



# Australian Curriculum Review

Feedback provided by AUSPELD on the proposed  
Australian Curriculum: English (F - 6)



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# Introduction

This submission has been prepared by AUSPELD, the Australian Federation of SPELD Associations, to provide feedback on the proposed revisions to the Australian Curriculum: English (F-6). AUSPELD represents tens of thousands of teachers, allied health professionals and families; all of whom are strongly committed to the introduction of a more evidence-informed curriculum that has at its heart – increased access, higher aspirations, and improved outcomes for **all** students – including those at greatest risk.

The stated aims of the Review are to improve the Australian Curriculum by ‘refining, realigning and decluttering the content’, and offering teachers greater clarity on what they should be teaching and when. Ensuring students are given access to the essential knowledge and skills they need to both achieve at a higher level and to engage meaningfully in their schooling is central to this goal. We are of the view that the Review does not achieve the specified goals; missing a valuable opportunity to: increase the evidence base of the curriculum; provide descriptors that are written in clear and unambiguous language; and, ensure that all students are provided with effective instruction and the content knowledge needed to maximise their chances of success.

The document fails to provide teachers with the detail they will need to ensure that students are taught knowledge and skill across the year levels cumulatively, building on content that has been previously taught, and ensuring that students acquire a depth of knowledge that will serve them well across subject areas. It is essential that teachers and schools can identify a clear scope and sequence from the curriculum.

Our approach throughout this document has been to systematically address specific aspects of the ‘English Consultation Curriculum: Scope and Sequence F-6’. The strands, substrands, and descriptors, have been responded to in

table format and we have provided feedback and suggested changes where appropriate. In some cases, references have been made to the elaborations featured in the draft curriculum, whereas in other cases it has been assumed that changes to descriptors are naturally going to result in subsequent changes to elaborations. It is unfortunately the case that many of the descriptors and elaborations are poorly worded, ambiguous and repetitive – resulting in the likelihood of misinterpretation and poor translation to practice.

Prior to responding in detail, seven overriding issues of concern will be discussed. These include:

- Ambiguity across the strands of language, literature and literacy
- Poor language choices for the descriptors
- Low aspirations and expectations across all year levels
- The continued inclusion of ineffective reading, spelling and writing strategies
- The lack of emphasis on the development of oral language in the early years
- Little attention given to handwriting instruction in contrast to a significant focus on technology
- Frequent irregularities between substrands, content descriptions and elaborations



## Ambiguity across the strands of language, literature and literacy

The three dimensions of language, literature, and literacy were retained in the review of the curriculum. Using these learning areas to structure the content seems to be, at least in part, responsible for the draft curriculum remaining full and overcrowded. There is a significant amount of overlap across these three dimensions, resulting in content being repeated and confusion in relation to which of the learning areas various substrands, content descriptors, and elaborations belong to. For example, the substrand *phonics and word knowledge* has been included in the language strand, even though it would be far better placed in the literacy strand as it is largely an orthographic task.

Likewise, an example of a poorly placed descriptor is the positioning of L11, which is focused on punctuation. This descriptor is currently included in the *language for expressing and developing ideas* substrand, but would be better placed in the creating texts substrand because it involves the understanding and use of features of written language for which there is no spoken equivalent. A number of obvious examples requiring change have been proposed in Table 1 over the page. However, this does not reflect the multiple instances where substrands and elaborations have been incorrectly placed, and suggestions for at least some of these have been included in the body of the document.

In some overseas countries, such as the UK, the curriculum has been designed to focus on the development of conceptual knowledge and academic skill, rather than the more abstract and overlapping categories of language, literature and literacy. For example, in the UK curriculum, Year 1 content is separated into: word reading; reading – comprehension; writing – transcription; writing – composition; and, writing – vocabulary, grammar, and punctuation.



**Table 1.** Examples of poorly placed strands, substrands, and content descriptors

Strand	Substrands	Changes to content descriptors
Language	English as a language that varies and changes	The content descriptions do not correspond to this title
	Language for interacting with others	
	Text structure and organisation	Move items about 'concepts of print, screen and online texts', including navigation features, to <i>Analysing, interpreting and evaluating</i> in the <i>Literacy</i> strand.
	Language for expressing and developing ideas	Move items about punctuation to <i>Creating texts</i> in the <i>Literacy</i> strand
	Phonics and word knowledge	Move entire substrand to <i>Literacy</i> strand
Literature	Appreciating literature and contexts	
	Engaging with and responding to literature	
	Examining literature	
	Creating literature	Integrate entire substrand with <i>Creating texts</i> in <i>Literacy</i> strand
Literacy		Add entire <i>Phonics and word knowledge</i> substrand
	Texts in context	Integrate entire substrand with <i>Appreciating literature</i> and contexts in <i>Literature</i> strand
	Interacting with others	Integrate entire substrand with <i>Language for interacting with others</i> in <i>Language</i> strand
	Analysing, interpreting and evaluating texts	Move items about reading accuracy and decodable texts to <i>Phonics and word knowledge</i> substrand
	Creating texts	Move items about oral presentations and discussions to <i>Language for interacting with others</i> substrand in <i>Language</i> strand

\*Note: the above colour coding has been used throughout the document to represent the strand that content best fits in.



## Poor language choices for the descriptors

It is unfortunately the case that many of the content descriptors included in the draft curriculum remain vague and either too broad or, in some cases, quite misleading. Many of the content descriptors remain open to interpretation, which will almost certainly lead to confusion in terms of what teachers should be teaching, when they should be teaching it, and how they should be teaching. This will result in a continuation of the current practice in which entirely different content is taught in different classrooms and in different schools. It becomes something of a lottery for students in terms of their access to important subject-specific knowledge and skill. In addition, many of the content descriptors continue to be worded in ways that make the monitoring of progress difficult (at times, impossible). Ideally, content descriptors and elaborations should be written in such a way that a clearly articulated instructional goal can be derived from them. Identifying clear and unambiguous goals is essential for both teaching and learning – and assists teachers in their lesson planning and, importantly, the ongoing formative assessments that are developed to assess progress against these goals.

## Low aspirations and expectations across all year levels

In the review of the curriculum, minimal changes were made to the anticipated levels of achievement in the early years in the key academic areas of reading, spelling, and writing development. The draft curriculum reflects a poor understanding of the cumulative knowledge and skill needed to become a successful reader and writer. For example, in Foundation, students are expected to read and write texts; yet they are not expected to understand, identify, and use the components of a simple sentence. This would include basic knowledge pertaining to the subject (noun phrase) plus predicate (verb phrase) components of simple sentences. More surprisingly still, students are only required to have learnt the most common sound for the letters of the alphabet and to know how to use this knowledge to read and spell words with CVC structures. If we are expecting students to read and write simple connected text by the end of the Foundation year then we need to ensure that students are provided with more phonic knowledge than just the alphabet letters and their corresponding sounds. This means a greater coverage of phonics, including digraphs and some alternative spelling patterns should be taught in Foundation – enabling students to read and spell CVC, CVCC, CCVC and perhaps even a few CCVCC words by the end of the year. Ideally, students should also be able to write simple phrases and sentences (applying their phonic knowledge) that can be read by others.



## The continued inclusion of ineffective reading strategies

This curriculum review has not, unfortunately, resulted in the removal of references to ineffective reading strategies in multiple places. For example, teachers are given the option of using decodable texts and/or predictable texts in Foundation and Year 1. While it is crucial to provide students with text-reading experiences and to modify texts to ensure novice readers will have success, the inclusion of both these text types in the very early stages of learning to read is problematic and contradictory.

Predictable texts are texts that control for difficulty by repeating language patterns so that students can anticipate the words or make guesses based on the pictures and context. In contrast, decodable texts control for difficulty by only containing words made of phoneme-grapheme correspondences that have been taught to the student through phonics instruction. While predictable texts serve an important purpose for oral language development, and can certainly be used in cases where adults or competent readers read aloud to students, they are not suitable for the reading practice students need in the early stages of reading. Essentially, predictable texts encourage novice readers to guess, using the illustrations and context, rather than to use the alphabetic code underpinning English orthography. By mastering and using the written code of English, children develop automaticity – laying down the neural pathways necessary to read accurately, effortlessly and with comprehension.

For students who do not develop strong reading skills in the early years, their difficulties become more and more evident as they progress through primary school. As students move into upper-primary and secondary school, they will struggle with reading comprehension, reading fluency, spelling, and writing if they have not developed automaticity. It is our strong recommendation that all references to predictable texts for students to use to practice their emerging reading skills in Foundation and Year 1 should be removed from the draft curriculum. Decodable texts should not simply be an option in the early years, but instead should be strongly recommended due to the important role they have for beginning readers and spellers.

We are also concerned about the suggestion in the curriculum that students should use ‘contextual, semantic, and grammatical knowledge and text processing strategies’ to monitor meaning due to the association this has to the outdated Three Cueing Systems model. This conceptualisation of reading is associated with the whole language approach, which prioritises unreliable reading strategies such as guessing based on the pictures, rereading the sentence, thinking about what would make sense, and on the visual appearance of the word. Research shows that it is poor readers who rely on these strategies, not efficient readers, and immense care should be taken in referencing these strategies as appropriate options.



## The lack of emphasis on oral language development in the early years

It is widely recognised that oral language development is critical to students' literacy skill acquisition, and their access to the curriculum more broadly. Presently, there is little recognition or emphasis within the curriculum of these foundational language skills especially within the early years. The inclusion of text based substrands (e.g., phonics and word knowledge) within the *Language* strand (as discussed above) further confounds this for early years' teachers, who are often having to provide modelling and explicit teaching of the key domains of language (semantics, syntax, pragmatics, phonology) for their students alongside early literacy development. The substrands of the *Language* strand should therefore emphasise a student's ability to understand the language of the

classroom and to use appropriate words, phrases and sentences to respond effectively in learning and in social settings.

It is vitally important that the curriculum is designed to include specific expectations in terms of: explicit vocabulary instruction and opportunities to practise new vocabulary; speaking and listening activities, including opportunities to use back and forth talk across the curriculum; the opportunity to articulate ideas and responses in well-formed sentences; opportunities to connect ideas and use oral language to solve problems and organise thinking; the development of metalinguistic knowledge, and, daily opportunities to listen to, and talk about, fiction and non-fiction texts.

## Little attention given to handwriting instruction in contrast to a significant focus on technology

There is very little focus on handwriting in the curriculum review whereas the early introduction of technology is encouraged. The importance of handwriting for learning has been well established in the literature; however, this was not recognised in the draft curriculum. For instance, there is no mention of how students should grasp a pencil or form letters. Using an appropriate pencil grip, such as a tripod pencil grip, is imperative for maximising pencil control (which assists in the development of letter formation), handwriting fluency, and speed. Furthermore, forming letters using correct start and finishing places is crucial for efficiency.

In addition, there is strong evidence to support the explicit teaching of both lower case and capital letter formations, as each phoneme-grapheme relationship is taught. This assists students to

consolidate this essential phonic knowledge they need to read accurately and fluently. The curriculum should provide an implied scope and sequence that ensures students are given the opportunity to develop a handwriting style that is legible, accurate and automatic.

It is also the case that, in the draft curriculum, students are still expected to become familiar with technology in the first year of formal schooling (Foundation). For example, students in Foundation year are expected to know conventions of screen. This emphasis is at odds with the current literature suggesting that the early use of technology and screen time may have a negative impact on both motor and language development, both of which are essential in the early years of schooling.



## Frequent irregularities between substrands, content descriptions and elaborations

Consistent interpretation and implementation of the curriculum is dependent upon clear and unambiguous expression of the strands, substrands, and content descriptions for each curriculum area, with appropriate and accurate examples of tasks that may be used to achieve the content descriptions provided in the elaborations. However, this is not always apparent in this document, with, perhaps, one of the the most obvious examples being 'Language: English as a language that varies and changes'. On page 3 of the proposed curriculum it is stated that through this substrand, 'students learn that languages evolve owing to historical, social and cultural changes, and technological innovations'. This is a cause for confusion, as the substrand title specifically refers to 'English' and the explanation refers to languages in the plural. If we are to accept either version of the substrand, however, the expectation would be that the content descriptions would relate to how languages (including English) vary and change over time and in response to a multitude of factors. Yet content descriptions for this substrand overwhelmingly do not relate to the evolution of language, but instead to: the variety of languages used in the

community (AC9EFL01; AC9E1L01); non-verbal and non-language means of communication (AC9E2L01, AC9E3L01); and, examples of commonly used English words that have been derived from other languages (AC9E4L01).

It is of concern that the content description that does make reference to an example of how English varies and changes (AC9E6L01), refers specifically to dialects of English and then provides an elaboration that refers only to languages, not dialects (Creole, or Kriol, being a stable language that is influenced by English, but which is not a dialect of English). In addition to being inaccurate, this example could be viewed as disrespectful to speakers of English dialects other than Standard Australian English and to speakers of Aboriginal and Torres Strait Islander languages, including Creole/Kriol. While this substrand is the most problematic, further examples of poor cohesion between substrands, content descriptions and elaborations can be found throughout the document and are noted in the full submission. Consistent and accurate delivery of the Australian Curriculum cannot be expected if the document itself is inconsistent and inaccurate.



