

## BRAINTastic Word Skills Curriculum Correlation

Australia.....	1
National Literacy Benchmarks .....	1
New South Wales & ACT – English K-6 Outcomes.....	3
Northern Territory – English Learning Area Curriculum Framework.....	6
Queensland – English Years 1-10.....	10
South Australia.....	15
Tasmania .....	24
Western Australia – English .....	25
Victoria – English Curriculum Standards & Framework.....	31
New Zealand English Curriculum .....	41

### Australia

#### National Literacy Benchmarks

Level	Benchmark
Year 3	<p><b>SPELLING</b></p> <p>At the benchmark standard, students spell accurately:</p> <ul style="list-style-type: none"> <li>• many frequently used and readily recognised words (eg come, going, like, saw, was, went, but, from, they, very, you)</li> <li>• other one- and two-syllable words: <ul style="list-style-type: none"> <li>- most words of one syllable with common spelling patterns (eg sharp, thick, star, crown, spoon, free, green, play)</li> <li>- some words of two syllables with common spelling patterns (eg sunny, playing).</li> </ul> </li> </ul>
Year 5	<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• verb form in past tense (eg caught instead of catched) most of the time</li> <li>• agreement between subject and verb (eg she is/they are, he was/we were) most of the time</li> <li>• capital letters, full stops, commas and question marks.</li> </ul> <p><b>SPELLING</b></p> <p>At the benchmark standard, students spell accurately:</p>

	<ul style="list-style-type: none"> <li>•most one- and two-syllable words with common spelling patterns (eg growing, found, might, smooth, teacher, crashed, female, inside)</li> <li>•most of the frequently used and readily recognised words which have less common spelling patterns (eg there, because, who, friends, again, knee, sitting, wanted)</li> <li>•some other words of more than one syllable (eg yesterday, afternoon, morning, money).</li> </ul>
<b>Year 7</b>	<p><b>WRITING</b> Students at the benchmark standard can use the following correctly most of the time:</p> <ul style="list-style-type: none"> <li>• sentence structure</li> <li>• agreement between the subject and the verb (eg people are/she is)</li> <li>• prepositions (eg he jumped onto the platform)</li> <li>• verb tense (eg I feel, He feels, I felt, He felt, I will feel, He will feel, I have felt, He has felt)</li> <li>• sentence punctuation (eg capital letters and full stops), and other simple punctuation, (eg apostrophes in words which are contracted: don't; commas in lists: she ate two eggs, four slices of toast, three rashers of bacon and an orange).</li> </ul> <p><b>SPELLING</b> At the benchmark standard students spell correctly most words needed for writing in the year 7 curriculum. These include frequently used words such as:</p> <ul style="list-style-type: none"> <li>• names of the days of the week, months of the year, numbers, names of school subjects, and words that they need often in their writing, such as prepositions (eg through, near), pronouns (eg which, mine), linking words (eg while, unless)</li> <li>• specialised words that have been taught (eg experiment, conclusion)</li> <li>• words with simple spelling patterns and words with less simple but commonly seen spelling patterns (eg quickly, double, could, tough)</li> <li>• words with silent letters (eg answer)</li> <li>• words related by a base word familiar to students (eg circle, circuit)</li> <li>• words that involve spelling rules about adding word endings and beginnings (eg making, hoped, unhappily)</li> <li>• words which sound the same but are spelt differently (eg whole/hole; meat/meet).</li> </ul>

