

Summary Table :

	READING	WRITING	SPEAKING & LISTENING
<b>Yearly ELS</b>	<ul style="list-style-type: none"><li>● Comprehension 1&amp;2 : Within &amp; Beyond the Text</li><li>● Decoding &amp; Fluency</li><li>● Comprehension 3: Author Study - About the Text</li><li>● Comprehension 4: Personal Reading Choices - About the Text</li></ul>	<ul style="list-style-type: none"><li>● Genres</li><li>● Sentence Structure: Punctuation &amp; Grammar</li><li>● Text Structure &amp; Organisation: Sentence Types</li><li>● Handwriting</li><li>● Spelling</li><li>● Craft</li></ul>	<ul style="list-style-type: none"><li>● Discussions</li><li>● Presentation</li></ul>

[YELP Pacing](#)

[English Guaranteed Vocabulary](#)





F&P wheel

Proficiency Scale:

skimming and scanning) to ensure my reading sounds right and makes sense

**Supportive Vocabulary:**  
 literal  
 Summarise  
 interpret  
 synthesise  
 implied

**Cognitive Verbs:**  
 analyse  
 Understand  
 hypothesise  
 interpret  
 synthesise

Discuss aspects of texts, including their aesthetic and social value, using relevant and appropriate metalanguage (VCELT373)

**Essential Learning**  
**Word solving strategies**  
 I can use knowledge of phonics when decoding familiar words and the technical or derived words in increasingly complex texts.

**AS:**  
 Understand how to use knowledge of phonics when decoding familiar words and the technical or derived words in increasingly complex texts  
**CD:**  
 Select, navigate and read increasingly complex texts for a range of purposes, applying appropriate text processing strategies to recall information and consolidate meaning (VCELY346)  
  
 Use prior knowledge and text processing strategies to interpret a range of types of texts (VCELY377)

**Prerequisite Skills**

- Demonstrate the skills for a leveled text (level U, and lexile 920-950) for fiction and non-fiction texts.
- Use banks of known words to decode and clarify words.
  - Use syllabification to decode and clarify words.
  - Use spelling patterns to decode and clarify words.
  - Use word origins to decode and clarify words.
  - Use base words to decode and clarify words.
  - Understand how prefixes and suffixes can help to decode and clarify words.

**Essential Learning (Rigor)**

- I can select, navigate and read increasingly complex texts for a range of purposes.
- I can apply appropriate text processing strategies such as word identification, self-monitoring and self-correcting.
- I can connect my knowledge of subject and technical vocabulary, and concept knowledge to new reading tasks.
- I can consolidate meaning by recalling information I have read.
- Read text fluently at an F&P level X.

**Guaranteed Vocabulary:**  
 Content specific  
 Derived  
 Alternate meanings

**Application** \*keep minimal

- I can select, evaluate and use texts appropriate for a variety of tasks.
- I can use a range of research skills to create deeper meaning.