# Foundation

Strand	Substrand	Code number and descriptor	AUSPELD feedback	AUSPELD recommended changes
Language	English as a language that varies and changes	AC9EFL01: understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates, and community	The substrand, content descriptor and elaborations are inconsistent.	<i>The entire substrand needs to be reviewed and rewritten with a clearer objective throughout.</i>
	Language for interacting with others	AC9EFL02: explore how language is used differently at home and school depending on the relationships between people	Remove the term explore from the descriptor. While it ensures that students have been exposed to the content, there is no accountability as to whether students have taken away any understandings.	<i>AC9EFL02: understand that language is used differently at home and school, and depending on their relationship with the person</i>
		AC9EFL03: understand that language can be used to express needs, likes and dislikes	The descriptor could reflect the elaborations more closely.	<i>AC9EFL03: recognise that verbal, written, and body language can all be used to communicate feelings, preferences, and emotions</i>
	Text structure and organisation	AC9EFL04: understand that texts can take many forms and have different purposes	This is imprecise and would be difficult to implement in a consistent manner across classrooms and schools. It should also be emphasised in the descriptor that students need to know basic text structure to help them understand and tell stories, recount information, share information, and give instructions. These text purposes should <u>all</u> be included in the elaborations.	<i>AC9EFL04: recognise that narrative, informative, recount, and procedure texts have different purposes, but follow the structure of a beginning, middle, and end</i>  <i>Add an elaboration that the structure of texts should be discussed with children (e.g. what did we learn in the beginning? In the middle? At the end?).</i>
		AC9EFL05: understand that some language in written texts is unlike everyday spoken language	This is imprecise and would be difficult to implement in a consistent manner across classrooms and schools. The first elaboration, which is about recognising written text has spaces between words etc., should be in AC9EFL05, as it relates to conventions of print. Only the second elaboration is required; however, this should be expanded upon to include a greater range of connectives that can be used to comprehend and structure information e.g., once upon a time, first, then, next, and finally.	<i>AC9EFL05: understand that spoken and written language is different, and identify and use some connective phrases that are common in written language but uncommon in speech</i>  <i>Keep the second elaboration only. Expand that elaboration to include connectives used in written language, e.g. once upon a time, early one morning, first, next, finally, suddenly, luckily etc.</i>



Strand	Substrand	Code number and descriptor	AUSPELD feedback	AUSPELD recommended changes
		AC9EFL06: understand how conventions of print and screen are used to access texts	<p>Webpages written in Standard Australian English do not break the convention of text being read left to right and mostly top to bottom. Any deviation from this pattern would be consistent with how many non-fiction (e.g. use of columns) or fiction (e.g. meandering lines of text to fit in with an illustration) <u>print</u> texts are arranged – and the text is <i>still</i> read from left to right, top to bottom.</p> <p><b>- This conceptually fits within the ‘analysing, interpreting and evaluating texts’ strand of the literacy strand, and should be moved there</b></p>	<p><i>AC9EFL06: understand some basic conventions of print e.g., text is read from left to right and from top to bottom</i></p> <p><i>Remove reference to web pages breaking these conventions.</i></p>
	Language for expressing and developing ideas	AC9EFL07: understand that sentences are key units for expressing ideas	<p>The essential components of a sentence can and should be taught at this stage, and must in order to provide an appropriate foundation for the creation of written texts during Foundation and later years.</p> <p>The third elaboration does not belong with sentences.</p>	<i>AC9EFL07: recognise that a sentence is a group of words that expresses a complete thought</i>
		AC9EFL08: understand that sentences are made up of groups of words that work together in particular ways to make meaning	<p>This is imprecise. The elaborations also need to be expanded on, as students need to know other parts of speech to meet the curricular demands for writing.</p>	<p><i>AC9EFL08: understand that a sentence in Standard Australian English is formed using a subject (usually a noun and the words that go with it) and predicate (a verb and the words that go with it)</i></p> <p><i>The elaborations must provide accurate and explicit examples of what is meant here. Appropriate initial examples could include ‘Cats meow.’ (subject = the noun cats; predicate = the verb meow), ‘The dogs bark.’ (subject = the noun dogs plus determiner the; predicate = the verb bark), ‘We play outside.’ (subject = pronoun we; predicate = verb play plus preposition outside).</i></p>
		AC9EFL09: explore the contribution of images and words to meaning in stories and informative texts	<p>Remove the term explore. Students also need to be exposed to recount and procedure texts.</p>	<i>AC9EFL09: discuss how both words and images convey meaning in narrative, information, recount, and procedure texts</i>



Strand	Substrand	Code number and descriptor	AUSPELD feedback	AUSPELD recommended changes
		AC9EFL10: understand that different vocabulary is used in different contexts, such as everyday conversation, imaginative play, areas of interest and learning areas	This does not clearly correspond to the elaborations, which are about recognising more precise vocabulary in texts and using introduced subject-specific vocabulary.	<i>AC9EFL10: learn and use vocabulary that does not commonly occur in speech but which is commonly found in written texts (narrative and informative)</i>
		AC9EFL11: understand that punctuation is a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters and punctuation marks signal the beginning and end of sentences	This is not clear.  <b><i>- This fits conceptually within the creating texts substrand of the literacy strand, and should be moved there</i></b>	<i>AC9EFL11: recognise and use capital letters for their name and at the beginning of sentences, and full stops at the end of sentences</i>
	Phonics and word knowledge <b><u>- this entire substrand needs to be moved to the literacy strand</u></b>	AC9EFL12: recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness)	This includes a mixture of early and basic phonological awareness skills and mistakenly implies these skills will be developed at the same time. It is much easier for students to hear larger units of language (i.e., words in sentences as in AC9EFL13) than it is for them to hear individual sounds in words. The skills relating to hearing smaller units of language are better placed in AC9EFL13. Lastly, it should be explicitly stated that these are oral tasks, and blending onset and rhyme should be included as this is an important stepping stone to working with individual phonemes.	<i>AC9EFL12: orally segment sentences into words, identify and generate rhyming words and alliteration patterns, blend onsets and rimes, and identify the number of syllables in spoken words (early phonological awareness)</i>



Strand	Substrand	Code number and descriptor	AUSPELD feedback	AUSPELD recommended changes
		AC9EFL13: segment sentences into individual words; orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness)	This includes a mixture of early, basic, and advanced phonological awareness skills and as in AC9EFL12, mistakenly implies these skills will be developed at the same time. It should also be explicitly stated that these are oral tasks.	<i>AC9EFL13: orally blend sounds (phonemes) into single syllable words, segment single syllable words into sounds (basic phonological awareness), and orally manipulate sounds in single syllable words (advanced phonological awareness)</i>  <i>Add the elaborations from AC9EFL15 which are about blending sounds into spoken words and segmenting spoken words into sounds.</i>
		AC9EFL14: recognise and name all upper- and lower- case letters (graphemes) and know the most common sound that each letter represents	Students need to know simple consonant digraphs in order to achieve AC9EFL15.	<i>AC9EFL14: name all upper- and lower- case letters; know and use the most common sound that each letter represents as well as at least 10 consonant digraphs</i>  <i>Add an elaboration which provides the consonant digraphs students are expected to know i.e., ff, ll, ss, zz, sh, ch, th, sk, wh, and ng</i>
		AC9EFL15: write consonant-vowel-consonant (CVC) words by representing some sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words	Students need to read and spell words with more complex word structures than CVC in order to achieve AC9EFLY04 and AC9EFLY06. In addition, the current elaborations better fit in AC9EFL13, as they are about phonemic awareness and do not involve mapping sounds to print.	<i>AC9EFL15: accurately blend sounds together to read single syllable words and write single syllable words by representing sounds with the appropriate grapheme/letter patterns</i>  <i>Remove both elaborations. Add an elaboration that indicates this begins with CVC and then progresses to VCC, CVCC, CCVC, CCVCC, CVCCC, and CCCVC</i>
		AC9EFL16: understand how to use knowledge of letters and sounds to spell words	This descriptor is redundant as it is encompassed by AC9EFL15.	<i>Remove</i>



Strand	Substrand	Code number and descriptor	AUSPELD feedback	AUSPELD recommended changes
		AC9EFL17: read and write some high-frequency words and other familiar words	It should be made clear in the descriptor that the emphasis is on teaching the regular components of the words using a sounds-based approach while drawing attention to any irregularities. Some of the example words listed in the elaborations are easily decodable and should not be included (i.e., 'and' and 'went').	<i>AC9EFL17: read and write some high frequency words noting unusual spelling for a sound when it occurs (e.g., &lt;ai&gt; spelling of /e/ in 'said')</i>  <i>Remove 'and' and 'went' from the elaboration.</i>
		AC9EFL18: understand that words are units of meaning and can be made of more than one meaningful part	This is imprecise and would be difficult to implement in a consistent manner across classrooms and schools. The elaboration is much clearer. This also misses out on an opportunity to provide a scope and sequence for the teaching of morphology.	<i>AC9EFL18: understand that words are made up of one or more meaningful parts known as morphemes, and know and be able to identify the bound morpheme -s</i>  <i>The elaboration needs to be expanded on to include teaching the spelling conventions of -s and the meanings of the morpheme -s (to signal plural and to change a verb to third person singular).</i>
Literature	Appreciating literature and contexts	AC9EFLE01: respond to stories and poems, sharing ideas about how texts may reflect experiences that are similar or different to their own, in texts created by First Nations Australian and non-First Nations Australian authors and illustrators and those from around the world	This is unnecessarily wordy and does not clearly correspond to the elaborations, which emphasise engaging with texts from cultures that are like, and different from, the students.	<i>AC9EFLE01: respond to stories, illustrations and poems created by First Nations and non-First Nations Australian and international authors by comparing similarities and differences with their own experiences and cultural groups</i>
	Engaging with and responding to literature	AC9EFLE02: respond to stories and share feelings and thoughts about their events and characters	The first elaboration mentions using poems, which should be in the descriptor.	<i>AC9EFLE02: respond to stories and poems by sharing feelings and thoughts about characters and events</i>



Strand	Substrand	Code number and descriptor	AUSPELD feedback	AUSPELD recommended changes
	Examining literature	AC9EFLE03: explore stories from a range of cultures and identify characters and characteristic features, including events, beginnings and endings	This does not correspond closely to the elaborations, which focus largely on cultural patterns of storytelling, particularly those of First Nations Australian Peoples.	<i>AC9EFLE03: identify cultural patterns of storytelling in stories from a range of cultures, including those created by First Nations Australian authors (e.g. Once upon a time, In the Dreaming...)</i>
		AC9EFLE04: replicate and explore the rhythms and sound patterns of different types of literacy texts such as poems, rhymes, and songs	This is not worded clearly. This also does not correspond closely to the third elaboration, which focuses on the importance of dance and instruments for storytelling for First Nations Australian Peoples.	<i>AC9EFLE04: identify and replicate rhythms and sound patterns found in poems, rhymes, chants, and songs, including those created by First Nations Australian Peoples.</i>
	Creating literature	AC9EFLE05: retell and innovate on familiar literacy texts through play, performance, images, or writing	The third elaboration which references the use of digital technologies should be removed.	<i>No specific change recommended</i>
Literacy	Texts in context <b><u>- move to the literature strand</u></b>	AC9EFLY01: identify some familiar texts and the contexts in which they are used	This does not correspond to the elaborations. The first elaboration which is about recognising symbols and icons would better fit in the language strand. The second and third elaboration, which are about grouping texts by using the book cover or based on the topic do not seem relevant.	<i>Remove</i>
	Interacting with others <b><u>- move to the language strand</u></b>	AC9EFLY02: interact with peers and familiar adults in informal and structured classroom situations by listening while others speak and using skills including voice levels, articulation, body language and facial expression	This could be worded more clearly and to better reflect the elaborations.	<i>AC9EFLY02: demonstrate vocal and non-vocal communication skills in unstructured and structured settings e.g., attentive listening, responding, turn taking, and adjusting volume</i>



Strand	Substrand	Code number and descriptor	AUSPELD feedback	AUSPELD recommended changes
	Analysing, interpreting and evaluating text	AC9EFLY03: identify some differences between imaginative and informative texts	There is substantial overlap with AC9EFL04.	Remove
		AC9EFLY04: read texts which may be decodable and/or predictable using developing phonic knowledge, practising phrasing and fluency, and monitoring meaning using concepts about print and emerging contextual, semantic, grammatical knowledge	Remove references to predictable texts and strategies that are not evidence informed for beginning readers.  <b>– This fits conceptually within the ‘phonics and word knowledge’ strand of the literacy strand, and should be moved there</b>	AC9EFLY04: read decodable texts matched to developing phonic knowledge with accuracy; use these texts to build automaticity (i.e., appropriate rate for age without sacrificing accuracy); and demonstrate monitoring meaning by answering questions about the texts
		AC9EFLY05: use comprehension strategies to understand and discuss texts listened to, viewed or read independently	This does not correspond closely to the elaborations. The first elaboration would better fit in the language strand. There is also no acknowledgment in the descriptor or elaborations of the importance of background knowledge, vocabulary, and verbal reasoning for comprehension to be successful.	AC9EFLY05: demonstrate literal and inferential comprehension of texts with concepts and themes appropriate for Foundation, through verbal responses  Elaborations should include references to those texts being read to, viewed or read by the students; elaborations should also include reference to the need to draw upon background knowledge and for relevant background knowledge to be provided by the teacher.
	Creating texts	Not in the draft curriculum.	Sentence level work is not included as a content descriptor yet is a critical precursor for students to be able to produce longer pieces of writing e.g., short written texts.	write simple sentences that can be read by others, using explicit knowledge that a sentence in Standard Australian English is constructed using a subject and a predicate, and starts with a capital letter and ends with a full stop



Strand	Substrand	Code number and descriptor	AUSPELD feedback	AUSPELD recommended changes
		AC9EFLY06: create a range of short written and/ or multimodal texts to record and to report ideas and events	The first elaboration is much clearer regarding the expectations, and more measurable. Students should be expected to produce written <u>and</u> multimodal texts. Providing an option removes the requirement to produce written texts.	<i>AC9EFLY06: create a range of short fiction and nonfiction written and multimodal texts to show developing concepts of print, sound-letter relationships, vocabulary, simple sentence structure and sentence punctuation</i>
		AC9EFLY07: create and deliver short spoken texts to report ideas and events to peers, using appropriate voice levels and articulation	This does not correspond closely to the elaborations. The second elaboration overlaps with AC9EFLE02.  <b><i>-This fits conceptually within the Language for interacting with others substrand of the Language strand, and should be moved there.</i></b>	<i>AC9EFLY07: deliver short oral presentations, such as reporting on events to peers, using appropriate voice levels</i>  <i>Remove second elaboration.</i> <i>Add an elaboration that includes the composition and oral presentation of simple narratives and imaginative texts</i>
		AC9EFLY08: edit texts collaboratively for meaning, spelling, capital letters, and full stops	It should be made clear that editing sessions are led by the teacher, not just in collaboration with peers, particularly since there is no elaboration.	<i>AC9EFLY08: participate in shared editing sessions guided by the teacher, with a focus on editing for meaning, spelling, capital letters, and full stops</i>
		AC9EFLY09: form most lower-case and upper- case letters using learned letter formations	There should be a focus on ensuring students are using a functional pencil grip.	<i>AC9EFLY09: form most lower-case and upper-case letters correctly, following explicitly taught letter formation patterns, using a functional pencil grip</i>