## New South Wales & ACT – English K-6 Outcomes

Level	Outcomes
<p><b>Early Stage 1</b></p>	<p><b>Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>• identifies sentences in text</li> <li>• identifies the fact that stories are about ‘characters’ that are represented by nouns and noun groups</li> <li>• identifies that factual texts are about ‘things’ that are represented by different kinds of nouns/noun groups</li> <li>• identifies statements, questions, commands and exclamations</li> <li>• identifies when, where and how words that add information about actions in texts</li> <li>• identifies words that name people, places, things in texts</li> <li>• identifies different joining words in sentences in texts, eg and, but</li> <li>• uses accurate word order in texts</li> <li>• uses joining words to combine groups of words in a sentence</li> <li>• begins to use capital letters at the beginning of sentences</li> <li>• begins to use full stops at the end of sentences</li> <li>• uses statements and questions appropriately in writing</li> </ul> <p><b>Text Language</b></p> <ul style="list-style-type: none"> <li>• recognises letters of the alphabet</li> <li>• identifies and names capital letters and full stops</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• says and writes beginning and end sounds of spoken words</li> <li>• copies the sequence of letters from models of high frequency, topic and personal words</li> <li>• writes <i>cv</i>, <i>vc</i> and <i>cvc</i> words that contain known letter-sound relationships</li> </ul>
<p><b>Stage 1</b></p>	<p><b>Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>• identifies doing, thinking, feeling and saying verbs in a text</li> <li>• identifies synonyms and antonyms</li> <li>• identifies conjunctions, and understands that they join clauses in sentences</li> <li>• identifies noun groups in sentences</li> <li>• identifies adverbial phrases that tell us more about the action in terms of where, when, why, how</li> <li>• identifies words that name people, places and things and knows these are called nouns</li> <li>• identifies action words and knows these are called verbs</li> <li>• identifies adjectives and knows their function is to describe</li> </ul>

	<ul style="list-style-type: none"> <li>• identifies pronouns and understands they are used instead of a noun, and understands the purpose of personal and possessive pronouns</li> <li>• identifies and names commas, quotation marks, question marks, exclamation marks</li> <li>• uses pronoun references accurately</li> <li>• uses most common punctuation marks</li> <li>• uses capital letters at the beginning of sentences</li> <li>• uses full stops at the end of sentences</li> <li>• begins to use other punctuation marks, eg commas, quotation marks, question marks</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• segments words into individual sounds and forms letters that relate to the sounds</li> <li>• isolates and writes the initial, medial and final sound of a word</li> <li>• exchanges one letter in a written word with a different letter to make a new word</li> <li>• builds word families</li> <li>• writes words using blends, letter combinations and long vowel sounds</li> <li>• writes letters for double consonants</li> <li>• writes letters for double vowels</li> <li>• draws on knowledge of common letter patterns and letter-sound correspondences when writing words</li> </ul>
	<p><b>Text Language</b></p> <ul style="list-style-type: none"> <li>• identifies and names commas, quotation marks, question marks, exclamation marks</li> </ul>
<p><b>Stage 2</b></p>	<p><b>Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>• recognises the subject of a clause or simple sentence and the verb to which it is connected</li> <li>• identifies word families</li> <li>• identifies clause structure in terms of subject, verb and object</li> <li>• understands that subject-verb agreement in terms of person and number is essential for accurate sentence structure</li> <li>• identifies additional elements in noun groups, eg article, numbering adjective, describing adjective</li> <li>• identifies base words</li> <li>• builds word families</li> <li>• identifies nouns, verbs, adjectives and adverbs</li> <li>• uses accurate tense and number in verb groups</li> <li>• combines clauses by using a variety of conjunctions</li> <li>• uses a variety of time connectives</li> </ul>

	<ul style="list-style-type: none"> <li>• uses conjunctions to construct cause-effect relationships</li> <li>• uses apostrophes for contractions</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• spells high frequency words correctly</li> <li>• uses known letter patterns when attempting to spell unknown words</li> <li>• writes words containing less common digraphs and letter combinations</li> </ul>
<b>Stage 3</b>	<p><b>Text Structure</b></p> <ul style="list-style-type: none"> <li>• identifies examples of different text types</li> </ul> <p><b>Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>• identifies the use of passive voice</li> <li>• identifies subjects, verbs and objects in different text types</li> <li>• explains the use of tenses in different text types</li> <li>• identifies abstract nouns in texts</li> <li>• identifies relative pronouns</li> <li>• identifies figurative language such as simile, metaphor, idiom and personification in texts</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• uses knowledge of word meanings as a spelling strategy</li> <li>• uses knowledge of word parts, eg prefixes and suffixes, compound words, to spell unknown words</li> <li>• uses visual and phonological strategies such as recognition of common letter patterns and critical features of words</li> </ul>