**Extension**

**AS: -**  
**CD:**  
 Use prior knowledge and text processing strategies to interpret a range of types of texts

<b>Essential Learning :Comp 3&amp;4:</b> <b>Text Study</b> I can compare, analyse, and explain how text structures, language features, images, and vocabulary achieve particular effects across a range of texts.	<b>Prerequisite Skills</b>	<b>Essential Learning (Rigor)</b>	<b>Application</b> *keep minimal	<b>Extension</b>
<p><b>AS:</b> They understand how the use of text structures can achieve particular effects and can analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.</p> <p><b>CD:</b> Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (VCELA339)</p> <p>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 (VCELT343)</p> <p>Identify and explain how choices in language, including modality, emphasis, repetition and metaphor, influence personal response to different texts (VCELT342)</p> <p>Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (VCELT344)</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>❑ Identify parts of fictional texts that relate to or reference...             <ul style="list-style-type: none"> <li>❑ Particular cultures or are of cultural significance</li> <li>❑ Historical moments, events or figures</li> <li>❑ Social conventions, norms or contexts</li> </ul> </li> <li>❑ Examine fictional texts, and identify:             <ul style="list-style-type: none"> <li>-Different viewpoints about the same event, setting or character</li> <li>-How the author has portrayed different viewpoints</li> <li>-How different interpretations about the same person or event may occur</li> </ul> </li> <li>❑ Explain my understanding of the above points in a written or verbal response (citing specific examples and evidence from the text)</li> </ul> <p>Comp 4:</p>	<ul style="list-style-type: none"> <li>❑ Identify the relationship between words, sounds, imagery and language patterns in poetry</li> <li>❑ Identify the relationship between words, sounds, imagery and language patterns in narratives</li> <li>❑ Identify and explain how analytical images (eg. figures, tables, diagrams, maps and graphs) help us understand verbal information (eg speeches).</li> <li>❑ I can evaluate similarities and differences in texts on similar topics, themes or plots (comp 4)</li> <li>❑ I can evaluate characteristics that define an author's individual style</li> <li>❑ I can identify similarities and differences between texts</li> <li>❑ I can explain and identify word play/language features that give a particular effect (author's purpose: PIE)</li> <li>❑ I can explain innovation and identify innovation on text structures (including hybrids)</li> <li>❑ I can explain how these language features influence my feeling about a text/topic</li> <li>❑ I can explain how these language features can be used to influence an audience/reader</li> <li>❑ I can identify:             <ul style="list-style-type: none"> <li>➢ modality</li> <li>➢ emphasis</li> <li>➢ repetition</li> <li>➢ and metaphor</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>❑ Recognise when an author innovates on a standard text structure.</li> <li>❑ Explaining the possible relationship between an author's choices and the features of a text, such as identifying which group would be the most likely target of the information in an advertisement, and justifying why on the basis of textual features</li> </ul>	<p><b>AS:</b> They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints.</p> <p>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.</p> <p><b>CD:</b></p> <p>Discuss aspects of texts, including their aesthetic and social value, using relevant and appropriate metalanguage (VCELT373)</p> <p>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 (<a href="#">VCELA369</a>)</p> <p>Analyse how point of view is generated in visual texts by means of choices, including</p>

	<p>I can: Identify ideas, text structures and language features that an author has used to impact their audience.</p> <p>Describe how these ideas, text structures or language features could affect the audience.</p> <p>Identify figurative language in a range of fictional texts, including poetry and songs</p> <p>Analyse the text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (VCELY320)</p>			<p>gaze, angle and social distance (<a href="#">VCELA370</a>)</p> <p>Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (<a href="#">VCELT372</a>)</p>
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## WRITING

<p><b>Essential Learning Audience &amp; Purpose</b> I can create a variety of texts, to suit a range of purposes and audiences</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- Use specific details to support a point-of-view</li> <li>- Make editorial choices based on criteria</li> <li>- Provide feedback to peers</li> </ul> <p><b>AS:</b> provide feedback on the work of their peers and can make and explain editorial choices based on agreed criteria.</p> <p>They show how specific details can be used to support a point of view.</p> <p><b>CD:</b> Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways</p>	<p><b>Prerequisite Skills</b></p>	<p><b>Essential Learning (Rigor)</b></p>	<p><b>Application</b> *keep minimal</p>	<p><b>Extension</b></p>
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<p>(VCELT356) 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 (VCELY358) Reread and edit own and others' work using agreed criteria and explaining editing choices (VCELY359) Use a range of software, including word processing programs, learning new functions as required to create texts (VCELY361)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> When planning, students can identify their audience and purpose</li> <li><input type="checkbox"/> They plan texts to match their chosen audience and purpose</li> <li><input type="checkbox"/> They can create imaginative, informative and persuasive texts for their identified audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can work through the writing process for a variety of text types: <ul style="list-style-type: none"> <li><input type="checkbox"/> - Informative</li> <li><input type="checkbox"/> - Imaginative</li> <li><input type="checkbox"/> - Persuasive</li> </ul> </li> <li><input type="checkbox"/> I can choose, experiment with and innovate on text structures and language features to suit my audience and purpose</li> <li><input type="checkbox"/> I can reread, edit and explain my editorial choices against set criteria</li> <li><input type="checkbox"/> I can reread, edit and explain my editorial choices for others' work against set criteria</li> <li><input type="checkbox"/> I can create/publish my texts using a variety of programs and platforms</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can adapt an existing piece to a different genre.</li> <li><input type="checkbox"/> I can use an uncommon genre to meet a given purpose.</li> </ul>	<p>AS: They create structured and coherent texts for a range of purposes and audiences. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view.</p> <p>CD: 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 (VCELA380) Experiment with text structures and language features and their effects in creating literary texts (VCELT385) Use a range of software, including word processing programs, to create, edit and publish written and multimodal texts (VCELY390) 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 to a specific audience (VCELY387) Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (VCELY388)</p>
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<b>SEM 2:</b> <b>Text Structure &amp; Organisation:</b> <b>Sentence Types</b> I can investigate the use of complex sentences in my writing	<b>Prerequisite Skills</b>	<b>Essential Learning (Rigor)</b>	<b>Application</b>	<b>Extension</b>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> I understand the difference between a main and subordinate clause</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can use commas to separate clauses in my writing</li> <li><input type="checkbox"/> I can trial the use of complex sentences to... <ul style="list-style-type: none"> <li><input type="checkbox"/> ... provide more detail</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can edit my own work and peers' work, looking for opportunities to</li> </ul>	<p>AS: They create texts showing how language features, text structures, and images from other texts can be combined for effect.</p>