# Year 1

Strand	Substrand	Code number and descriptor	AUSPELD feedback	AUSPELD recommendation
Language	English as a language that varies and changes	AC9E1L01: understand that people use different systems of communication to cater to different needs and purposes, and that people may use sign, augmentative and alternative communication systems to communicate with others	The substrand, content descriptor and elaborations are inconsistent.	<i>The entire substrand needs to be reviewed and rewritten with a clearer objective throughout.</i>
	Language for interacting with others	AC9E1L02: understand that language varies and is used in combination with other means of communication, for example facial expressions and gestures, to interact with others	Facial expressions and gestures fall under body language and do not need to be explicitly stated in the descriptor. The elaborations overlap significantly with AC9E1L01, but the content description suggests the focus will be on how language <i>varies</i> (e.g. in response to social contexts), yet this is not addressed by the elaborations.	<i>AC9E1L02: recognise that verbal and body language both contribute to meaning when communicating with others</i>
		AC9E1L03: understand that there are different ways of asking for information, making offers and giving commands	This needs to be more specific.	<i>AC9E1L03: understand the difference between open and closed questions, requests and commands, and questions and statements</i>
		AC9E1L04: explore different ways of expressing emotions, including verbal and visual communication, body language, signing and facial expressions	Remove the term 'explore.' While it ensures that students have been exposed to the content, there is no accountability as to whether the students have taken away any understandings. This also needs to be more specific given there is only one elaboration.	<i>AC9E1L04: identify how speech and body language are used to express emotion</i>
	Text structure and organisation	Not in draft curriculum.	Students need to build on the range of connective phrases introduced in Foundation (AC9EFL05). Include examples of useful connectives for comprehending and structuring information in the elaborations e.g., once upon a time, one day, suddenly, fortunately, and finally	<i>understand and use a range of key connectives found in written texts that help to comprehend and structure information</i>



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		AC9E1L05: understand that imaginative, informative, and persuasive texts have different purposes which shape their structure in predictable ways	This is imprecise and would be difficult to implement in a consistent manner across classrooms and schools. It should also be emphasised in the descriptor that students need to know basic text structure to help them understand and tell stories, recount information, share information, and give instructions. These text purposes should <u>all</u> be included in the descriptor rather than listing some in the descriptor and some in the elaborations.	AC9E1L05: <i>compare the different purposes of narrative, informative, persuasive, recount, and procedure texts, and identify whether they have a 3- (non-fiction: Introduction, Body, Conclusion) or 5-part (narrative) structure</i>
		AC9E1L06: understand patterns of repetition and contrast in texts	This is imprecise and difficult to measure. This also does not reflect the elaborations closely, and the second elaboration does not make sense.	AC9E1L06: <i>identify patterns of repetition that are found in texts, including language patterns (e.g., a lean cat, a mean cat; he ran and he ran and he ran) and repeated events (e.g. three wishes, three meetings).</i>  <i>Adjust the second elaboration to say 'identifying words in a text that are associated with a common theme or topic; e.g. 'farmer', 'cows', 'tractor', 'farm'.'</i>
		AC9E1L07: understand how different types of print and screen texts are organised using features such as page numbers, tables of content, headings and titles, navigation buttons, links, images and icons	This is unnecessarily wordy. The elaboration more clearly indicates the expectations.  <b>- This fits conceptually within the 'analysing, interpreting and evaluating texts' substrand of the literacy strand, and should be moved there</b>	AC9E1L07: <i>compare how information is presented differently in written and digital forms</i>



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	Language for expressing and developing ideas	AC9E1L08: understand and identify the parts of a simple sentence	The elaboration more clearly indicates the expectations and is more measurable. Students must also begin to use compound sentences using common coordinating conjunctions. The third elaboration, which refers to identifying the 'when' and 'where' of a sentence would fit better in AC9E1L09.	AC9E1L08: <i>understand that a simple sentence is one independent clause (made up of a subject and a predicate) and a compound sentence is two or more independent clauses joined by a coordinating conjunction</i>  <i>Add elaboration to specify that the coordinating conjunctions 'and', 'but' and 'so' must be addressed during Year 1.</i>
		AC9E1L09: 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)	The wording of this descriptor encourages teaching of grammar in isolation. Parts of speech should always be taught in the context of a sentence, because the part of speech of many words encountered at this year level can often only be determined by its function in a sentence (e.g. 'dig' is a verb in the sentence, 'I dig in the soil,' but a noun in the sentence, 'I would like to visit an archaeological dig.'). Students of this age should also be taught other parts of speech including coordinating conjunctions, prepositions, and determiners.	AC9E1L09: <i>understand and identify the function of words in simple and compound sentences i.e., nouns, verbs, adjectives, adverbs, conjunctions, prepositions, and determiners</i>
		Not in draft curriculum	Year 1 students can and should learn about different sentence types, because they will be encountering them, composing them in oral language, and beginning to write them.	<i>understand and identify the four sentence types: statements, commands, questions and exclamations</i>
		AC9EFL10: understand that imaginative, informative and persuasive texts may use different types of images to contribute to meaning	The elaboration more clearly indicates the expectations.	AC9E1L10: <i>compare and explain how images are presented differently in narrative, informative, persuasive, recount, and procedure texts to serve the purpose of the text</i>



Strand	Substrand	Code number and descriptor	AUSPELD feedback	AUSPELD recommendation
		AC9E1L11: understand that different vocabulary is appropriate in different contexts, including use of formal and informal terms of address	<p>The elaborations do not clearly relate to the different vocabulary and language patterns used in these contexts, or how students may be explicitly taught the difference between forms of address or formal processes.</p> <p>This is not worded clearly.</p>	<p><i>Adjust the elaborations to give clear examples of how terms of addressing others may vary in order to show respect (e.g. you might say 'hi' to a friend, but 'good morning' to the principal, because you are more equal to the friend than the principal, and because it is important for students to show respect to principals) and how formal processes differ from casual statements, including explicit teaching of the meaning of the words used (e.g. ensure students learn and can explain the meaning of the words 'acknowledgement', 'traditional', 'custodians' and 'elders'; be able to provide a more casual alternative to the Acknowledgement of Country (e.g. 'we know Aboriginal people care for this land') and explain why we use the version we do (it's more respectful and formal).</i></p>
		AC9EFL12: understand that written language uses different types of punctuation; understand that question marks and exclamation marks signal sentences that make statements, ask questions, express emotion or give commands; use capital letters for proper nouns	<p>This could be more explicitly worded so that the expectations for student achievement are clear.</p> <p><b><i>-This fits conceptually within the 'creating texts' substrand of the literacy strand, and should be moved there</i></b></p>	<p><i>AC9E1L12: use capital letters for proper nouns, question marks at the end of questions, and full stops or exclamation marks at the end of statements, expressions of emotion, or commands</i></p>



Strand	Substrand	Code number and descriptor	AUSPELD feedback	AUSPELD recommendation
	Phonics and word knowledge  <b>- this entire substrand needs to be moved to the literacy strand</b>	AC9E1L13: segment consonant blends or clusters in separate phonemes (sounds) at the beginnings and ends of words (phonological awareness)	Firstly, students also need to be able to blend words with adjacent consonants (not just segment words with adjacent consonants). Secondly, the terms 'blends' and 'clusters' should be removed. These terms encourage the teaching of two sounds as one such as 'gr'. This is completely unnecessary because if students can blend sounds together (verb), there is no need to teach 'blends' (nouns) i.e. if we are adding 'blends' as units of sound, then there are an additional 76 pieces of irrelevant code to learn. Next, to build on AC9EFL13, students should be able to complete these activities with automaticity. Finally, as suggested in AC9EFL12 and AC9EFL13, it is useful to continue to categorise phonological awareness skills.	AC9E1L13: orally blend sounds (phonemes) into words and segment words into sounds with automaticity, including words with adjacent consonants (basic phonological awareness)
		AC9E1L14: orally manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness)	This could be worded more clearly. The term 'blends' should be removed (see AC9E1L13).	AC9E1L14: orally manipulate sounds (phonemes) in words e.g., delete, substitute, and reverse sounds (advanced phonological awareness)
		AC9E1L15: use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one-syllable words	Students should be taught some simple consonant trigraphs (e.g., 'tch') as well as how to read and spell multi-syllable words in order to achieve AC9E1LY04 and AC9E1LY06.	AC9E1L15: recognise and use short vowel patterns, common long vowel patterns, and consonant digraphs and trigraphs to read and spell single and multi-syllable words  The elaborations must also include the conceptual knowledge that the same grapheme can represent more than one sound (e.g., 'o' can be represent /o/ like in hot or /oe/ like in no) and that a sound can be represented in more than one way e.(g., /ae/ can be represented in lots of different ways like in rain, play, eight, etc.)



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		AC9E1L16: understand that a letter can represent more than one sound and that a syllable must contain a vowel sound	Understanding the conceptual knowledge that a letter/s can represent more than one sound, should be included as an elaboration in AC9E1L15, as this is when students are learning that the same letter can represent a short or long vowel.	<i>AC9E1L16: understand that a syllable must contain a vowel sound and identify syllables in printed words</i>
		AC9E1L17: understand how to spell one and two syllable words with common letter patterns	This is redundant as it is already covered in AC9E1L15.	<i>Remove</i>
		AC9E1L18: read and write high frequency words	It should be made clear in the descriptor that the emphasis is on teaching the regular components of the words using a sounds-based approach while drawing attention to any irregularities.	<i>AC9E1L18: read and write a range of high frequency words noting unusual spelling for a sound when it occurs (e.g., &lt;a&gt; spelling of / schwa/ in 'about')</i>
		AC9E1L19: recognise and know how to use grammatical morphemes to create word families	This is imprecise and would be difficult to implement in a consistent manner across classrooms and schools. This mistakenly implies that creating word families is the only activity that should be completed. The elaboration is also much clearer; however, students should be taught a greater range of suffixes in order to achieve AC9E1LY04 and AC9E1LY06. Lastly, this misses out on an opportunity to provide a scope and sequence for the teaching of morphology.	<i>AC9E1L19: identify base words, understand and use common inflectional morphemes, and join free morphemes together to read and spell words accurately</i>  <i>Elaborations would then need to indicate refining understanding and use of -s, -ed, and -ing; teaching of -es, -er, and -est including spelling conventions; and working with compound words like playground and carpark.</i>
Literature	Appreciating literature and contexts	AC9E1LE01: investigate how language and images are used to create characters, setting and events in texts created by First Nations Australian and non-First Nations Australian authors and illustrators, and those from around the world	This is unnecessarily wordy. Remove the term 'investigate.'	<i>AC9E1LE01: discuss how language and images are used to create characters, settings and events in stories from First Nations Australian, non-First Nations Australian, and international authors</i>
	Engaging with and responding to literature	AC9E1LE02: discuss characters, settings and events in a range of literacy texts and share responses by making connections with students' own experiences	This is not worded well and does not reflect the elaborations closely. Poems should also be included as a form of literary text.	<i>AC9E1LE02: respond to stories and poems by sharing feelings and thoughts about characters, settings, and events</i>



Strand	Substrand	Code number and descriptor	AUSPELD feedback	AUSPELD recommendation
	Examining literature	AC9E1LE03: discuss the different ways characters, settings and events are represented in different types of literature, from a range of cultures and perspectives	This does not reflect the elaborations closely. The elaborations do not mention <u>culture</u> at all.	<i>AC9E1LE03: discuss and respond to the different ways characters, settings and events are represented in texts created by First Nations Australian authors and by authors from a range of other cultures</i>
		AC9E1LE04: listen to, recite, perform and discuss different types of literacy texts (poems, rhymes, songs, stories) identifying sound patterns including alliteration and rhyme	This does not correspond closely to the elaborations, which focus largely on using texts created by Aboriginal and Torres Strait Islander peoples, and from Asian cultures.	<i>AC9E1LE04: listen to, recite, and perform poems, rhymes, songs, and stories from a range of cultures, and discuss the sound patterns and meaning of these texts</i>
	Creating literature	AC9E1LE05: retell or innovate on a familiar story using the ideas, language features, characters, vocabulary and/or structure of the familiar text, through role play, writing, drawing or digital applications	This is more thoroughly covered in the Literacy strand.	<i>Remove/ integrate with the Creating Texts substrand in the Literacy strand</i>
Literacy	Texts in context <b>- move to the literature strand</b>	AC9E1LY01: discuss how similar ideas or information are presented in texts drawn from a range of contexts	This overlaps significantly with AC9E1LE01 and AC9E1L02, regarding the discussion of how texts are constructed or present ideas based on their context.	<i>Remove/ integrate with AC9E1L01 and AC9E1L02</i>
	Interacting with others <b>- move to the language strand</b>	AC9E1LY02: use interaction skills including turn-taking, speaking clearly, listening to and responding to the contributions of others, and contributing ideas and questions	<b>-This fits conceptually within the Language for interacting with others substrand of the Language strand, and should be moved there.</b>	<i>Move to Language for interacting with others</i>
	Analysing, interpreting and evaluating texts	AC9E1LY03: describe some differences between imaginative, informative, and persuasive texts	Students need to be able to identify that language features typical of narrative, informative, persuasive, recount, and procedure texts and these should <u>all</u> be included in the descriptor.	<i>AC9E1LY03: identify the language features typical of narrative, informative, persuasive, recount, and procedure texts</i>



Strand	Substrand	Code number and descriptor	AUSPELD feedback	AUSPELD recommendation
		AC9E1LY04: read texts which may be decodable and/or predictable using developing phonic knowledge, using phrasing and fluency, and monitoring meaning using emerging contextual, semantic, and grammatical knowledge and emerging text processing strategies	Remove references to predictable texts and strategies that are not evidence informed for beginning readers. Move to the <i>Phonics and word knowledge</i> substrand, which should be part of the <i>Literacy</i> strand  <b><i>Move to the Phonics and word knowledge substrand, which should be part of the Literacy strand</i></b>	<i>AC9E1LY04: read decodable texts matched to developing phonic knowledge with accuracy; use these texts to build automaticity (i.e., appropriate rate for age without sacrificing accuracy); and demonstrate monitoring meaning by answering questions about the texts</i>
		AC9E1LY05: use comprehension strategies when listening, viewing and reading to build literal and inferred meaning about key events, ideas and information in texts by drawing on growing knowledge of context, text structures and language features	This description asks teachers to monitor <u>processes</u> , which are not visible; only the <u>products</u> of comprehension strategies can be objectively determined, and this must occur through students responding to a text. There is also no acknowledgment in the descriptor or elaborations of the importance of background knowledge and verbal reasoning for comprehension to be successful.	<i>AC9E1LY05: demonstrate literal and inferential comprehension of texts with concepts and themes at a level beyond that at which they can read independently through verbal and written responses</i>  <i>Elaborations should include references to those texts being read to, viewed or read by the students; elaborations should also include reference to the need to draw upon background knowledge and for relevant background knowledge to be provided by the teacher.</i>
	Creating texts	Not in the draft curriculum.	Sentence level work is not included as a content descriptor, yet it is a critical precursor for students to be able to produce longer pieces of writing e.g., short written texts.	<i>write embellished simple sentences and compound sentences using 'and', 'but' and 'so', using correct punctuation, that can be read by others</i>



