9E7L11)

Year 8	
Achievement standard	
Version 9.0	**Version 8.4**
By the end of Year 8, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and elaborate on ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features and features of voice.	Receptive modes (listening, reading and viewing)
	By the end of Year 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts.
They read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They explain how ideas are represented and how texts reflect or challenge contexts. They explain the aesthetic qualities of texts. They explain how text structures shape meaning. They explain the effects of language features including intertextual references and literary devices, and visual features.	Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. They listen for and identify different emphases in texts, using that understanding to elaborate on discussions.
	Productive modes (speaking, writing and creating)
They create written and/or multimodal texts, including literary texts for different purposes and audiences, expressing and advancing ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features.	Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they make to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways.
	Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

Content descriptions		
Version 9.0 Strand: Language		
Version 9.0	**Action taken**	**Version 8.4**
Version 9.0 Sub-strand: Language for interacting with others		
recognise how language shapes relationships and roles AC9E8LA01	Refined	Understand how conventions of speech adopted by communities influence the identities of people in those communities (ACELA1541)
understand how layers of meaning can be created when evaluating by using literary devices such as simile and metaphor AC9E8LA02	Refined	Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (ACELA1542)
	Removed	Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return (ACELA1540)
Version 9.0 Sub-strand: Text structure and organisation		
explain how texts are structured depending on their purpose and how language features vary, recognising that some texts are hybrids that combine different genres or elements of different genres AC9E8LA03	Refined	Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication (ACELA1543)
understand how cohesion in texts is improved by strengthening the internal structure of paragraphs with examples, quotations and substantiation of claims AC9E8LA04	Combined Refined	Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims (ACELA1766) Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives (ACELA1809)

Version 9.0 Sub-strand: Language for expressing and developing ideas		
examine a variety of clause structures including embedded clauses that add information and expand ideas in sentences AC9E8LA05	Refined	Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause (ACELA1545)
understand the effect of nominalisation in texts AC9E8LA06	Refined	Understand the effect of nominalisation in the writing of informative and persuasive texts (ACELA1546)
investigate how visual texts use intertextual references to enhance and layer meaning AC9E8LA07	Refined	Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning (ACELA1548)
identify and use vocabulary typical of academic texts AC9E8LA08	Refined	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts (ACELA1547)
understand and use punctuation conventions including semicolons and dashes to extend ideas and support meaning AC9E8LA09	Refined Realigned from *Text structure and organisation* sub-strand	Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts (ACELA1544)

Version 9.0 Strand: Literature		
Version 9.0	**Action taken**	**Version 8.4**
Version 9.0 Sub-strand: Literature and contexts		
explain the ways that ideas and points of view may represent the values of individuals and groups in literary texts, drawn from historical, social and cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors AC9E8LE01	Refined	Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT1626)
	Removed	Explore the interconnectedness of Country/Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (ACELT1806)
Version 9.0 Sub-strand: Engaging with and responding to literature		
share opinions about the language features, literary devices and text structures that contribute to the styles of literary texts AC9E8LE02	Refined	Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (ACELT1627)
explain how language and/or images in texts position readers to respond and form viewpoints AC9E8LE03	Combined Refined	Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups (ACELT1628) Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807)
Version 9.0 Sub-strand: Examining literature		
identify intertextual references in literary texts and explain how the references enable new understanding of the aesthetic quality of the text AC9E8LE04	Refined	Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities (ACELT1629)

analyse how language features such as sentence patterns create tone, and literary devices such as imagery create meaning and effect AC9E8LE05	Combined Refined	Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous Prose, drama or visual texts (ACELT1630) Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (ACELT1767)
Version 9.0 Sub-strand: Creating literature		
create and edit literary texts that experiment with language features and literary devices for particular purposes and effects AC9E8LE06	Combined Refined	Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (ACELT1632) Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts (ACELT1768)

Version 9.0 Strand: Literacy		
Version 9.0	**Action taken**	**Version 8.4**
Version 9.0 Sub-strand: Texts in context		
identify how texts reflect contexts AC9E8LY01	Refined	Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication (ACELY1729)
Version 9.0 Sub-strand: Interacting with others		
use interaction skills for identified purposes and situations, including when supporting or challenging the stated or implied meanings of spoken texts in presentations or discussion AC9E8LY02	Combined Refined	Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives (ACELY1730) Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects (ACELY1808)