<p><b>CD:</b> Text structure and organisation Understand that cohesive links can be made in texts by omitting or replacing words (VCELA348) Understand the uses of commas to separate clauses (VCELA349) Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (VCELA350)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I understand that a complex sentence involves at least one subordinate clause</li> <li><input type="checkbox"/> I understand that noun and adjective group/phrase can be expanded to give more detail</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ... extend an idea</li> <li><input type="checkbox"/> ... explain an idea further</li> <li><input type="checkbox"/> I can omit or replace words to create better cohesion in my sentences/texts</li> </ul>	<p>extend sentences to be complex.</p>	<p>CD: Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses (VCELA381) 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 (VCELA382)</p>
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<p><b>Spelling:</b> I can use a range of phonic spelling strategies to spell accurately.</p>	<p><b>Prerequisite Skills</b></p>	<p><b>Essential Learning (Rigor)</b></p>	<p><b>Application</b> *keep minimal</p>	<p><b>Extension</b></p>
<p><b>**THIS EL WAS STARTED BUT NOT COMPLETED**</b></p> <p><b>Learning Targets:</b> I can recognise and write increasingly complex words based on my phonic knowledge I can use word parts, patterns and generalisations to inform my spelling I can use banks of known words and technical words to inform my spelling</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can recognise and write less familiar words that share common letter patterns, but have different pronunciations.</li> <li><input type="checkbox"/> I can spell the Oxford 404 high frequency word list.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can use phonic knowledge. Such as: <ul style="list-style-type: none"> <li><input type="checkbox"/> - Blending</li> <li><input type="checkbox"/> - Letter-sound relationships</li> <li><input type="checkbox"/> - Common and uncommon letter patterns</li> <li><input type="checkbox"/> - Phonic generalisations</li> <li><input type="checkbox"/> ... to write increasingly complex words.</li> </ul> </li> <li><input type="checkbox"/> I can use banks of known words and base words to spell new words.</li> <li><input type="checkbox"/> I can use prefixes, suffixes, spelling patterns and generalisations to spell new words.</li> <li><input type="checkbox"/> I can use my knowledge of technical words and words adopted from other languages to spell new words.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can use my knowledge of spelling strategies when editing my writing.</li> <li><input type="checkbox"/> I can apply my knowledge of spelling to complete the SMART WORDS program at Year 6 level.</li> </ul>	<p>AS: - CD: Understand how to use spelling rules and word origins to learn new words and how to spell them (VCELA384)</p>
<p><b>AS:</b> Use accurate spelling and punctuation for clarity.</p> <p><b>CD:</b> Understand how to use phonic knowledge and accumulated understandings about blending, letter-sound relationships, common and uncommon letter patterns and phonic generalisations to recognise and write increasingly complex words (VCELA353)</p>		<p><i>Teaching points only-</i> <b>SOUND:</b> <i>Investigate sounds with more extensive vocabulary according to children's writing needs.</i></p> <p><i>Use syllabification as a spelling strategy.</i></p> <p><b>VISUAL:</b> <i>Recognise common clusters of letters and make connections in writing</i> <i>Revise some spelling patterns according to children's needs</i> <i>Develop knowledge of less common letter patterns and spelling generalisations</i></p> <p><b>MEANING</b></p>		

<p>Understand how to use banks of known words, word origins, base words, prefixes, suffixes, spelling patterns and generalisations to spell new words, including technical words and words adopted from other languages (VCELA354)</p>		<p><i>Use common plurals and less common plurals correctly</i>  <i>Explore less common prefixes – auto, non, circum, be, en, co, contra, counter, dia, macro, micro, post, pro, octa, multi, fore, vice</i>  <i>Explore less common suffixes – ly, ist, er, or, ment, proof, the, ive, ship, hon, sion, ion, able, ible, ful, less, ness, es, r, ing, less, ous, cious, tious, ent, ant</i>  <i>Use contractions and homophones correctly</i></p> <p><i>Etymology</i>  <i>Become increasingly familiar with word origins: Latin – e.g. cide, port, pos, prim, spec etc.; Greek – e.g. ology, sphere, scope, photos, mirro, geo, staph etc.</i>  <i>Understand what eponyms are e.g. fuschia, pasteurization</i>  <i>Explore what acronyms are e.g. scuba, Qantas</i></p>		
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**EL: Craft:**  
 To understand how language choices can be used for a specific purpose and effect in my writing.

