

## Essential Learning 1: Understand how text structures influence the text

<b>T</b>	I can identify and explain the structure and language of similar text types (eg: information reports and narratives) and how these are influenced by different technological affordances
<b>M</b>	I can identify and explain an argument using basic language structures that suggest conclusions
<b>R</b>	I can identify and explain detailed structural features of informative and persuasive texts
<b>A</b>	I can identify and explain simple structural features of informative and persuasive texts (ie intro, body, conclusion)
<b>L</b>	I can discuss how authors use text structures and play with language features to influence the audience
<b>L</b>	I can explain how texts vary in purpose, structure and style of language I can give examples of formal and informal language and texts/situations that use them
<b>S</b>	I can identify that texts vary depending on the topic, purpose and audience
<b>M</b>	I can organise content into a text structure according to its purpose
<b>A</b>	I can identify the structure and language features of a text type I can analyse and discuss texts using my knowledge of text structures and features
<b>I</b>	I can describe and compare the features of persuasive texts
<b>C</b>	I can identify the difference and describe the purpose of a story and an informative text I can identify and describe the purpose and features of familiar text types

## Essential Learning 2: Demonstrate an understanding of grammar

<b>T</b>	I can use grammar and punctuation for clarity and precision when creating and editing texts
<b>M</b>	I can use appropriate grammar and accurate punctuation when creating and editing texts
<b>R</b>	I can use appropriate grammar and accurate punctuation when creating and editing texts
<b>A</b>	I can use prepositional phrases and clauses correctly in sentences I can use punctuation to help clarify meaning in sentences with prepositional phrases and clauses
<b>L</b>	I can use commas to separate clauses in a sentence I can use a range of conjunctions to construct complex sentences I can choose from a range of verbs to add interest and detail to my writing I can use different tense forms to communicate past, present and future action
<b>L</b>	I can correctly use apostrophes to show possession I can identify main and subordinate clauses in sentences I can create noun and adjective phrases to build fuller descriptions in my sentences
<b>S</b>	I can use appropriate thinking and summary verbs I can use pronouns and text connectives to link two ideas I can use quotation marks in texts correctly I can use the correct homophones in my writing
<b>M</b>	I can use verbs in their correct tense I can identify and use the effective use of descriptive adjectives in text
<b>A</b>	I can use word associations, synonyms and antonyms I can identify and use pronouns, common and proper nouns
<b>I</b>	I can use question marks and exclamation marks appropriately I can identify the action in a sentence and who/what is performing it I can use adverbs and adjectives to make my writing more detailed
<b>C</b>	I can use full stops and capital letters

**Essential Learning 3: Demonstrate an understanding of how language features, images and vocabulary affects meaning**

<b>T</b>	I can manipulate language features and images for specific purposes.
<b>M</b>	I can select language features and images to influence an audience
<b>R</b>	I can select language features and images for effect
<b>A</b>	I can compare different ways that language and images are used to create character
<b>L</b>	I can describe how language choices and imagery relate to build an emotional response I can identify, compare and evaluate the structures and features of different texts
<b>L</b>	I can identify language that influences my point of view of characters, settings and events I can describe the narrator's point of view about characters, settings and events I can explain how the language features of texts help achieve their purpose
<b>S</b>	I can identify techniques used in a range of texts (eg: plot tension, character development) I can use metalanguage to identify text structures and language features of texts
<b>M</b>	I can use language to be more or less forceful depending on the purpose I can identify the effect that visual techniques can have on the audience I can identify the point of view in a text and suggest other points of view
<b>A</b>	I can use words for a certain audience I can use vocabulary specific for the text type I can explain how authors use words, sounds and images to portray characters
<b>I</b>	I can identify and discuss the differences between images in narrative and information texts
<b>C</b>	I can use words and images together to make meaning from a story or information text

## Essential Learning 4: Demonstrate an understanding of spelling

<b>T</b>	I can use vocabulary and accurate spelling to add clarity and precision when creating and editing texts
<b>M</b>	I can use accurate spelling when creating and editing texts
<b>R</b>	I can use accurate spelling when creating and editing texts
<b>A</b>	I can use derivational relations, including etymology to learn new words and how to spell them (BEE Spelling – Derivational - Late)
<b>L</b>	I can use knowledge of known words to help me spell new words (eg: word origins) I can use derivational relations, including spelling patterns, to assist my spelling (BEE Spelling – Syllable and Affixes – Late – Derivational - Early)
<b>L</b>	I can use knowledge of word origins and roots to correctly spell uncommon plurals (MacqLit Level H-I) (BEE Spelling – Syllable and Affixes – Middle - Late)
<b>S</b>	I can use spelling strategies including rules, word families, generalisations and letter combinations I can recognise homophones and know how to use context to identify correct spelling I can give examples of uncommon plurals I can spell all M200W high frequency words (Lemon & Lime M200W) (MacqLit Level F-G) (BEE Spelling – Syllable and Affixes –Early - Middle)
<b>M</b>	I can use common prefixes, suffixes and syllables to spell unknown words I can use a dictionary to correct my own spelling I can spell some M200W high frequency words (Purple & Aqua M200W) (MacqLit Level D-E) (BEE Spelling – Within Word Patter –Middle - Late)
<b>A</b>	I can break words into syllables and/or morphemes I can identify how a common prefix or suffix changes the word’s meaning I can use parts of words such as long vowels, diagraphs, blends, and silent letters to assist my spelling I can spell M100 – M150W high frequency words (Violet & Pink M100W – M200W) (MacqLit Level C) (BEE Spelling – Within Word Patter –Early - Middle)
<b>I</b>	I can use morphemes in word families I can spell one syllable words using common letter clusters I can use my personal dictionary to assist my spelling I can spell M100W high frequency words ( Orange, Indigo M100W) (MacqLit Level B) (BEE Spelling - Letter Name Alphabetic – Middle- Late)
<b>C</b>	I can change the starting sound to create word families I can identify the sound each letter makes I can identify final sounds I can spell some high frequency words ( Gold, Red, Blue Green M100W) (MacqLit Level A) (BEE Spelling - Letter Name Alphabetic – Early-Middle)