Version 9.0 Sub-strand: Analysing, interpreting and evaluating		
analyse and evaluate the ways that language features vary according to the purpose and audience of the text, and the ways that sources and quotations are used in a text AC9E8LY03	Refined	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (ACELY1732)
analyse how authors organise ideas to develop and shape meaning AC9E8LY04	Refined	Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (ACELY1733)
use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to interpret and evaluate ideas in texts AC9E8LY05	Refined	Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view (ACELY1734)
	Removed	Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener (ACELY1735)
Version 9.0 Sub-strand: Creating texts		
plan, create, edit and publish written and multimodal texts, organising and expanding ideas, and selecting text structures, language features, literary devices and visual features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical AC9E8LY06	Refined	Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736)

plan, create, rehearse and deliver spoken and multimodal presentations for audiences and purposes, selecting language features, literary devices, visual features and features of voice to suit formal or informal situations, and organising and developing ideas in texts in ways that may be imaginative, reflective, informative, persuasive and/or analytical AC9E8LY07	Refined Realigned from *Interacting with others* sub- strand	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints (ACELY1731)
	Removed	Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts (ACELY1810)
	Removed	Use a range of software, including word processing programs, to create, edit and publish texts imaginatively (ACELY1738)
Version 9.0 Sub-strand: Word knowledge		
apply learnt knowledge to spell accurately and to learn new words AC9E8LY08	Refined Realigned from *Language* strand and *Phonics and word knowledge* sub-strand	Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations (ACELA1549)

Year 9
Achievement standard

Version 9.0	Version 8.4
By the end of Year 9, students interact with others, and listen to and create spoken and multimodal texts including literary texts. With a range of purposes and for audiences, they discuss and expand on ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select and experiment with language features including literary devices, and experiment with multimodal features and features of voice.	Receptive modes (listening, reading and viewing)
	By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.
They read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They analyse representations of people, places, events and concepts, and how texts respond to contexts. They analyse the aesthetic qualities of texts. They analyse the effects of text structures, and language features including literary devices, intertextual references, and multimodal features.	They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.
	Productive modes (speaking, writing and creating)
They create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing and expanding ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise, develop and link ideas. They select and experiment with language features including literary devices, and experiment with multimodal features.	Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts.
	Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

Content descriptions		
Version 9.0 Strand: Language		
Version 9.0	**Action taken**	**Version 8.4**
Sub-strand: Language for interacting with others		
recognise how language empowers relationships and roles AC9E9LA01	Refined	Understand that roles and relationships are developed and challenged through language and interpersonal skills (ACELA1551)
understand how evaluation can be expressed directly and indirectly using devices such as allusion, evocative vocabulary and metaphor AC9E9LA02	Refined	Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor (ACELA1552)
	Removed	Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing (ACELA1550)
Version 9.0 Sub-strand: Text structure and organisation		
examine how authors adapt and subvert text structures and language features by experimenting with spoken, written, visual and multimodal elements, and their combination AC9E9LA03	Refined	Understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553)
investigate a range of cohesive devices that condense information in texts, including nominalisation, and devices that link, expand and develop ideas, including text connectives AC9E9LA04	Refined	Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas (ACELA1770)

Version 9.0 Sub-strand: Language for expressing and developing ideas		
identify how authors vary sentence structures creatively for effects, such as intentionally using a dependent clause on its own or a sentence fragment AC9E9LA05	Refined	Explain how authors creatively use the structures of sentences and clauses for particular effects (ACELA1557)
understand how abstract nouns and nominalisation can be used to summarise ideas in text AC9E9LA06	Refined	Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text (ACELA1559)
analyse how symbols in still and moving images augment meaning AC9E9LA07	Refined	Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560)
analyse how vocabulary choices contribute to style, mood and tone AC9E9LA08	Refined	Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (ACELA1561)
understand punctuation conventions for referencing and citing others for formal and informal purposes AC9E9LA09	Refined Realigned from *Text structure and organisation* sub-strand	Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (ACELA1556)

Version 9.0 Strand: Literature		
Version 9.0	**Action taken**	**Version 8.4**
Version 9.0 Sub-strand: Literature and contexts		
analyse the representations of people and places in literary texts, drawn from historical, social and cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors AC9E9LE01	Refined	Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633)
Version 9.0 Sub-strand: Engaging with and responding to literature		
present a personal response to a literary text comparing initial impressions and subsequent analysis of the whole text AC9E9LE02	Refined	Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text (ACELT1771)
analyse how features of literary texts influence readers' preference for texts AC9E9LE03	Combined Refined	Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context (ACELT1634) Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635)
Version 9.0 Sub-strand: Examining literature		
analyse texts and evaluate the aesthetic qualities and appeal of an author's literary style AC9E9LE04	Refined	Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style (ACELT1636)
analyse the effect of text structures, language features and literary devices such as extended metaphor, metonymy, allegory, symbolism and intertextual references AC9E9LE05	Combined Refined	Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes (ACELT1637) Analyse text structures and language features of literary texts, and make relevant comparisons with other texts (ACELT1772)