**AS:**  
 They explain how their choices of language features and images are used.

Students understand how language features and language patterns can be used for emphasis.

make considered choices from an expanding vocabulary to enhance cohesion and structure in their writing.

They use banks of known words and the less familiar words they encounter to create detailed texts elaborating upon key ideas for a range of purposes and audiences.

**CD:**  
 Experiment with text structures and language features and their effects in creating literary texts (VCELT355)  
 Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (VCELY357)

**Prerequisite Skills**

- I have experimented using various craft in my own writing appropriate to the context of my writing:
  - strong leads
  - strong verbs
  - setting (time and place)
  - similes & metaphors
  - alliteration
  - onomatopoeia
  - personification
  - hyperbole
  - repetition
  - rhetorical Question
  - technical language
  - purposeful use of differences sentence types

**Essential Learning (Rigor)**

- I can:
- Explain how my choice of language features and images are used for emphasis
  - Choose vocabulary (from banks of known words and new/less familiar words) to...
    - enhance cohesion/clarity in my writing
    - add detail and elaborate on key ideas
    - imply meaning (for example 'She ate her lunch' compared to 'She gobbled up her lunch' - means she is starving, poor mannered, loves the food a lot)
    - investigate how my choices can express shades of meaning
  - Select particular text structures and language features based on how they will affect the reader and their experience of the text
  - Compare texts, explaining the effects of the different approaches

**Application** \*keep minimal

- I can:
- Apply the rigor across a range of text types with growing independence and fluency

**Extension**

AS: Students understand how the selection of a variety of language features can influence an audience.

CD: Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (VCELA383)  
 Create literary texts that adapt stylistic features encountered in other texts (VCELT386)



Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (VCELA352)				
<b>Handwriting:</b> I can develop a handwriting style that is legible, fluent and that can vary depending on context.	<b>Prerequisite Skills</b>	<b>Essential Learning (Rigor)</b>	<b>Application</b> *keep minimal	<b>Extension</b>
AS: Provide feedback on the work of their peers  CD: Develop a handwriting style that is legible, fluent and that can vary depending on context ( <a href="#">VCELY360</a> )  Using handwriting efficiently as a tool for a wide range of formal and informal text creation tasks	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can develop a handwriting style that is becoming legible and fluent.</li> <li><input type="checkbox"/> I can form my letters correctly.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can form all my letters correctly, accurately and efficiently.</li> <li><input type="checkbox"/> I can write legibly and fluently.</li> <li><input type="checkbox"/> I can develop my own writing style.</li> <li><input type="checkbox"/> I can vary my handwriting depending on the context.</li> <li><input type="checkbox"/> I can use handwriting as a tool for a range of formal and informal tasks.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can consistently demonstrate legible handwriting.</li> <li><input type="checkbox"/> I can consistently demonstrate efficient use of handwriting.</li> </ul>	AS:  CD: Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods ( <a href="#">VCELY389</a> )  Elaboration: Using handwriting regularly, attending to feedback about legibility
<b>Grammar and Punctuation</b> To demonstrate an understanding of the impact of grammatical and secretarial choices.  <b>**THIS EL WAS STARTED BUT NOT COMPLETED**</b>  <b>Learning Targets:</b> I can use punctuation for clarity I understand how ideas can be sharpened through grammatical choices.	<b>Prerequisite Skills</b>	<b>Essential Learning (Rigor)</b>	<b>Application</b> *keep minimal	<b>Extension</b>
AS: Demonstrate understanding of grammar  CD:	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can use common punctuation correctly.</li> <li><input type="checkbox"/> I can use apostrophes to show possession, and understand how to use apostrophes with common and proper nouns.</li> </ul>	<b>Grammar: I can demonstrate an understanding of grammar</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> I understand how ideas can be expanded and sharpened through... <ul style="list-style-type: none"> <li><input type="checkbox"/> - Knowing the difference between different tenses (ie simple present, simple past, future tenses) and applying a chosen tense at the appropriate time</li> <li><input type="checkbox"/> - Careful choice of verbs (in the appropriate tense)</li> <li><input type="checkbox"/> - A range of adverb groups/phrases (phrases that begin with an adverb- a word that describes an action. Ie Thoughtfully, she gestured for the class to enter the room)</li> </ul> </li> </ul> <b>Punctuation: I can use punctuation for clarity</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can edit my writing effectively to include the correct punctuation and grammar.</li> <li><input type="checkbox"/> I can use a range of punctuation independently and consistently in my writing (80% of the time).</li> </ul>	AS: When creating and editing texts they use accurate spelling and punctuation.  CD: Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (VCELA351)