## Northern Territory – English Learning Area Curriculum Framework

Band	Outcomes
<p><b>Band 1</b></p>	<p><b>Reading &amp; Viewing</b>  <b>R/V 1.1 Texts and Contexts</b>            Read/view with understanding a range of visual and short written texts with familiar topics and vocabulary, related illustrations and predictable text structures</p> <p><b>R/V 1.2 Language Structures and Features</b>            Recognise and interpret basic language structures and features of texts</p> <ul style="list-style-type: none"> <li>• Identify letter names and a variety of sounds they may produce</li> <li>• Recognise some letter combinations and sounds in words</li> <li>• Recognise and use known sight words automatically in different contexts</li> </ul> <p><b>R/V 1.3 Strategies</b>            Use a range of basic strategies to select and interpret visual and short written texts</p> <ul style="list-style-type: none"> <li>• Decode unknown words using graphophonic cues – initial letters, knowledge of blends and word segments, knowledge of letter patterns</li> <li>• Locate directly stated information in the written text</li> </ul> <p><b>Writing</b>  <b>W 1.1 Texts and Contexts</b>  <b>W 1.2 Language Structures and Features</b></p> <ul style="list-style-type: none"> <li>• Use correct word order in sentences</li> <li>• Use capital letters and full stops correctly most of the time and experiment with other punctuation marks</li> <li>• Demonstrate an understanding of sound/symbol relationships, eg blends, simple digraphs</li> <li>• Spell frequently used, readily recognised words and common spelling patterns accurately</li> </ul> <p><b>W 1.3 Strategies</b></p> <ul style="list-style-type: none"> <li>• Spell words by sounding out and/or using a variety of resources, eg familiar letter patterns</li> </ul>
<p><b>Band 2</b></p>	<p><b>Reading &amp; Viewing</b>  <b>R/V 2.1 Texts and Contexts</b>            Read/view with understanding a range of visual and short written texts with familiar topics and vocabulary, related illustrations and predictable text structures</p> <p><b>R/V 2.2 Language Structures and Features</b>            Identify and use the language structures and features of texts to construct meaning</p>