## Essential Learning 5: Engage in presentations and contribute actively to class and group discussions

<b>T</b>	I can give a balanced presentation, incorporating multiple points of view, and pointing out bias in sources
<b>M</b>	I can self-assess my presentation, using rubrics and proficiency scales I can give constructive feedback to other students to improve their work, using rubrics and proficiency scales
<b>R</b>	I can justify my choices of supporting evidence in my presentation I can ask further questions after another class member's presentation
<b>A</b>	I can deliver presentations to promote a point of view or new way of seeing I can use a range of speaking techniques and resources to add impact to and engage my presentation
<b>L</b>	I can use appropriate language in formal and informal situations I can present arguments and conclusions in a discussion I can effectively use technology and other resources to enhance my presentation
<b>L</b>	I can use visuals and other resources to add impact to my presentation I can ask questions to clarify a speaker's meaning I can express and justify my point of view as part of a discussion
<b>S</b>	I can interpret ideas and information in spoken texts
<b>M</b>	I can contribute to conversations and discussions I can vary my tone, pace, pitch and volume as needed in a presentation I can plan effective presentations
<b>A</b>	I can listen for specific purposes and information I can participate appropriately in small group discussions I can speak clearly and loudly in front of my peers I can rehearse and deliver short presentations on familiar topics
<b>I</b>	I can plan and deliver a short presentation that includes some structure
<b>C</b>	I can listen appropriately I can deliver short, oral presentations using appropriate volume and gestures

## Essential Learning 6: Use a range of strategies to read texts

<b>T</b>	I can create categories or sub-headings for texts so they make sense for me
<b>M</b>	I can use a highlighter, underline, or take short notes while I read to help with grasping content
<b>R</b>	I can scan for information, using mechanisms like headings, bold and italicised text, to find answers quickly
<b>A</b>	I can use a range of decoding strategies to work out the meaning of unfamiliar words, eg context, word knowledge etc
<b>L</b>	I can read texts for a wide range of purposes, including reading for enjoyment
<b>L</b>	I can use and describe a range of strategies for finding the information I need in a text
<b>S</b>	I can use and choose the most appropriate reading strategy to read unfamiliar texts
<b>M</b>	I can recognise when something I read doesn't make sense and re-read to clarify meaning
<b>A</b>	I can use my reading strategies to read less predictable texts with phasing and fluency I can monitor my own reading and use some strategies to self-correct
<b>I</b>	I can use a range of reading strategies I can read aloud with fluency and intonation I can make predictions and inferences about the characters and events in a text
<b>C</b>	I can identify where to start reading a book or screen I can use some reading strategies to read short, predictable text

## Essential Learning 7: Use a range of strategies to comprehend texts

<b>T</b>	I can analyse sources to identify motivations, values and attitudes
<b>M</b>	I can analyse the origin and purpose of sources and draw conclusions about their usefulness
<b>R</b>	I can distinguish between fact and opinion I can use information from texts to create an argument
<b>A</b>	I can discuss and justify ideas about characters, settings and events I can explain the difference between literal and inferred meaning I can make inferences based on information in the text I can make predictions about what will happen or what information will follow in a text
<b>L</b>	I can discuss and evaluate similarities and differences in texts on similar topics, themes or plots I can summarise a text, focusing on the main ideas
<b>L</b>	I can locate and select relevant information from a range of sources I can summarise information from different sources I can use the information process (define, locate, select, organise, present and evaluate)
<b>S</b>	I can identify key points and information to complete comprehension tasks
<b>M</b>	I can make connections between text and images
<b>A</b>	I can use evidence from the text to support my inferences about a character I can use comprehension strategies to build literal and inferred meaning
<b>I</b>	I can discuss and compare my opinions about texts and authors with others
<b>C</b>	I can retell a story using beginning, middle and end I can find key words/ideas in a text to answer literal questions I can discuss and sequence events and characters from a text

## Essential Learning 8: Create structured and coherent texts for a range of purposes and audiences

<b>T</b>	I can develop texts that incorporate analysis or multiple points of view
<b>M</b>	I can make a clear argument, and support it with evidence I can contextually use topic specific terms and concepts
<b>R</b>	I can use text for describing or explaining I can choose suitable terms from a range of vocabulary
<b>A</b>	I can change the structure and language in my writing to create different effects I can change literary texts into different formats, eg Text to film or comic strip
<b>L</b>	I can use different structures, ideas and stylistic features to create imaginative texts I can write structured paragraphs
<b>L</b>	I can improve the quality of my texts by planning, drafting and editing my work before publishing I can choose appropriate structures when planning, drafting and editing texts
<b>S</b>	I can incorporate new topic specific vocabulary in my own writing I can vary text to suit topic, purpose and audience
<b>M</b>	I can write stories based on my own or others experiences I can plan, draft, edit and publish a variety of texts I can use paragraphs effectively to construct a cohesive text I can use vocabulary that is appropriate to the purpose of my writing
<b>A</b>	I can create short imaginative, informative and persuasive texts for familiar audiences I can reread and edit text for spelling and punctuation I can write a complex sentence
<b>I</b>	I can plan sequences of ideas and events before writing I can create text in a similar pattern to text I have read I can edit my spelling and punctuation I can write a compound sentence
<b>C</b>	I can produce both upper and lowercase letters I can write a simple sentence