Strand	Substrand	Code number and descriptor	AUSPELD feedback	AUSPELD recommendation
		AC9E1LY06: create short imaginative, informative and persuasive written and/or multimodal texts to show emerging use of appropriate text structure, sentence level grammar, word choice, spelling, and punctuation	Students should be expected to produce written <u>and</u> multimodal texts. Providing an option removes the requirement to produce written texts. Students of this age should be expected to produce narrative, informative, persuasive, recount, <u>and</u> procedure texts. It is also important that students plan their work. Creating emails is not appropriate at this year level. Creation of digital images is not the creation of 'texts' - they are images, and such creation belongs in another curriculum area.	<i>AC9E1LY06: plan and create a range of fiction and nonfiction written and multimodal texts to show use of emerging text structure, sentence level grammar, word choice, spelling, and punctuation</i>  <i>Remove elaborations relating to emails and digital images.</i>
		AC9E1LY07: create and deliver short oral and/or multimodal presentations structuring ideas (opening statement, middle and concluding statement), using language features and appropriate volume and pace	This could be reworded so that students can better demonstrate the skill. <b><i>It is also better placed within the Language for interacting with others strand in the Language strand.</i></b>	<i>AC9E1LY07: plan and deliver oral presentations using appropriate organisational structure, visual and auditory illustrations, and appropriate voice levels and pace</i>
		AC9E1LY08: re-read their own texts and discuss possible changes to improve meaning, spelling, and punctuation	This should make the expectations of students clearer, with reference to the explicit knowledge they have been taught regarding punctuation, spelling, and text composition.	<i>AC9E1LY08: re-read their own texts to check for meaning; identify and amend some spelling and punctuation errors, drawing on explicit knowledge of spelling and punctuation, with teacher guidance</i>
		AC9E1LY09: write using unjoined lower-case and upper-case letters	Students should be expected to use the correct starting and finishing places, directionality of letter formation, and to write on the line (appropriately sized).	<i>AC9E1LY09: write using unjoined lower-case and upper-case letters with the correct starting and finishing places, directionality, and alignment</i>  <i>Elaborations should include reference to use of 24mm lines and ensuring frequent (at least twice-weekly) practice in order to establish these skills</i>



## Year 2

Strand	Substrand	Code number and descriptor	AUSPELD feedback	AUSPELD recommendation
Language	English as a language that varies and changes	AC9E2L01: 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	This is unnecessarily wordy. It also fails to address the content description, which is about <u>English</u> being a language that varies and changes; instead, the focus appears to be on non-language forms of communication and the way they are used by people from different cultures.	<i>AC9E2L01: understand that there are different modes of communication, with features that vary depending on audience, purpose, context, and cultural background</i>
	Language for interacting with others	AC9E2L02: understand that language varies when people take on different roles in social interactions and that interpersonal communication varies according to context	This continues to target forms of address and greetings, and Acknowledgement of Country protocols, which were the focus of AC9E1L01. To show progression, students could now be learning about a wider range of contexts, and be discussing the different social and interpersonal relationships they experience at home, at school, and in the community.	<i>Adjust the elaborations to have higher expectations for the social and interpersonal relationships, settings and contexts that students may be learning about.</i>
		AC9E2L03: identify that language can be used for appreciating texts and the qualities of people and things	It is not clear what the expectations are from the descriptor, so it could be more precisely worded to reflect the majority of the elaborations, which appears to reflect the conceptual understanding that language can be used to discuss abstract qualities about people, things and texts. The elaborations relating to the typical structure, content, vocabulary etc. of Aboriginal Dreaming stories are more consistent with the <i>Appreciating literature and contexts</i> substrand of the <i>Literature</i> strand.	<i>AC9E2L03: understand and use precise vocabulary to discuss abstract or technical qualities of people, things and texts</i>  <i>Keep all but the last two elaborations.</i>



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	Text structure and organisation	AC9E2L04: understand that the purpose of imaginative, informative and persuasive texts is achieved through a range of identifiable text structures and the language features used	Students need to know and identify the purpose and structure of narratives, procedures, informative, persuasive, and recount texts. These text purposes should <u>all</u> be included in the descriptor.	<p><i>AC9E2L04: understand that the purpose of a text (narrative, informative, persuasive, recount, and procedure) determines text structure and the language features used</i></p> <p><i>Adjust the elaborations to include reference to the types of language features used for different text purposes; e.g. persuasive texts use highly emotive phrases; procedural texts use imperative (command) verbs; narrative texts use high levels of descriptive language.</i></p>
		AC9E2L05: understand how texts are made cohesive through language and grammatical features including word associations and personal and possessive pronouns	The specifications of personal and possessive pronouns could be included in the elaborations. Word associations need to be clarified as including synonyms and words that relate to a common category or theme. There should also be examples of connectives in the elaborations that students should use to help understand and structure texts and paragraphs, that build upon knowledge taught in Foundation and Year 1; e.g., in a land far away, later that day, to his amazement, as soon as, and luckily.	<p><i>AC9E2L05: understand and use cohesive devices, such as connective phrases, personal and possessive pronouns, synonyms, and words that are associated with a common theme or topic</i></p> <p><i>Elaborations should then include reference to connective phrases (e.g. once upon a time, suddenly, unfortunately, luckily), pronouns (e.g. the children, they, their (bags)), synonyms (the spider, the beast, the insect) and words associated by category (e.g. school, desks, pencils, principal).</i></p>
		AC9E2L06: understand how to use chapters, indexes, glossaries, menus, drop menus, links and live connections to navigate print and screen texts to access information	<p>This is unnecessarily wordy. The examples of functions should be included as an elaboration instead. Conceptually, this information belongs in the <i>Analysing, interpreting and evaluating</i> substrand of the <i>Literacy</i> strand, given the emphasis on print and digital written texts.</p> <p><b>- This fits conceptually within the 'analysing, interpreting and evaluating texts' substrand of the literacy strand, and should be moved there</b></p>	<p><i>AC9E2L06: use knowledge of conventions of print and screen to access written and digital information</i></p> <p><i>Elaborations should specify the examples that are currently listed in the content description.</i></p>



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	Language for expressing and developing ideas	AC9E2L07: understand that connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction	Students of this age should also be taught conjunctions needed to create complex sentences. Examples of coordinating and subordinating conjunctions should then be included in the elaborations.	<p><i>AC9E2L07: understand and use coordinating conjunctions to compose compound sentences and subordinating conjunctions and relative pronouns to compose complex sentences</i></p> <p><i>Elaborations should explicitly state which coordinating and subordinating conjunctions and relative pronouns should be known and used by students (e.g. 'and', 'but', 'so' and 'or'; 'when', 'while', 'because', 'if'; and 'who'). They should also include reference to explicit instruction in the meaning of these conjunctions/ the relationship between ideas that the different conjunctions signal (e.g. 'and' means we're adding on; 'or' means there are two or more options; 'if' means it might or might not happen).</i></p>
		AC9E2L08: understand that there are different types of nouns and these may be expanded into noun groups using articles and adjectives, and different types of verbs that can be extended into verb groups	Use of appropriate grammatical terms would help to reduce ambiguity and allow for clearer skill progression year-on-year.	<p><i>AC9E2L08: identify and use different types of nouns and verbs, and expand noun and verb phrases to provide more detail</i></p> <p><i>Elaborations should include definitions of the types of nouns, types of verbs (action and state) and parts of speech that can be used to build extended noun and verb phrases.</i></p>
		AC9E2L09: understand that images add to, contradict or multiply the meanings of a texts	This could be more clearly worded.	<i>AC9E2L09: explain how images and illustrations contribute to the meanings of a text</i>
		AC9E2L10: understand the use of vocabulary about familiar and new topics; experiment with and begin to make conscious choices of vocabulary to suit audience and purpose	No specific change recommended.	<i>No specific change recommended</i>



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		AC9E2L11: recognise that capital letters signal proper nouns and commas are used to separate items in lists -	The learning of punctuation needs to be accelerated. Students in Year 2 should be learning to use commas in compound sentences, inverted commas for direct speech, and apostrophes to signal singular possession and contractions of words.	AC9E2L11: <i>understand and use commas to separate items in list and clauses in compound sentences, inverted commas for direct speech, and apostrophes to mark contractions and singular possession</i>  <i>Elaborations should then include examples of each skill.</i>
	Phonics and word knowledge <b><u>- this entire strand should move to the Literacy strand</u></b>	AC9E2L12: orally manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words	The reference to reading and writing words should be removed. It is also useful to continue to categorise phonological awareness skills (as suggested in previous years).	AC9E2L12: <i>orally manipulate sounds in words with automaticity e.g., delete, substitute, and reverse sounds (advanced phonological awareness)</i>
		AC9E2L13: use phoneme-grapheme (sound-letter) 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	The term 'clusters' should be removed (see AC9E1L13). Students need to be taught trigraphs and quadgraphs in order to achieve in order to achieve AC9E2LY04 and AC9E2LY06.	AC9E2L13: <i>recognise and use less common long vowel patterns, silent letter patterns, and vowel and consonant digraphs, trigraphs, and quadgraphs to read and spell familiar and new single and multi-syllable words</i>
		AC9E2L14: understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one- and two- syllable words	This is redundant as it is covered in AC9E2L13.	<i>Remove</i>



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		AC9E2L15: use knowledge of letter patterns and morphemes to read and write high frequency words and words whose spelling is not predictable from their sounds	This is unclear and moreover, does not match the elaborations, which refer to etymology.	AC9E2L15: understand that common everyday words have pronunciations that have changed over time and that this helps to explain irregularities in spelling  Elaborations would then include one, once, lone, and only; and two, twice, twenty.
		AC9E2L16: build morphemic word families using knowledge of prefixes and suffixes	This is imprecise and would be difficult to implement in a consistent manner across classrooms and schools. This also mistakenly implies that creating word families is the only activity that should be completed. students should be taught a greater range of suffixes in order to achieve AC9E2LY04 and AC9E2LY06. Lastly, this misses out on an opportunity to provide a scope and sequence for the teaching of morphology.	AC9E2L16: continue to develop knowledge of bases and affixes (prefixes and suffixes) and use this knowledge to read and spell words accurately  Elaborations would then to indicate refining understanding and use of -es, -er, and -est including spelling conventions, and the teaching of the prefixes un-, dis-, in-, re-, pre-, mis-, non-, and ex-, and the suffixes -y, -ly, and -ful.
Literature	Appreciating literature and contexts	AC9E2LE01: investigate how depictions of characters in print, sound and images reflect the contexts in which they were created by First Nations Australian and non-First Nations Australian authors and illustrators, and those from around the world	This is unnecessarily wordy.	AC9E2LE01: understand how the cultural background of First Nations Australian, non-First Nations Australian, and international authors influences depictions of characters, settings, and plots
	Engaging with and responding to literature	AC9E2LE02: discuss and share personal responses to characters, settings, events and language features in different literary texts	This is not worded well and does not reflect the elaborations closely. Poems should also be included as a form of literary text.	AC9E2LE02: respond to stories and poems by discussing and sharing personal responses and connections to characters, settings, events, and language features used
	Examining literature	AC9E2LE03: discuss the characters and settings of literacy texts from a range of cultures and perspectives and explore how language is used to present these text features	No specific change recommended	No specific change recommended



Strand	Substrand	Code number and descriptor	AUSPELD feedback	AUSPELD recommendation
		AC9E2LE04: identify, discuss and reproduce rhythmic sound, repetition and patterns in different types of literacy texts from a range of cultures	No specific change recommended	<i>No specific change recommended</i>
	Creating literature	AC9E2LE05: create or innovate on familiar literacy texts by experimenting with characters and/or setting and events and language features through drawing, writing, performance, and digital applications	This is more thoroughly covered in the Literacy strand.	<i>Remove/ integrate with the Creating Texts substrand in the Literacy strand</i>
Literacy	Texts in context – <b>move to the literature strand</b>	AC9E2LY01: discuss different texts on a similar topic, comparing similarities and differences in purpose and language choices	This overlaps significantly with AC9E2LE01, regarding the discussion of how texts are constructed or present ideas based on their context.	<i>Remove/ integrate with AC9E2L01</i>
	Interacting with others – <b>move to the language strand</b>	AC9E2LY02: use interaction skills when engaging with topics, listening to others and extending own ideas, expressing and responding to opinions, making statements, and receiving and giving instructions	<b><i>This fits conceptually within the Language for interacting with others substrand of the Language strand, and should be moved there.</i></b>	<i>Move to Language for interacting with others</i>
	Analysing, interpreting and evaluating texts	AC9E2LY03: identify the purpose and audience of imaginative, informative, and persuasive texts	Students need to be able to identify that language features typical of narrative, informative, persuasive, recount, and procedure texts and these should <u>all</u> be included in the descriptor.	<p><i>AC9E2LY03: identify the purpose and audience of narrative, informative, recount, procedure, and persuasive texts</i></p> <p><i>Add elaborations to refer to the study of fiction and non-fiction texts, and the possible audiences and purposes (e.g. to persuade children to brush their teeth; to give instructions to an adult who wants to drive somewhere new; to entertain Year 2 children).</i></p>



Strand	Substrand	Code number and descriptor	AUSPELD feedback	AUSPELD recommendation
		AC9E2LY04: read less predictable texts with phrasing and fluency using phonic, contextual, semantic and grammatical knowledge and text processing strategies, for example monitoring meaning, predicting, re-reading and self-correcting	Remove references to predictable texts and alternative text processing strategies. Students now have sufficient phonics knowledge to be reading less phonically controlled texts.  <b>– This fits conceptually within the ‘phonics and word knowledge’ substrand of the Literacy strand, and should be moved there</b>	AC9E2LY04: read decodable texts closely matched to phonics knowledge as well as less phonically controlled texts with accuracy; use these texts to build automaticity (i.e., appropriate rate for age without sacrificing accuracy)
		AC9E2LY05: use comprehension strategies when listening, viewing and reading to build literal and inferred meaning about key events, ideas and information in texts by drawing on growing knowledge of context, text structures and language features	This description asks teachers to monitor <u>processes</u> , which are not visible; only the <u>products</u> of comprehension strategies can be objectively determined, and this must occur through students responding to a text. There is also no acknowledgment in the descriptor or elaborations of the importance of background knowledge for comprehension to be successful.	AC9E2LY05: demonstrate literal and inferential comprehension of texts with concepts and themes at a level beyond that at which they can read independently, through verbal and written responses  Elaborations should then include references to ongoing explicit vocabulary instruction and explicit instruction in relevant and necessary background knowledge.
	Creating texts	Not in the draft curriculum.	Sentence level work is not included as a content descriptor, yet it is a critical precursor for students to be able to produce longer pieces of writing e.g., short written texts.	Write embellished simple and compound sentences, and begin to write complex sentences using subordinating conjunctions (e.g. ‘when’, ‘while’, ‘because’, ‘if’ etc.) and the relative pronoun ‘who’, using correct punctuation
		AC9E2LY06: create short imaginative, informative and persuasive texts, to use growing knowledge of text structures and language features for familiar and come less familiar audiences, selecting print and multimodal elements appropriate to the purpose and audience	Students of this age should be expected to produce narrative, informative, persuasive, recount, <u>and</u> procedure texts. In addition, the term ‘developing’ should be used instead of ‘emerging’ to show improvements in skills in comparison to previous year. Use of software programs and word processing should not appear here, given that those are transcription skills and this item refers to <i>creation</i> (i.e. composition)	AC9E2LY06: plan and create a range of fiction and non-fiction written texts, using explicit knowledge of text structure, sentence level grammar, word choice, spelling, punctuation, and language features appropriate for the purpose and audience  Elaborations should include reference to familiar and less familiar audiences, and the inclusion of print and multimodal elements. They should not refer to the use of software programs or word processing programs at this stage.