<p>Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (VCELA351)</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> I can use commas to separate clauses</li> <li><input type="checkbox"/> I can use quotation marks to signify direct speech/dialogue</li> <li><input type="checkbox"/> I understand that punctuation for speech goes before the close of dialogue.</li> </ul>		
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## SPEAKING & LISTENING

<b>Presentations:</b> Students make presentations and create supporting texts	<b>Prerequisite Skills</b>	<b>Essential Learning (Rigor)</b>	<b>Application</b> *keep minimal	<b>Extension</b>
<p><b>Learning Targets:</b>            They create detailed texts, elaborating on key ideas for a range of purposes and audiences.</p> <p>They use images, language features and language patterns for emphasis, explaining their choices</p> <p>They use specific details to support a point of view.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I have participated in planning, rehearsing and delivering a group presentation.</li> <li><input type="checkbox"/> I have watched presentations that involve multimodal elements.</li> <li><input type="checkbox"/> I understand how to use punctuation to assist my fluency and expression when speaking aloud.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can create texts for presentations that...               <ul style="list-style-type: none"> <li><input type="checkbox"/> - allow me to explain key points in detail</li> <li><input type="checkbox"/> - are appropriate for my specified audience and purpose</li> </ul> </li> <li><input type="checkbox"/> I can present to my class/chosen audience, using engagement techniques for effect</li> <li><input type="checkbox"/> I can actively contribute to class and group discussions, considering my audience</li> <li><input type="checkbox"/> I can use language to create emphasis and impact (eg, repetition, rhyme, italics, bold, carefully selected vocabulary)</li> <li><input type="checkbox"/> I can participate in formal and informal debates</li> </ul>		<p><b>AS:</b>            Students listen for and explain different perspectives in texts. They create texts showing how language features and images from other texts can be combined for effect. They create texts 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. They understand how the selection of a variety of language features can influence an audience.</p>
<p><b>AS:</b>            They 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 understand how language features and language patterns can be used for emphasis.</p> <p><b>CD:</b>            Make connections between own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (VCELT365)            Participate in formal and informal debates and plan, rehearse and deliver presentations, selecting</p>				<p><b>CD:</b>            Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, using interaction skills when sharing interpretations or presenting ideas and information (VCELY395)            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, using body language, voice qualities and other elements to add interest and meaning (VCELY396)            Understand the way language evolves to reflect a changing world, particularly in response</p>

<p>and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (VCELY367)</p>				<p>to the use of new technology for presenting texts and communicating (VCELA391) Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (VCELT393)</p>
<p><b>Discussions:</b> Students listen and contribute to discussions, clarifying content, challenging others' ideas and use a variety of strategies for effect.</p>	<p><b>Prerequisite Skills</b></p>	<p><b>Essential Learning (Rigor)</b></p>	<p><b>Application</b> *keep minimal</p>	<p><b>Extension</b></p>
<p><b>AS:</b> Students listen to discussions, clarifying content and challenging others' ideas. 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.</p> <p><b>CD:</b> Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (VCELA362) Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (VCELA363) Understand the uses of objective and subjective language and bias (VCELA364) Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience (VCELY366)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can contribute to class and group discussions, taking into account other perspectives</li> <li><input type="checkbox"/> I can develop and explain a point of view about a text selecting information, ideas and images from a range of resources.</li> <li><input type="checkbox"/> Conversational awareness</li> <li><input type="checkbox"/> Knowing how to speak when challenging others' ideas.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can contribute and respond to discussions, challenging others' ideas by: <ul style="list-style-type: none"> <li><input type="checkbox"/> -Using strategies, for example pausing, questioning, rephrasing, repeating, summarising, reviewing and asking clarifying questions.</li> </ul> </li> <li><input type="checkbox"/> I can use specific language and details to support my point of view or main point.</li> <li><input type="checkbox"/> I can explain why I made these specific language choices.</li> <li><input type="checkbox"/> I can adjust the way I interact with different people/audience depending on how formal the interaction is, or on our 'social distance'</li> <li><input type="checkbox"/> I understand the use of language to create bias (consider use of objective and subjective language)</li> </ul>		<p>AS: They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view.</p> <p>CD: 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 (VCELT394) Understand how accents, styles of speech and idioms express and create personal and social identities (VCELA392)</p>