Version 9.0 Sub-strand: Creating literature		
create and edit literary texts, that may be a hybrid, that experiment with text structures, language features and literary devices for purposes and audiences AC9E9LE06	Combined Refined	Create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation (ACELT1773) Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and pun and the use of hyperlink (ACELT1638)

Version 9.0 Strand: Literacy		
Version 9.0	**Action taken**	**Version 8.4**
Version 9.0 Sub-strand: Texts in context		
analyse how representations of people, places, events and concepts reflect contexts AC9E9LY01	Refined	Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739)
Version 9.0 Sub-strand: Interacting with others		
listen to spoken texts that have different purposes and audiences, analysing how language features position listeners to respond in particular ways, and use interacting skills to present and discuss opinions regarding these texts AC9E9LY02	Combined Refined	Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways (ACELY1740) Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects (ACELY1811)

Version 9.0 Sub-strand: Analysing, interpreting and evaluating		
analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group AC9E9LY03	Refined	Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742)
analyse the organisation of ideas in paragraphs and extended texts, and evaluate its impact on meaning AC9E9LY04	Refined	Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension (ACELY1743)
use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to compare and contrast ideas and opinions in and between texts AC9E9LY05	Refined	Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744)
	Removed	Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)
Version 9.0 Sub-strand: Creating texts		
plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas, and selecting text structures, language features, literary devices and multimodal features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical AC9E9LY06	Refined	Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746)

plan, create, rehearse and deliver spoken and multimodal presentations for purpose and audience, using language features, literary devices and features of voice such as volume, tone, pitch and pace, and organising, expanding and developing ideas in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical AC9E9LY07	Refined Realigned from *Interacting with others* sub- strand	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (ACELY1741)
	Removed	Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features (ACELY1747)
	Removed	Use a range of software, including word processing programs, flexibly and imaginatively to publish texts (ACELY1748)
Version 9.0 Sub-strand: Word knowledge		
understand how spelling is used in texts for particular effects; for example, characterisation, humour and to represent accents and distinctive speech AC9E9LY08	Refined Realigned from *Language* strand and *Phonics and word knowledge* sub-strand	Understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech (ACELA1562)

Year 10	
Achievement standard	
Version 9.0	**Version 8.4**
By the end of Year 10, students interact with others, and listen to and create spoken and multimodal texts including literary texts. With a range of purposes and for audiences, they discuss ideas and responses to representations, making connections and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select, vary and experiment with language features including rhetorical and literary devices, and experiment with multimodal features and features of voice. They read, view and comprehend a range of texts created to inform, influence and engage audiences. They analyse and evaluate representations of people, places, events and concepts, and how interpretations of these may be influenced by readers and viewers. They analyse the effects of text structures, and language features including literary devices, intertextual connections, and multimodal features, and their contribution to the aesthetic qualities of texts. They create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing ideas and representations, making connections and providing substantiation. They select and experiment with text structures to organise, develop and link ideas and representations. They select, vary and experiment with language features including literary devices, and experiment with multimodal features.	Receptive modes (listening, reading and viewing) By the end of Year 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style. They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects. Productive modes (speaking, writing and creating) Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images. Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

Content descriptions		
Version 9.0 Strand: Language		
Version 9.0	**Action taken**	**Version 8.4**
Sub-strand: Language for interacting with others		
understand how language can have inclusive and exclusive social effects, and can empower or disempower people AC9E10LA01	No change	Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1564)
understand that language used to evaluate, implicitly or explicitly reveals an individual's values AC9E10LA02	Refined	Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (ACELA1565)
	Removed	Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve (ACELA1563)
Version 9.0 Sub-strand: Text structure and organisation		
analyse text structures and language features and evaluate their effectiveness in achieving their purpose AC9E10LA03	Refined	Compare the purposes, text structures and language features of traditional and contemporary texts in different media (ACELA1566)
understand how paragraph structure can be varied to create cohesion, and paragraphs and images can be integrated for different purposes AC9E10LA04	Refined	Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (ACELA1567)
Version 9.0 Sub-strand: Language for expressing and developing ideas		
analyse and evaluate the effectiveness of particular sentence structures to express and craft ideas AC9E10LA05	Refined	Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts (ACELA1569)