Strand	Substrand	Code number and descriptor	AUSPELD feedback	AUSPELD recommendation
		AC9E2LY07: create, rehearse and deliver short oral and/or multimodal presentations on familiar and new topics for a range of purposes, audiences and contexts, speaking clearly and varying tone, volume and pace appropriately	<b>-This fits conceptually within the Language for interacting with others substrand of the Language strand, and should be moved there.</b>	<i>AC9E2LY07: plan and deliver short oral presentations using appropriate organisational structure, visual and auditory illustrations, and appropriate voice levels and pace</i>
		AC9E2LY08: read and edit texts to improve meaning, text structure, spelling and punctuation	This could be worded more clearly. Acknowledgement must be made that students can only correct errors if they have explicit knowledge of the relevant spelling, punctuation or grammatical conventions. Students of this age should also begin identifying and amending grammatical errors.	<i>AC9E2LY08: re-read their own texts to check for meaning; identify and amend spelling, punctuation, and grammatical errors, drawing on their explicit knowledge of these conventions</i>
		AC9E2LY09: write using unjoined lower-case and upper-case letters	The expectations for handwriting should be higher.	<i>AC9E2LY09: write using unjoined lower-case and upper-case letters of correct size relative to one another and orientation, and using spaces between words</i>



# Year 3

Strand	Substrand	Code number and descriptor	AUSPELD feedback	AUSPELD recommended changes
Language	English as a language that varies and changes	AC9E3L01: understand that languages have different written visual and tactile communication systems, different oral traditions and different ways of constructing meaning	The substrand, content descriptor and elaborations are inconsistent.	<i>The entire substrand needs to be reviewed and rewritten with a clearer objective throughout.</i>
	Language for interacting with others	AC9E3L02: understand that cooperation with others depends on shared understanding of social conventions, including turn-taking patterns, that vary according to the degree of formality in social situations	No specific change recommended.	<i>No specific change recommended</i>
		AC9E3L03: understand how evaluative language including adjectives, adverbs and modal verbs can be varied to be more or less forceful	No specific change recommended.	<i>No specific change recommended</i>
	Text structure and organisation	AC9E3L04: understand how and why authors vary text structures and language features such as tense and types of sentences in imaginative, informative and persuasive texts depending on purpose and audience	This is imprecise and would be difficult to implement in a consistent manner across classrooms and schools. Furthermore, students of this age should be expected to understand the structure and language features of narrative, informative, and persuasive texts <u>plus</u> procedure, recount, and exposition texts.	<i>AC9E3L04: understand the structure and language features of narrative, procedure, recount, persuasive, exposition, and informative texts vary in order to suit the purpose and audience</i>  <i>Adjust the elaborations so that more examples of language features specific to the text purpose are given; e.g. informative texts use generalising terms and description to be precise; persuasive texts might speak to the reader using the second person tense (e.g. 'you must').</i>



Strand	Substrand	Code number and descriptor	AUSPELD feedback	AUSPELD recommended changes
		AC9E3L05: understand that paragraphs are a key organisational feature of written texts, grouping related information together, and can be made cohesive through pronoun referencing	Students of this age should be exposed to a greater range of cohesive devices. Examples of cohesive devices, which should include key connectives, could be included in the elaborations.	AC9E3L05: group related information together into paragraphs and use cohesive devices (including pronoun referencing and connective adverbs) to help comprehend and organise the information  Adjust the elaborations to include relative pronouns (e.g. 'who', 'which', and 'that'), pronoun referencing (e.g. 'The man was late. <u>He</u> rushed out the door and jumped into <u>his</u> car.') and connective adverbs (e.g. 'additionally', 'however', 'therefore').
		AC9E3L06: understand how the language and structural features of print, screen and online texts enhance navigation	This could be worded more clearly. <b>- This fits conceptually within the 'analysing, interpreting and evaluating texts' substrand of the literacy strand, and should be moved there</b>	AC9E3L06: use conventions of print, screen and online to assist navigation through a text
Language for expressing and developing ideas		AC9E3L07: understand that a clause is a unit of grammar usually containing a subject and a verb that need to agree	Students of this age should be taught to identify and use independent clauses (which can stand alone as a sentence) as well as dependent clauses (which cannot stand alone). They need reliable methods for identifying independent and dependent clauses (i.e. based on the type of conjunction or pronoun used and the number of subjects and predicates). Examples of these could be provided in the elaborations.	AC9E3L07: understand and identify independent and dependent clauses in sentences by drawing on explicit knowledge of clause structure and coordinating and subordinating conjunctions and relative pronouns Elaborations need to be accurate and unambiguous examples of independent and dependent clauses in simple, compound and complex sentences
		AC9E3L08: understand how verbs represent different processes, for doing, feeling, thinking, saying and relating, and that these processes are anchored in time through tense	This is too vague. In order to teach this knowledge well, explicit reference must be made to the way in which verbs signal a <i>state</i> ('to be'), actions and feelings, and can take the role of an auxiliary (e.g. in phrases such as 'was going' or 'is eating').	AC9E3L08: understand and identify verbs that signal state, conditionality, possibility, time and person  Elaborations must include accurate and unambiguous examples of verbs signalling state ( <i>is, was, etc.</i> ), conditionality ( <i>could be</i> ), possibility ( <i>might</i> ), time ( <i>will, is, was</i> ) and person ( <i>I do, you do, he/she/it does etc.</i> ).



Strand	Substrand	Code number and descriptor	AUSPELD feedback	AUSPELD recommended changes
		AC9E3L09: identify the effect on audiences of techniques, for example shot type, vertical camera angle and layout in picture books, advertisements and film segments	This does not relate to language or literacy; instead, it refers to conventions of visual media and belongs in a different curriculum area.	Remove
		AC9E3L10: extend learning area-specific and technical vocabulary and doing, feeling, thinking, saying and relating verbs to express processes, and adverbs to qualify statements	The content description is reasonable but the elaborations are too simple and narrow; only the use of adverbs to modify everyday verbs ('said').	Adjust the expectations modelled in the elaborations. Include a broader range of adverbs and adverbial phrases relating to manner, time, place and frequency, and which modify verbs, adverbs, adjectives and whole sentences. More emphasis needs to be made about the explicit teaching of precise technical vocabulary.
		AC9E3L11: understand that apostrophes are used to show singular possession and that apostrophes also signal missing letters and contractions, which are a feature of informal language	The use of apostrophes for singular possession and contractions could have been taught in the previous year. The teaching of punctuation needs to be accelerated. <b>-This fits conceptually within the 'creating texts' strand of the literacy strand, and should be moved there</b>	AC9E3L11: understand and use commas (after fronted adverbials, in compound and complex sentences, and in embellished noun phrases), use colons to introduce a list that follows a complete clause, and demonstrate secure understanding and use of inverted commas for direct speech
	Phonics and word knowledge <b><u>This entire strand should move to the Literacy strand</u></b>	AC9E3L12: continue to apply knowledge about phonological and phonemic awareness when making connections between the sounds (phonemes) in spoken words and the letters (graphemes) in written words	This does not match with the third elaboration, which is about exploring phonological and phonemic awareness as it applies to Aboriginal and Torres Strait Islander words. Moreover, this is not a respectful or appropriate use of another's language.	AC9E3L12: continue to use oral segmenting as a strategy to support spelling new words and oral blending to support reading new words
		AC9E3L13: 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	This could be worded more clearly. The term 'blends' should also be removed (see AC9E1L13).	AC9E3L13: consolidate use of phonics knowledge to read and spell a wide range of familiar and new words



Strand	Substrand	Code number and descriptor	AUSPELD feedback	AUSPELD recommended changes
		AC9E3L14: understand how to apply knowledge of common base words and prefixes and suffixes to read and comprehend new multimorphemic words	This is better covered by AC9E3L17.	<i>Remove and move elaboration to AC9E3L17.</i>
		AC9E3L15: understand how to use phoneme–grapheme (sound–letter) relationships and less common letter patterns to spell words	This is redundant as it is encompassed in AC9E3L13.	<i>Remove</i>
		AC9E3L16: recognise and know how to write most high-frequency words including some homophones	The wording of this descriptor is vague, and the elaborations are much clearer.	<p><i>AC9E3L16: use context and syntactic knowledge to determine choice of spelling pattern (prefixes and suffixes) and generalisations for adding a suffix to a base word</i></p> <p><i>Elaborations would then to include the use of homophones and morphology e.g., <u>saxophone</u> and <u>sacks</u></i></p>
		AC9E3L17: know how to use common prefixes and suffixes, and generalisations for adding a suffix to a base word	This misses out on an opportunity to provide a scope and sequence for the teaching of morphology. The bases and affixes that need to be taught must also be made clear.	<p><i>AC9E3L17: know how to use common Anglo-Saxon and Latin affixes (prefixes and suffixes) and generalisations for adding a prefix and/or suffix to a base to read and spell accurately</i></p> <p><i>Elaborations would then include suffixes e.g., -ment, -hood, -less, -ness, -or, and -en, and prefixes e.g., fore-, pro-, non-, over-, mid-, and post-</i></p>

Strand	Substrand	Code number and descriptor	AUSPELD feedback	AUSPELD recommended changes
Literature	Appreciating literature and contexts	AC9E3LE01: discuss how characters, events and settings are portrayed in a range of cultural contexts in texts created by First Nations Australian and non-First Nations Australian authors and illustrators, and those from around the world	This is unnecessarily wordy.	<i>AC9E3LE01: discuss how the cultural background of First Nations Australian, non-First Nations Australian, and international authors influences how they portray characters, events, and settings</i>
	Engaging with and responding to literature	AC9E3LE02: discuss connections between personal experiences, ideas and viewpoints in literary texts and share personal preferences	This is not worded clearly.	<i>AC9E3LE02: share personal preferences of texts and make links with their own experiences and background knowledge</i>
	Examining literature	AC9E3LE03: discuss how an author's use of language to portray characters and settings in texts shapes the events and influences the mood of the narrative	This is not worded clearly.	<i>AC93LE03: identify and discuss how language conventions found in texts are used to portray characters, and describe settings, events, and mood</i>
		AC9E3LE04: discuss the effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose	This does not reflect the elaboration closely, which is about discussing the effects of imagery. Moreover, students should be guided to identify a range of different writing conventions that are used to create effects, not just rhythm and onomatopoeia.	<i>AC9E3LE04: discuss the effects of a range of literary devices in poetry and prose texts</i>  <i>Elaborations should refer to imagery, sound effects, mood and perspective, and the figurative language devices to be studied including similes and metaphor, rhythm, rhyme, onomatopoeia etc.</i>
	Creating literature	AC9E3LE05: use and adapt language features, plot structures, images and ideas encountered in literary texts from a range of cultures to create imaginative texts	This is more thoroughly covered in the Literacy strand.	<i>Remove/ integrate with the Creating Texts substrand in the Literacy strand</i>



Strand	Substrand	Code number and descriptor	AUSPELD feedback	AUSPELD recommended changes
Literacy	Texts in context - <b>move to the literature strand</b>	AC9E3LY01: identify the perspective in a text and suggest alternative points of view	- <b><i>This fits conceptually within the 'Appreciating literature in context' substrand of the Literature strand.</i></b>	<i>Integrate within Appreciating literature in context.</i>
	Interacting with others - <b>move to the language strand</b>	AC9E3LY02: use interaction skills, including listening and speaking skills, to contribute to conversations and discussions to share information and ideas, and negotiate by communicating in a clear and coherent manner	- <b><i>This fits conceptually within the 'Language for interacting with others' substrand of the Language strand, and should be moved there.</i></b>	<i>Move to Language for interacting with others</i>
	Analysing, interpreting and evaluating texts	AC9E3LY03: identify the audience and purpose of imaginative, informative and persuasive texts through their use of vocabulary and language features	Students of this age should be expected to understand the structure and language features of narrative, informative, and persuasive texts <u>plus</u> procedure, recount, and exposition texts.	<i>AC9E3LY03: identify the purpose and audience of narrative, informative, recount, procedure, and persuasive texts by drawing on explicit knowledge of the vocabulary and language features and organisational structures typical to these texts</i>
		AC9E3LY04: read an increasing range of different types of texts by using phonic knowledge and combining contextual, semantic and grammatical knowledge, using text processing strategies, for example monitoring, predicting, confirming, re-reading, reading on and self-correcting	Remove the references to ineffective reading strategies.  - <b><i>This fits conceptually within the 'phonics and word knowledge' substrand of the literacy strand, and should be moved there</i></b>	<i>AC9E3LY04: read an increasing range of different types of texts with accuracy, rate, and prosody while monitoring meaning</i>



Strand	Substrand	Code number and descriptor	AUSPELD feedback	AUSPELD recommended changes
		AC9E3LY05: 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	This description asks teachers to monitor <u>processes</u> , which are not visible; only the <u>products</u> of comprehension strategies can be objectively determined, and this must occur through students responding to a text. There is also no acknowledgment in the descriptor or elaborations of the importance of background knowledge for comprehension to be successful.	AC9E3LY05: <i>demonstrate literal and inferential comprehension of texts with concepts and themes at a level beyond that at which they can read independently, through verbal and written responses</i>  <i>Elaborations should then include references to ongoing explicit vocabulary instruction and explicit instruction in relevant and necessary background knowledge.</i>
	Creating texts	Not in the draft curriculum.	Sentence level work is not included as a content descriptor yet is a critical precursor for students to be able to produce longer pieces of writing e.g., short written texts.	<i>write embellished simple, compound and complex sentences and increase range of subordinating conjunctions used in complex sentences</i>
		AC9E3LY06: plan, create, 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	Students should be expected to produce written <u>and</u> multimodal texts. Providing an option removes the requirement to produce written texts. Students of this age should be expected to produce narrative, informative, persuasive, recount, procedure, and exposition texts, which should be included in the elaborations.	AC9E3LY06: <i>plan and create a range of fiction and non-fiction written and multimodal texts to show appropriate use of text structure, sentence level grammar, word choice, spelling, and punctuation</i>  <i>Add elaboration to state which text types and purposes should be written by students in Year 3.</i>
		AC9E3LY07: plan, create, rehearse and deliver short oral and/or multimodal presentations, providing key details in a logically organised way, for different purposes and audiences, using everyday and learned vocabulary, and vocal effects	This is not worded clearly. <b>-This fits conceptually within the Language for interacting with others strand of the Language strand, and should be moved there.</b>	AC9E3LY07: <i>plan and deliver short oral presentations using appropriate organisational structure, visual and auditory illustrations, and an effective communication style</i>