analyse how meaning and style are achieved through syntax AC9E10LA06	Refined	Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction (ACELA1570)
evaluate the features of still and moving images, and the effects of those choices on representations AC9E10LA07	Refined	Evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572)
use an expanded technical and academic vocabulary for precision when writing academic texts AC9E10LA08	Refined	Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences (ACELA1571)
understand how authors use and experiment with punctuation AC9E10LA09	Refined Realigned from *Text structure and organisation* sub-strand	Understand conventions for citing others, and how to reference these in different ways (ACELA1568)

Version 9.0 Strand: Literature		
Version 9.0	**Action taken**	**Version 8.4**
Version 9.0 Sub-strand: Literature and contexts		
analyse representations of individuals, groups and places and evaluate how they reflect their context in literary texts by First Nations Australian, and wide-ranging Australian and world authors AC9E10LE01	Refined	Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELT1639)
Version 9.0 Sub-strand: Engaging with and responding to literature		
reflect on and extend others' interpretations of and responses to literature AC9E10LE02	Refined	Reflect on, extend, endorse or refute others' interpretations of and responses to literature (ACELT1640)

analyse how the aesthetic qualities associated with text structures, language features, literary devices and visual features, and the context in which these texts are experienced, influence audience response AC9E10LE03	Refined	Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (ACELT1641)
evaluate the social, moral or ethical positions represented in literature AC9E10LE04	Refined	Avaluate the social, moral and ethical positions represented in texts (ACELT1812)
Version 9.0 Sub-strand: Examining literature		
analyse how text structure, language features, literary devices and intertextual connections shape interpretations of texts AC9E10LE05	Refined	Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (ACELT1642)
compare and evaluate how "voice" as a literary device is used in different types of texts, such as poetry, novels and film, to evoke emotional responses AC9E10LE06	Refined	Compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses (ACELT1643)
analyse and evaluate the aesthetic qualities of texts AC9E10LE07	Refined	Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (ACELT1774)

Version 9.0 Sub-strand: Creating literature

create and edit literary texts with a sustained "voice", selecting and adapting text structures, literary devices, and language, auditory and visual features for purposes and audiences AC9E10LE08	Combined Refined	Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (ACELT1814) Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience (ACELT1815) Create imaginative texts that make relevant thematic and intertextual connections with other texts (ACELT1644)

Version 9.0 Strand: Literacy

Version 9.0	Action taken	Version 8.4
Version 9.0 Sub-strand: Texts in context		
analyse and evaluate how people, places, events and concepts are represented in texts and reflect contexts AC9E10LY01	Refined	Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749)
Version 9.0 Sub-strand: Interacting with others		
listen to spoken texts and explain the purposes and effects of text structures and language features, and use interaction skills to discuss and present an opinion about these texts AC9E10LY02	Combined Refined	Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage (ACELY1750) Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences (ACELY1813)

Version 9.0 Sub-strand: Analysing, interpreting and evaluating		
analyse and evaluate how language features are used to implicitly or explicitly represent values, beliefs and attitudes AC9E10LY03	Refined	Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752)
analyse and evaluate how authors organise ideas in texts to achieve a purpose AC9E10LY04	Refined	Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts (ACELY1753)
integrate comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and interpret complex and abstract ideas AC9E10LY05	Refined	Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY1754)
Version 9.0 Sub-strand: Creating texts		
plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas through experimenting with text structures, language features, literary devices and multimodal features for specific purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical AC9E10LY06	Refined	Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1756)
plan, create, rehearse and deliver spoken and multimodal presentations by experimenting with rhetorical devices, and the organisation and development of ideas, to engage audiences for different purposes in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical AC9E10LY07	Refined Realigned from *Interacting with others* sub-strand	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action (ACELY1751)

	Removed	Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (ACELY1757)
	Removed	Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user (ACELY1776)
Version 9.0 Sub-strand: Word knowledge		
use knowledge of the spelling system to spell words and to manipulate standard spelling for particular effects AC9E10LY08	Refined Realigned from *Language* strand and *Phonics and word knowledge* sub-strand	Understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those based on uncommon Greek and Latin roots (ACELA1573)