Strand	Substrand	Code number and descriptor	AUSPELD feedback	AUSPELD recommended changes
		AC9E3LY08: re-read and edit their own texts and the texts of others for meaning, structure, grammar, spelling and punctuation	This wording is unclear and too broad to be applied with consistency across schools and classrooms.	<i>AC9E3LY08: re-read their own texts and texts of others to check for meaning and appropriate organisation of ideas, drawing on explicit knowledge of text structures; identify and amend spelling, punctuation, and grammatical errors with reference to explicit knowledge of sentence structure</i>
		AC9E3LY09: write using joined letters that are clearly formed and consistent in size	This descriptor does not have sufficiently high expectations for handwriting.	<i>AC9E3LY09: write using joined letters with increased legibility, consistency, quality and rate</i>  <i>Elaborations need to refer to explicit teaching of the way to join letters, with reference to explicit knowledge of the directionality of letter formation (taught in previous years).</i>
		Not in draft curriculum	Students need to learn to touch type at this stage; that is, once handwriting and spelling skills are established. This skill requires explicit instruction and frequent, regular and systematic practice.	<i>begin to develop touch-typing skills using an explicit and structured program</i>



# Year 4

Strand	Substrand	Code number and descriptor	AUSPELD feedback	AUSPELD recommended changes
Language	English as a language that varies and changes	AC9E4L01: 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	The substrand, content descriptor and elaborations are inconsistent.	<i>The entire substrand needs to be reviewed and rewritten with a clearer objective throughout.</i>
	Language for interacting with others	AC9E4L02: understand that respectful social interactions influence the way people engage with ideas and respond to others	The elaborations do not refer to the influence of language on the way people engage with others.	<i>Adjust elaborations to provide examples of how students may be taught how the choice of interaction style influences the response of others.</i>
		AC9E4L03: understand the differences between the subjective language of opinion and feeling and the objective language of factual reporting	This is unnecessarily wordy. Examples of subjective and objective language can be given in the elaborations.	<i>AC9E4L03: understand the differences between subjective and objective language.</i>
	Text structure and organisation	AC9E4L04: understand how texts vary in complexity and technicality depending on the approach to the topic, the author's choice of language and the purpose and audience	This is imprecise and would be difficult to implement in a consistent manner across classrooms and schools. This descriptor also not clearly correspond to the elaboration, which emphasises identifying typical structures and language features. Furthermore, students of this age should be expected to understand the structure and language features of narrative, informative, procedure, and exposition <u>plus</u> explanation and discussion texts.	<i>AC9E4L04: understand the structure and language features of narrative, procedure, persuasive, explanation, discussion, and informative texts; and that the basic form will change dependent on audience and subtle changes in purpose.</i>  <i>Include examples in the elaborations that illustrate how purposes and audience might be subtly different, even when the overall purpose and type of text remains the same; e.g. a persuasive text could be an advertisement if the purpose is to get a lot of people to change their behaviour, or a letter if the purpose is to convince one person of an opinion.</i>



Strand	Substrand	Code number and descriptor	AUSPELD feedback	AUSPELD recommended changes
		AC9E4L05: understand how texts can be made cohesive through the use of linking devices such as connectives	Indicate that these devices can be specific to the text type or purpose. The use of synonyms should also be added to the elaborations as an additional example of a common cohesive device.	<i>AC9E4L05: understand how texts can be made cohesive through the use of linking devices, such as connectives, that are specific to the text type or purpose</i>
		AC9E4L06: understand how features of print, digital and online texts including navigation links, graphics and layout enhance readability	This could be worded more clearly. <b>- This fits conceptually within the 'analysing, interpreting and evaluating texts' substrand of the literacy strand, and should be moved there</b>	<i>AC9E3L06: understand how conventions of print and screen enhance readability</i>
	Language for expressing and developing ideas	AC9E4L07: understand that clauses can be joined with conjunctions to create complex sentences showing relationships, for example of time, and cause and effect	Students should be mastering a broader range of sentence types by this stage. Examples of the relationships that can be demonstrated through careful choice of conjunctions can be provided in the elaborations.	<i>AC9E4L07: use subordinating conjunctions and relative pronouns to show the relationship between ideas in complex sentences</i>
		AC9E4L08: investigate how quoted (direct) and reported (indirect) speech work in different types of text	No specific change recommended.	<i>No specific change recommended.</i>
		AC9E4L09: understand that the meaning of sentences is influenced by tense and can also be influenced by noun groups/phrases, verb groups, adverb groups/phrases and prepositional phrases	Students should be aware of these grammatical functions by now, and this is an opportunity to consolidate this knowledge by requiring students to explain the impact possible by changing the phrasing of sentences.	<i>AC9E4L09: explain how noun, adverbial and prepositional phrases and verb tense influence the meaning of sentences</i>
		AC9E4L10: explore the effect of framing and placing elements in an image and the salience of composition of still and moving images in a range of texts	This does not relate to language or literacy; instead, it refers to conventions of visual media and belongs in a different curriculum area.	<i>Remove</i>



Strand	Substrand	Code number and descriptor	AUSPELD feedback	AUSPELD recommended changes
		AC9E4L11: understand and use new vocabulary, drawn from a range of sources, including research	Make the role of the teacher, and explicit instruction, clearer in the development of rich vocabulary knowledge.	<i>AC9E4L11: understand and use sophisticated vocabulary encountered in reading materials that is relevant to the topic, purpose and audience of the text</i>
		AC9E4L12: understand the function of punctuation, including apostrophes in plural possessives, and quotation marks to signal dialogue, quoted (direct) speech and titles of some types of texts	The use of inverted commas or quotation marks could have been taught in the previous year. The teaching of punctuation needs to be accelerated. <b>-This fits conceptually within the 'creating texts' substrand of the literacy strand, and should be moved there</b>	<i>AC9E4L12: use commas to mark clauses appropriately and between direct speech and reporting clause; use apostrophes to mark plural possession</i>
	Phonics and word knowledge <b><u>This entire substrand should move to the Literacy strand</u></b>	AC9E4L13: 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	This could be worded more clearly.	<i>AC9E4L13: consolidate use of phonics to accurately read and spell multisyllable words.</i>
		AC9E4L14: 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	This could be merged with AC9E4L13 and AC9E4L15.	<i>Remove</i>
		AC9E4L15: read and write high-frequency words including homophones and know how to use context to identify correct spelling	This could refer more explicitly to the morphological and etymological knowledge that students can be taught to use in order to spell accurately.	<i>AC9E4L15: use context and syntactic knowledge, and knowledge of morphology and etymology to identify the correct spelling and pronunciation.</i>  <i>Elaborations would then include Latin bases such as port, form, ject, spect, dict, tend, and fer, and Latin affixes such as intra, inter, trans, sub, super, semi, anti, and con</i>



Strand	Substrand	Code number and descriptor	AUSPELD feedback	AUSPELD recommended changes
Literature	Appreciating literature and contexts	AC9E4LE01: discuss the ways similar storylines, ideas and relationships are represented in literary texts by First Nations Australian and non-First Nations Australian authors, and authors from around the world	This is unnecessarily wordy.	<i>AC9E4LE01: discuss how story line, ideas, and relationships in literary texts are similar and different and how their representations differ in regard to the cultural background of the author</i>
	Engaging with and responding to literature	AC9E4LE02: use metalanguage to describe the effects of text structures and language features in literary texts when responding and sharing opinions	This is not worded clearly.	<i>AC9E4LE02: respond to texts by discussing the effect different literary techniques and parts of speech have on the reader's response to a text</i>
	Examining literature	AC9E4LE03: discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions	No specific change recommended.	<i>AC9E4LE03: identify and discuss how language conventions are used in literacy texts to develop characters, settings, and events</i>
		AC9E4LE04: examine how authors use a range of language devices and deliberate word play in a range of literary texts, including poetry, to shape meaning	No specific change recommended.	<i>No specific change recommended.</i>
	Creating literature	AC9E4LE05: use, adapt or experiment with characters, settings, plot structures and ideas encountered in texts to create literary texts based on students' reading, imagining or experiences	<b>- This fits conceptually within the 'creating texts' substrand of the literacy strand, and should be moved there</b>	<i>Remove/ integrate with the Creating Texts substrand in the Literacy strand</i>



Strand	Substrand	Code number and descriptor	AUSPELD feedback	AUSPELD recommended changes
Literacy	Texts in context <b>- move to the literature strand</b>	AC9E4LY01: compare language features, images, layout, content and vocabulary between contemporary print, digital and online texts and older texts	<b>- This fits conceptually within the 'Appreciating literature in context' substrand of the Literature strand.</b>	Integrate within Appreciating literature in context.
	Interacting with others <b>- move to the language strand</b>	AC9E4LY02: listen for key points and information and contribute to discussions, acknowledging another's perspective, linking their response to the topic and sharing and extending ideas, speaking in a clear coherent manner	<b>- This fits conceptually within the Language for interacting with others substrand of the Language strand, and should be moved there.</b>	Move to Language for interacting with others
	Analysing, interpreting and evaluating texts	A9E4LY03: identify characteristic features used in imaginative, informative and persuasive texts and discuss how they achieve the purpose of the text	This could also include additional nonfiction text purposes in the elaborations e.g., explanations and discussions. The description will need to change to accommodate for these additions.	AC9E4LY03: identify the features used in fiction and nonfiction texts and discuss how they achieve the purpose of the text
		A9E4LY04: read different types of texts using phonic knowledge and combining contextual, semantic and grammatical knowledge, and monitor meaning by cross checking and reviewing	Remove the references to ineffective reading strategies.  <b>- This fits conceptually within the 'phonics and word knowledge' substrand of the literacy strand, and should be moved there</b>	AC9E4LY04: read different types of texts of increasing complexity with accuracy, rate, and prosody while monitoring meaning



Strand	Substrand	Code number and descriptor	AUSPELD feedback	AUSPELD recommended changes
		AC9E4LY05: use comprehension strategies when listening, viewing and reading to build literal and inferred meaning, to expand content knowledge, to integrate and link ideas, and to understand texts	This description asks teachers to monitor <u>processes</u> , which are not visible; only the <u>products</u> of comprehension strategies can be objectively determined, and this must occur through students responding to a text. There is also no acknowledgment in the descriptor or elaborations of the importance of background knowledge for comprehension to be successful.	AC9E4LY05: <i>demonstrate literal and inferential comprehension of texts with concepts and themes appropriate for Year 4, through verbal and written responses</i>  <i>Elaborations should then include references to ongoing explicit vocabulary instruction and explicit instruction in relevant and necessary background knowledge.</i>
	Creating texts	Not in the draft curriculum	Sentence level work is not included as a content descriptor yet is a critical precursor for students to be able to produce longer pieces of writing e.g., short written texts.	<i>write embellished simple, compound and complex sentences and use relative pronouns (e.g. 'who', 'which' and 'that') to compose complex sentences, using correct punctuation</i>
		AC9E4LY06: plan, create, draft and publish imaginative, informative and persuasive texts, integrating learned content and supporting details, and demonstrating increasing control over text structures and language features, for a range of purposes and audiences	Include additional nonfiction text purposes in the elaborations as examples e.g., recounts, instructions, information, persuasive texts, discussions or explanations. The description will need to change to accommodate for these additions. Reference to multimodal elements could be in the elaboration as emphasis should be on writing.	AC9E4LY06: <i>plan and create a range of fiction and nonfiction written texts to show increasing control of the use of text structure, text genre features, sentence level grammar, word choice, spelling, and punctuation</i>
		AC9E4LY07: plan, create, rehearse and deliver a range of structured and coherent oral and/or multimodal presentations for different audiences and purposes, with integrated learned content, and a range of vocal effects for clarity	This could be phrased more clearly.  <b>-This fits conceptually within the Language for interacting with others strand of the Language strand, and should be moved there.</b>	AC9E4LY07: <i>plan and deliver oral reports on topics, using appropriate organisation structure, visual and auditory illustrations, and voice effects (e.g., pitch, pace, tone, volume)</i>

Strand	Substrand	Code number and descriptor	AUSPELD feedback	AUSPELD recommended changes
		AC9E4LY08: re-read and edit texts to strengthen meaning by adding, deleting or moving words or word groups to clarify content and structure	Examples of ways student can edit texts for meaning could be included as an elaboration instead.	<i>AC9E4LY08: re-read their own texts and texts of others to check for meaning, grammar and appropriate organisation of ideas; make changes that strengthen meaning or refine intended effect</i>
		AC9E4LY09: write using clearly formed joined letters, and develop increased fluency and automaticity	'Development' of handwriting should already have occurred by this point and consolidation or refinement of a style would be more appropriate.	<i>AC9E4LY09: refine a handwriting style that is legible, fluent and automatic</i>
		Not in curriculum document	Continued development of touch typing skills is required.	<i>Continue to develop accurate and automatic touch-typing skills through explicit teaching and frequent practice</i>



# Year 5

Strand	Substrand	Code number and descriptor	AUSPELD feedback	AUSPELD recommended changes
Language	English as a language that varies and changes	AC9E5L01: understand that the pronunciations, spellings and meanings of words have histories and change over time	The substrand, content descriptor and elaborations are inconsistent.	<i>The entire substrand needs to be reviewed and rewritten with a clearer objective throughout.</i>
	Language for interacting with others	AC9E5L02: understand that patterns of language interaction vary across social contexts and types of texts, and that they help to signal social roles and relationships	This does not correspond to the elaborations, which focus largely on <u>cultural</u> patterns of interactions, particularly those of First Nations Australian Peoples. The content description could easily be interpreted as referring only to the variation across social contexts in <u>one</u> culture.	<i>AC9E5L02: understand that cultures differ in how social interaction patterns and language are used to signal social roles and relationships</i>
		AC9E5L03: understand how to move beyond making bare assertions by taking account of differing perspectives and authoritative sources	This does not clearly correspond to the elaboration, which emphasises the <i>tempering</i> of assertions. This implies that students are expected to use different linguistic techniques to signal that a statement is an opinion, and to indicate this through acknowledgement (explicit or otherwise) or reference to sources.	<i>AC9E5L03: understand how to acknowledge complexity or diversity of views on a topic by making statements of opinion that take differing perspectives and authoritative sources into account</i>
	Text structure and organisation	AC9E5L04: understand how texts vary in structure, language features, purpose, degree of formality and mode	This is imprecise and would be difficult to implement in a consistent manner across classrooms and schools. The inclusion of 'mode' introduces an additional degree of complexity, because the meaning of mode here is not clear – it could refer to written, oral or multimedia texts, or the platform on which a written text is shared (web page, newspaper etc.).	<i>AC9E5L04: understand the structure and language features of narrative, procedure, exposition, explanation, discussion and informative texts and how the basic form changes dependent on audience and degree of formality</i>  <i>Add an elaboration referring to the way that text structures may vary dependent on the audience (e.g. a letter, a print or radio advertisement, or an essay), and degree of formality (e.g. for a scientific paper, or for a close friend).</i>



Strand	Substrand	Code number and descriptor	AUSPELD feedback	AUSPELD recommended changes
		AC9E5L05: understand how authors connect ideas, including using verb tenses to maintain or shift time across a text and using the starting point of a sentence to give prominence to the message in the text, connect ideas and allow for prediction of how the text will unfold	This is imprecise and would be difficult to implement in a consistent manner across classrooms and schools. The wording is also difficult to follow and repetitive. More information is needed in the elaborations to assist teachers.	<i>AC9E5L05: understand how authors use grammatical features such as tense, adjectival phrases and adverbial phrases to connect ideas, emphasise the main idea of a text, indicate time, and allow for prediction of how the text will unfold. The elaborations should include examples of these features, such as adverbial phrases (e.g. In the heat of the day, snakes bask in the sun and are very active).</i>
		AC9E5L06: investigate how the organisation of texts into chapters, headings, subheadings, home pages and subpages for online texts, according to chronology or topic, can be used to predict content and assist navigation	This is unnecessarily wordy, particularly given the lack of an elaboration, which could be used to expand upon the structural features listed.  <b>- This fits conceptually within the 'analysing, interpreting and evaluating texts' substrand of the literacy strand, and should be moved there</b>	<i>AC9E5L06: use knowledge of text organisation conventions and structure to predict content and assist navigation</i>
	Language for expressing and developing ideas	AC9E5L07: understand that the structure of a complex sentence includes a main clause and at least one subordinate clause, and how writers can use this structure for effect	Knowledge of the grammatical structure of a complex sentence should be established long before this point if students are to be able to apply basic sentence punctuation correctly. By Year 5, the focus could be on the <i>purpose</i> or <i>effect</i> achieved by different subordinating conjunctions and how clauses can be rearranged to modify the effect.	<i>AC9E5L07: understand how writers use different subordinating conjunctions to achieve a distinct effect or indicate the relationship between clauses in complex sentences</i>



Strand	Substrand	Code number and descriptor	AUSPELD feedback	AUSPELD recommended changes
		AC9E5L08: understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea across a text	This is unnecessarily wordy, in part due to the choice to provide an alternative term for 'phrase' (group). The examples in the elaboration also demonstrate low expectations for Year 5 – by this stage, we could be dropping noun phrases, such as appositives, into sentences and exploring adjective phrases that include words we usually think of as verbs (the <u>crying</u> baby), adverbs (the <u>hysterically funny</u> comedian) or nouns (the <u>cake topper</u> ).	AC9E5L08: <i>understand how noun, adjective, verb and adverb phrases can be expanded or inserted into a sentence to provide a fuller description of a person, place, thing or idea across a text</i>  <i>Elaborations may include 'Edmund Barton, Australia's first Prime Minister' (noun phrase) and 'my wonderfully eccentric neighbour' (adjective phrase).</i>
		AC9E5L09: explain how the sequence of images in print, digital and film texts has an effect on meaning	This does not relate to language or literacy; instead, it refers to conventions of visual media and belongs in a different curriculum area.	Remove
		AC9E5L10: understand how vocabulary is used to express greater precision of meaning, and know that words can have different meanings in different contexts	The content descriptor can remain, but the elaborations could be developed. The first elaboration requires reference to technical or subject-specific language/ context, and an additional elaboration could be added to indicate the need to understand the variance in word meaning across contexts <u>within</u> Standard Australian English.	<i>Elaborations may include: understand that words may have multiple meanings and that the context of the text, or the subject being discussed, will determine the intended meaning; for example, 'tables' refers to furniture when discussing a classroom arrangement, but refers to multiplication facts when studying maths using words that are specific and precise for the subject; for example, using the cooking-specific terms 'slice', 'dice', 'fillet', 'segment' rather than general synonyms, such as 'cut'</i>



Strand	Substrand	Code number and descriptor	AUSPELD feedback	AUSPELD recommended changes
		AC9E5L11: understand how to use commas to indicate phrases, and the grammatical category of possessives through apostrophes in noun groups where there is multiple possession	<p>This aims to cover too many concepts in one descriptor, and the elaborations relate only to the use of the possessive apostrophe. The use of commas to indicate phrases should have been introduced by now and should continue to be taught along with specific phrase types, rather than as an isolated item. The wording is then unclear as it relates to possessive apostrophes, and the reader must rely on the elaborations to understand the intention of this item.</p> <p><b><i>-This fits conceptually within the 'creating texts' strand of the literacy strand, and should be moved there</i></b></p>	<i>AC9E5L11: understand and use the plural possessive apostrophe with common and proper nouns and noun phrases, and commas, em-dashes and brackets to drop phrases in to sentences</i>
	Phonics and word knowledge <b><u>This entire strand should move to the Literacy strand</u></b>	AC9E5L12: know how to use phonic knowledge and morphology to read and spell words that share common letter patterns but have different pronunciations	The basic concept – that spellings can represent more than one sound – should have been achieved by now. Instead, understanding of morphology and etymology could be used to read and spell words, building on the sequence of learning from previous years.	<p><i>AC9E5L12: consolidate use of phonics and continue to develop knowledge of morphology (including Latin and Greek) and etymology to read and spell a wide range of familiar and new words</i></p> <p><i>Elaborations: build on knowledge of Latin bases to include 'aud', 'mis/mit', 'mob/mot/mov', 'pel/puls', 'rupt', 'script', 'tract' and 'vid/vis'</i></p> <p><i>Build on knowledge of Latin affixes to include (prefixes) 'ab', 'circum', 'contra/counter', 'extra', 'multi', 'se', and (suffixes) 'ive', 'al', 'ence', 'ate', 'ous', 'ar'</i></p> <p><i>Teach common Greek combining forms relevant to mathematical and scientific topics including 'a/an', 'anti', 'auto', 'bio', 'cycl', 'gram/graph', 'logy', 'micro', 'phon', 'tele/tel' and 'therm'</i></p>



Strand	Substrand	Code number and descriptor	AUSPELD feedback	AUSPELD recommended changes
		AC9E5L13: understand how to use knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations to spell new words	This could be included in the proposed revision to AC9E5L12. However, it is important to teach and understand how knowledge of morphology can be used to spell words derived from the same base, despite pronunciation differing; and how some Latin prefixes change depending on the base to which they are being added (assimilated or chameleon prefixes).	<p><i>AC9E5L13: understand the conditions under which the spellings of morphemes are retained or changed with reference to pronunciation of the word</i></p> <p><i>Elaborations could include reference to the short /o/ sound in 'photography' and the long /oa/ sound in 'photo'; the use of 'c' to spell the /k/ sounds in 'medic' and 'medical' and the /s/ sound in 'medicine' Understand that some Latin prefixes are assimilated into the base word for ease of pronunciation, and learn about the most common of these, including 'in' (to 'im', 'il' and 'ir'), 'com' (to 'con'), 'ex' (to 'e' and 'ef') and 'dis' (to 'di' and 'dif')</i></p>
		AC9E5L14: explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word	The reference to plurals should be with AC9E5L13 (or proposed revision to AC9E5L12), as it relates directly to knowledge of suffixes and morphology more broadly.	Remove
Literature	Appreciating literature and contexts	AC9E5LE01: identify aspects of literary texts that convey details or information about particular historical, social and cultural contexts in texts and created by First Nations Australian and non-First Nations Australian authors, and authors around the world	This is unnecessarily wordy, so much so that it is grammatically incorrect.	<i>AC9E5LE01: identify aspects of literary texts created by First Nations Australian, non-First Nations Australian, and international authors that convey details or information about particular historical, social and cultural contexts</i>



Strand	Substrand	Code number and descriptor	AUSPELD feedback	AUSPELD recommended changes
	Engaging with and responding to literature	AC9E5LE02: present perspectives on literary texts, using literary terms to describe the effects of ideas, text structures and language features on particular audiences	No specific change recommended	No specific change recommended
	Examining literature	AC9E5LE03: recognise that the point of view in a literary text frames events and relationships in the narrative and leads to different interpretations and responses from the reader	No specific change recommended	No specific change recommended
		AC9E5LE04: examine, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, poetry and song	No specific change recommended	No specific change recommended
	Creating literature	AC9E5LE05: use, adapt or experiment with characters, settings, plot structures and language features of selected authors, to create literary texts	<b>-This fits conceptually within the 'creating texts' substrand of the literacy strand, and should be moved there</b>	Integrate with the Creating Texts substrand in the Literacy strand
Literacy	Texts in context – <b>move to the literature strand</b>	AC9E5LY01: show how ideas and points of view in texts are conveyed by vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context	The wording is grammatically incorrect and imprecise. <b>-This fits conceptually within the 'Appreciating literature in context' substrand of the Literature strand.</b>	AC9E5LY01: show how ideas and points of view in texts are conveyed by the choice of narrative voice and the vocabulary (including idiomatic expressions) and objective and subjective language the narrator uses, dependent on their context  Integrate within Appreciating literature in context.

Strand	Substrand	Code number and descriptor	AUSPELD feedback	AUSPELD recommended changes
	Interacting with others <b>- move to the language strand</b>	AC9E5LY02: use interaction skills including paraphrasing, questioning and interpreting non-verbal cues to clarify content and meaning, to connect ideas to own experiences, and to present and justify a perspective	<b>-This fits conceptually within the 'Language for interacting with others' strand of the Language strand, and should be moved there.</b>	Move to Language for interacting with others
	Analysing, interpreting and evaluating texts	AC9E5LY03: Explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose and audience of the text	This has substantial overlap with AC9E5L04 and AC9E5L06, which are clearer and better placed within the strands.	Remove
		AC9E5LY04: navigate and read texts for specific purposes, applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning	This is incredibly broad and almost impossible to measure, given that the tasks named here are processes that cannot be discerned or assessed.	AC9E5LY04: read different types of texts of increasing complexity with accuracy, rate, and prosody while monitoring meaning
		AC9E5LY05: use comprehension strategies when listening, viewing and reading to integrate and link ideas from a variety of print and digital sources and to analyse and evaluate information	The first elaboration is so broad as to be meaningless – perhaps a greater focus on self-monitoring would be useful, but it is hard to determine how students would access material on less familiar topics if they <u>don't</u> identify the words. The second elaboration is a much more precise indication of what is required here, and could actually be monitored and assessed.	AC9E5LY05: use research skills including identifying research purpose, locating texts, gathering and organising information, evaluating its relative value and the accuracy and currency of print sources, and summarising information from several sources



Strand	Substrand	Code number and descriptor	AUSPELD feedback	AUSPELD recommended changes
	Creating texts	Not in the draft curriculum.	Sentence level work is not included in content description, but it is a critical precursor for students to be able to produce longer pieces of writing e.g., short stories.	<i>expand range of relative pronouns and subordinating conjunctions in composition of complex sentences and move phrases and clauses within sentences to create different effects</i>
		AC9E5LY06: plan, create, draft and publish a range of print and/or multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience	This is poorly worded and could include additional nonfiction text purposes in the elaborations e.g., discussion and explanation. The description will need to change to accommodate for these additions. Furthermore, the choice between written and multimodal texts should not be given, as it allows for low expectations.	<i>AC9E5LY06: create a range of fiction and nonfiction written and multimodal texts to show use of appropriate text structure, sentence level grammar, word choice, and visual and auditory illustrations, using explicit knowledge of different text structures and purposes</i>
		AC9E5LY07: plan, create, rehearse and deliver presentations for defined purposes, including details, elaborations and/or multimodal elements, to expand ideas and engage the audience using familiar and technical vocabulary and a range of vocal effects for clarity and coherence	The elaborations are more clearly worded, less ambiguous, and include skills that can be monitored and assessed.  <b><i>-This fits conceptually within the 'Language for interacting with others' strand of the Language strand, and should be moved there.</i></b>	<i>AC9E5LY07: plan and deliver oral reports on topics, using appropriate organisational structure, visual and auditory illustrations, and voice effects (e.g. pitch, pace, tone, volume) to support audience understanding</i>
		AC9E5LY08: re-read and edit their own and others' work for precision using negotiated criteria for vocabulary, text structures and language features	Reference must be made to the explicit knowledge that students can draw on to edit work. Furthermore, the accuracy of writing conventions is not something that is to be negotiated.	<i>AC9E5LY08: re-read and edit their own and others' work for precision with explicit reference to the vocabulary use, text structures, punctuation and language features that are appropriate for the text structure, purpose and audience</i>
		AC9E5LY09: develop a handwriting style that is legible, fluent and automatic	'Development' of handwriting should already have occurred by this point and consolidation or refinement of a style would be more appropriate.	<i>AC9E5LY09: refine a handwriting style that is legible, fluent and automatic</i>



Strand	Substrand	Code number and descriptor	AUSPELD feedback	<i>AUSPELD recommended changes</i>
		Not in the draft curriculum	There is no reference to the development of accurate, automatic and fluent touch-typing for the purpose of efficient production of electronic texts.	<i>continue to develop accurate and automatic touch-typing skills</i>



# Year 6

Strand	Substrand	Code number and descriptor	AUSPELD Feedback	AUSPELD recommended changes
Language	English as a language that varies and changes	AC9E6L01: understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English	The substrand, content descriptor and elaborations are inconsistent.	<i>The entire substrand needs to be reviewed and rewritten with a clearer objective throughout.</i>
	Language for interacting with others	AC9E6L02: understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	No change needed to the descriptor; however, the elaboration specifies <u>family</u> settings only, and fails to recognise the broad range of social context that students must navigate.	<i>Adjust the elaboration to include diverse family, social (e.g. party compared to going out for coffee, different dining settings), cultural (e.g. attendance at places of worship, celebrations such as weddings or funerals), educational (e.g. classroom, with classmates, with teacher, with principal) and occupational settings (e.g. a parent's workplace, shops and businesses etc.)</i>
		AC9E6L03: understand the uses of objective and subjective language and recognise bias	The elaborations are vague and very broad, and two of them do not relate to the understanding of <i>language</i> ; instead, they relate to contextual situations for sharing certain types of information (in the first instance) and sources of information that do <u>not</u> use language (in the second, with reference to photographs). This is a missed opportunity to directly teach the subjunctive (e.g. it is important that we be ready for) and conditional (e.g. if we had been better prepared, we would have ...) and continue developing use of model verbs (might, ought, should, could etc.). This would provide a measureable reference for objective and subjective language.	<i>Adjust the elaborations to include reference to the teaching of the subjunctive and conditional tenses and modal verbs.</i>



Strand	Substrand	Code number and descriptor	AUSPELD Feedback	AUSPELD recommended changes
	Text structure and organisation	AC9E6L04: understand how authors innovate on text structures and play with language features to achieve aesthetic, humorous and persuasive purposes and effects	The elaborations are lacking. If students are to explore the <i>aesthetic</i> purposes achieved by authors, then poetry and prose <u>must</u> be included in the elaborations. There should also be direct reference to the types of text structures explored – without it, it is not possible to ensure consistency across classrooms and schools, or conduct meaningful assessment.	<i>Adjust the elaborations to refer to literary texts including narrative, poetry and prose; include reference to the specific structures (e.g. plots, poetic structures, informative structures) that should be examined.</i>
		AC9E6L05: understand that cohesive links can be made in texts through lexical cohesion such as ellipsis and word associations such as synonyms, antonyms and patterns	The examples in the elaborations need to be more sophisticated and better examples of ‘ellipsis’, ‘word associations’, ‘synonyms’, ‘antonyms’ and ‘patterns’.	<i>Remove the first elaboration. Extend the second elaboration to say ‘recognising how cohesion can be developed through repeating key words, using synonyms (e.g. ‘Koalas are interesting <u>creatures</u>. These <u>animals</u> are only found in Australia), antonyms (e.g. ‘Dogs are highly <u>sociable</u>, but cats tend to be <u>solitary</u> animals) and more general words (e.g. ‘Look at those apples. May I have <u>one</u>?’). Add another elaboration to illustrate ellipses (e.g. ‘Should you recycle soft plastics? Of course <u>you should</u>.’). Add another example to illustrate patterns (e.g. repeated events, such as a character being introduced by a knock at the door).</i>
	Language for expressing and developing ideas	AC9E6L06: investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas	This appears to be a step down from Year 5 AC9E5LO7 – it could be extended to build upon the suggested changes to AC9E5LO7 by expanding the range of conjunctions and relative pronouns used. Furthermore, the example in the elaboration is incorrect – it refers to a <u>conjunction</u> , but uses a relative pronoun (‘that’). <i>purpose</i> or <i>effect</i> achieved by different subordinating conjunctions.	<i>AC9E6L06: understand how writers use unembellished and embellished simple, compound and complex sentences to achieve different effects suitable for the purpose of the text.  Elaborations should include examples of the effect that can be created by use of different sentence structures, including unembellished sentences for clarity, embellished sentences for description, compound and complex sentences to show the relationship between multiple ideas or pieces of information, etc.</i>



Strand	Substrand	Code number and descriptor	AUSPELD Feedback	AUSPELD recommended changes
		AC9E6L07: understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/ phrases	Specify the understanding and use of advanced tenses including subjunctive and conditional tense, and the way use of these tenses can add to precision in the expression of ideas.	AC9E6L07: <i>understand and identify subjunctive and conditional tense and how these tenses can be used to add precision to expression of ideas</i>
		AC9E6L08: identify and explain how images, figures, tables, diagrams, maps and graphs contribute to understanding of information in a range of texts	<b>- This fits conceptually within the 'analysing, interpreting and evaluating texts' strand of the literacy strand, and should be moved there</b>	<i>Move to the Analysing, interpreting and evaluating texts strand.</i>
		AC9E6L09: investigate how vocabulary choices, including evaluative language, can express shades of meaning, feeling and opinion	The content descriptor is ok, but the elaboration is too brief and grammatically incorrect. In addition, it refers explicitly to <i>figurative</i> language, when the descriptor referred explicitly to <i>evaluative</i> language.	<i>Adjust the elaborations to be consistent with the direction to focus on <u>evaluative</u> language. Give examples of what this includes. Consider <u>also</u> adding figurative language to the content description.</i>
		AC9E6L10: understand how to use the comma for lists, to separate a dependent clause from an independent clause, and in dialogue	This should have been mastered by now. Additionally, the 'comma splice' referenced in the elaborations signals poor understanding of sentence structure and a discussion of commas is not going to prevent such errors. Time would be better spent on teaching forms of punctuation such as semi-colons.  <b>-This fits conceptually within the 'creating texts' strand of the literacy strand, and should be moved there .</b>	AC9E6L10: <i>understand how to use the semi-colon to organise wordy lists and to join independent clauses in a complete compound or compound-complex sentence</i>



Strand	Substrand	Code number and descriptor	AUSPELD Feedback	AUSPELD recommended changes
	Phonics and word knowledge  <b><u>This entire strand should move to the Literacy strand</u></b>	AC9E6L11: understand how to use phonic knowledge and accumulated understandings about blending, phoneme-grapheme (sound-letter) relationships, common and uncommon letter patterns, and phonic generalisations to read and write increasingly complex words	This knowledge should have been established by now. Reading and spelling should be automatic and fluent, and emphasis should be on integrating a developing knowledge of morphology and etymology, building on teaching from previous years.	AC9E6L11: consolidate use of phonics and continue to develop knowledge of morphology (including Latin and Greek) and etymology to read and spell a wide range of familiar and new words  <i>Elaborations: build on knowledge of Latin base words to include 'cap/ceive/ce(p)t/cept/cip', 'ced/cess', 'cid/cis', 'cred', fac/fact/fect/fic', 'fed/fid', 'flect/flex', 'gen', 'lect/leg/lig', 'tend/tens/tent', 'ven/vent', 'vers/vert' and 'voc/vok'</i> <i>Teach common Greek combining forms relevant to mathematical and scientific topics including 'arch', 'ast/astr', 'chron', 'crac/crat', 'dem', hydra/hydro', 'hyper', 'hypo', 'meter/metr', 'mono', 'phys', 'poly', 'scept/scop/skept', 'sym/syl/syn', 'techn, tect'</i>
		AC9E6L12: 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	This misses an opportunity to continue a scope and sequence of the base and affix knowledge that students will have by Year 6. It also overlaps significantly with ACE6L11.	AC9E6L12: consolidate understanding of the conditions under which the spellings of morphemes are retained or changed with reference to pronunciation of the word  <i>Elaborations: develop understanding that Latin and Greek-derived words have predictable accent or stress patterns, and that this understanding, along with the stable spelling of most morphemes, assists with determining how to pronounce and spell new words (e.g. in Latin-derived words, the base is accented; therefore, the 'de' prefix in 'destructive' is pronounced with a 'schwa' sound)</i> <i>Build on existing knowledge of Latin assimilated prefixes, including 'ob' (to 'oc', 'of' and 'op'), 'sub' (to 'suc', 'suf' and 'sup') and 'ad' (to 'ac', 'ag', 'an', 'ar' and 'at')</i>



Strand	Substrand	Code number and descriptor	AUSPELD Feedback	AUSPELD recommended changes
Literature	Appreciating literature and contexts	AC9E6LE01: discuss different responses readers have to characters and events represented in literary texts drawn from a range of historical, social and cultural contexts and created by First Nations Australian and non-First Nations Australian authors, and authors from around the world	This is unnecessarily wordy, so much so that it is grammatically incorrect.	<i>AC9E6LE01: discuss different ways readers respond to characters and events represented in literacy texts that are created by First Nations Australian, non-First Nations Australian, and international authors, and which are drawn from a range of historical, social and cultural contexts</i>
	Engaging with and responding to literature	AC9E6LE02: compare similarities and differences in texts on similar topics, plots or themes and identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response	No specific change recommended	<i>No specific change recommended</i>
	Examining literature	AC9E6LE03: compare similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style	The inclusion of 'illustrator' to this descriptor suggests (incorrectly) that this outcome can be achieved through study of illustrations alone.	<i>AC9E6LE03: compare similarities and differences between texts, including those by the same author, and evaluate characteristics that define an author's individual style</i>
		AC9E6LE04: examine the relationship between words, sounds, imagery and language patterns in poetry such as ballads and free verse	The poetic forms named here do not provide an appropriate scope for discussion of the poetic devices to be explored; many more rigid poetic structures allow for far clearer examples of how words, sounds, and language patterns can be manipulated by the poet for different effects. Furthermore, the elaborations do not refer to poetic devices; instead, they simply refer to language choice and imagery, which could be interpreted very narrowly or superficially.	<i>AC9E6LE04: examine the relationship between words, sounds, imagery and language patterns in poetic forms including ballads, haiku, sonnets, pentameter, and free verse</i>  <i>Elaborations should then be adjusted to name these poetic devices (e.g. meter, alliteration, assonance, consonance, rhyming pattern etc.).</i>



Strand	Substrand	Code number and descriptor	AUSPELD Feedback	AUSPELD recommended changes
	Creating literature	AC9E6LE05: create literary texts, for different audiences of purposes, that innovate on or experiment with written and visual features, plot structure and ideas from texts students have experienced	<p>The plot structures students should know need to be made explicit and reference to visual language features either removed or defined with exceptional clarity.</p> <p><b>-This fits conceptually within the 'creating texts' substrand of the literacy strand, and should be moved there</b></p>	<p>AC9E6LE05: create literary texts, for different audiences of purposes, that innovate on or experiment with written features, plot structure and ideas from texts students have experienced</p> <p>Integrate with the Creating Texts substrand in the Literacy strand</p>
Literacy	Texts in context <b>- move to the literature strand</b>	AC9E6LY01: compare texts including media texts that represent ideas in different ways, explaining the effects of the different approaches and opinions	<p>The effects that teachers should be discussing are unclear – it could be the effect on different audiences, or on the opinion formed by an audience, or this descriptor could be intended to explore bias. The vagueness of this descriptor makes consistency across classrooms and schools impossible.</p> <p><b>-This fits conceptually within the 'Appreciating literature in context' substrand of the Literature strand.</b></p>	<p>AC9E6LY01: explore different media texts by making comparisons and identify perspectives and language used by the author.</p> <p>Integrate within Appreciating literature in context.</p>
	Interacting with others <b>- move to the language strand</b>	AC9E6LY02: use interaction skills and awareness of formality and audience when paraphrasing, questioning, and interrogating ideas, developing arguments, participating in discussions, and sharing and evaluating information, experiences and opinions	<b>-This fits conceptually within the Language for interacting with others substrand of the Language strand, and should be moved there.</b>	Move to Language for interacting with others
	Analysing, interpreting and evaluating texts	AC9E6LY03: analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences	The text structures and language features need to be specified, as do the purposes of those texts, in order to be precise enough for this to be measurable and consistent across schools. Furthermore, the elaboration, which refers to <i>navigation and clear communication</i> , is not relevant to the content description, which refers to <i>engagement and influence</i> of audiences.	Adjust the elaborations to refer to the text structures and language features to be studied, the purposes of the texts from which they should be drawn, and the effect on the audience, <u>including</u> engagement, influence/persuasion, and ease of organisation.



Strand	Substrand	Code number and descriptor	AUSPELD Feedback	AUSPELD recommended changes
		AC9E6LY04: navigate, read and view 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, colour and composition	This overlaps with AC9E6L08 and should be integrated with the concepts covered in that.	<i>Integrate with AC9E6L08.</i>
		AC9E6LY05: use comprehension strategies when listening, viewing and reading to analyse and interpret information and ideas, comparing content from a variety of sources including media and digital texts	This is incredibly broad and almost impossible to measure, given that the tasks named here are <i>processes</i> that cannot be discerned or assessed.	<i>AC9E6LY04: demonstrate literal and inferential comprehension of texts with concepts and themes appropriate for Year 6, through verbal and written responses</i>  <i>Elaborations should then include references to ongoing explicit vocabulary instruction and explicit instruction in relevant and necessary background knowledge.</i>
	Creating texts	Not in the draft curriculum.	Sentence level work is not included in content description, but it is a critical precursor for students to be able to produce longer pieces of writing e.g., short stories.	<i>compose sentences with simple, compound, complex, and compound-complex structures that use a wide range of phrase and clause types, conjunctions and pronouns to achieve different effects</i>
		AC9E6LY06: plan, create, draft and publish a range of texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience	This could be more precisely worded and would need to include a broader range of non-fiction text purposes in order to provide a reasonable reflection of students' abilities in this area.	<i>AC9E2LY06: create a range of fiction and nonfiction written and multimodal texts for specified and varied audiences, demonstrating use of text structure and language features that are appropriate for that audience</i>

Strand	Substrand	Code number and descriptor	AUSPELD Feedback	AUSPELD recommended changes
		AC9E6LY07: plan, create, rehearse and deliver presentations, choosing and experimenting with text structures, language features, sound, image and digital resources appropriate to purpose and audience, using voice, volume, tone, pitch and pace according to group size and formality of interaction	This is ambiguous and too broad to be useful. It does not represent a progression from the corresponding Year 5 content description.  <b>-This fits conceptually within the Language for interacting with others substrand of the Language strand, and should be moved there.</b>	<i>AC9E6LY07: plan and deliver oral presentations to different audiences on specific topics, demonstrating appropriate use of verbal language, organisation and sequence, and visual media for the purpose</i>
		AC9E6LY08: re-read and edit their own and others' work for precision using negotiated criteria for vocabulary, text structures and language features and explaining editing choices as required	Accurate use of spelling, grammar and punctuation should not be negotiated; instead, it must draw upon the explicit knowledge students have in these domains.	<i>AC9E5LY08: re-read and edit their own and others' work for precision with reference to the vocabulary use, text structures and language features that were necessary for the creation of the work, and be able to explain the reasons for the editing choices</i>
		AC9E6LY09: begin to consolidate and handwriting style that is legible, fluent and automatic	'Consolidation' of handwriting should already be well underway.	<i>AC9E6LY09: continue to refine a handwriting style that is legible, fluent and automatic, with increasing rate</i>
		Not in the draft curriculum	There is no reference to the development of accurate, automatic and fluent touch-typing for the purpose of efficient production of electronic texts.	<i>consolidate accurate and automatic touch-typing skills</i>

Please note: This document was modified slightly since the original submission was made.