	<ul style="list-style-type: none"> <li>• Recognise an increasing bank of sight words including some difficult or topic-specific words</li> </ul> <p><b>R/V 2.3 Strategies</b> Integrate a variety of strategies to interpret visual and written texts to identify resources and find information</p> <ul style="list-style-type: none"> <li>• Knowledge of grammar, sentence structure and text organisation</li> <li>• Knowledge of letter combinations</li> <li>• Knowledge of derivations</li> </ul> <p><b>Writing</b> <b>W 2.1 Texts and Contexts</b> <b>W 2.2 Language Structures and Features</b></p> <ul style="list-style-type: none"> <li>• Use subject-verb agreement, correct verb tense and correct forms of irregular verbs</li> <li>• Spell most one- and two-syllable words with common spelling patterns, frequently used words and some other words with less common spelling patterns, accurately</li> </ul> <p><b>W 2.3 Strategies</b></p>
<b>Band 3</b>	<p><b>Reading &amp; Viewing</b> <b>R/V 3.1 Texts and Contexts</b> Read/view with understanding a range of visual and short written texts with familiar topics and vocabulary, related illustrations and predictable text structures</p> <ul style="list-style-type: none"> <li>• Interpret/follow printed instructions or directions</li> </ul> <p><b>R/V 3.2 Language Structures and Features</b> Recognise and interpret basic language structures and features of texts</p> <ul style="list-style-type: none"> <li>• Interpret figurative language in a variety of texts, eg simile, metaphor, imagery</li> <li>• Interpret the meaning of unfamiliar phrases, words and symbols</li> <li>• Recognise sight words and continue to broaden vocabulary</li> </ul> <p><b>R/V 3.3 Strategies</b> Use a range of basic strategies to select and interpret visual and short written texts Select and use techniques to interpret a range of texts, eg semantic knowledge, dictionary, root words, prefixes, scanning for main points</p> <p><b>Writing</b> <b>W 3.1 Texts and Contexts</b> <b>W 3.2 Language Structures and Features</b></p> <ul style="list-style-type: none"> <li>• Recognise and use tense and grammar correctly, eg subject-verb agreement, prepositions in prepositional phrases</li> <li>• Apply knowledge of word meanings/spelling rules/root derivations for more accurate spelling</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognise and spell base, sight, interest and function words using logical letter combinations</li> <li>• Write with an understanding of digraphs, language conventions and rule breakers</li> </ul> <p><b>W 3.3 Strategies</b></p> <ul style="list-style-type: none"> <li>• Recognise most misspelt words through visual/phonetic patterns and word derivations/meanings</li> <li>• Use a range of spelling methods to develop an increasingly accurate spelling vocabulary, eg visual strategies (common letter patterns, critical features of words) and knowledge of word parts to extend base words (prefixes, suffixes, compound words)</li> </ul>
<p><b>Band 4</b></p>	<p><b>Reading &amp; Viewing</b></p> <p><b>R/V 4.1 Texts and Contexts</b> Read/view with understanding a range of visual and short written texts with familiar topics and vocabulary, related illustrations and predictable text structures</p> <p><b>R/V 4.2 Language Structures and Features</b> Recognise and interpret basic language structures and features of texts</p> <ul style="list-style-type: none"> <li>• Identify features particular to writing styles/forms, eg descriptive, argument</li> <li>• Identify the distinction and difference in language for formal, informal and everyday texts</li> </ul> <p><b>R/V 4.3 Strategies</b> Use a range of basic strategies to select and interpret visual and short written texts</p> <p><b>Writing</b></p> <p><b>W 1.1 Texts and Contexts</b></p> <p><b>W 1.2 Language Structures and Features</b></p> <ul style="list-style-type: none"> <li>• Distinguish between active and passive voice</li> <li>• Demonstrate functional grammar skills, eg sentence construction, verb tenses, subject-verb agreement</li> <li>• Develop an understanding of the meta-language of various literary forms</li> <li>• Spell accurately and broaden working vocabulary</li> </ul> <p><b>W 1.3 Strategies</b></p> <ul style="list-style-type: none"> <li>• Choose appropriate vocabulary</li> <li>• Proofread using conventions of punctuation and grammar</li> </ul>
<p><b>Band 5</b></p>	<p><b>Reading &amp; Viewing</b></p> <p><b>R/V 5.1 Texts and Contexts</b> Read/view with understanding a range of visual and short written texts with familiar topics and vocabulary, related illustrations and predictable text structures</p> <p><b>R/V 5.2 Language Structures and Features</b></p>

	<p>Recognise and interpret basic language structures and features of texts</p> <p><b>R/V 5.3 Strategies</b> Use a range of basic strategies to select and interpret visual and short written texts</p> <p><b>Writing</b></p> <p><b>W 1.1 Texts and Contexts</b></p> <p><b>W 1.2 Language Structures and Features</b></p> <ul style="list-style-type: none"> <li>• Use language structures/features to attempt to influence audience, eg analogies, metaphors, humour</li> <li>• Spell, punctuate and use words accurately to facilitate maximum impact on the reader</li> </ul> <p><b>W 1.3 Strategies</b> Spell words by s</p>
<p><b>Beyond Band 5</b></p>	<p><b>Reading &amp; Viewing</b></p> <p><b>R/V 6.1 Texts and Contexts</b> Read/view with understanding a range of visual and short written texts with familiar topics and vocabulary, related illustrations and predictable text structures</p> <p><b>R/V 6.2 Language Structures and Features</b> Recognise and interpret basic language structures and features of texts</p> <p><b>R/V 6.3 Strategies</b> Use a range of basic strategies to select and interpret visual and short written texts</p> <p><b>Writing</b></p> <p><b>W 1.1 Texts and Contexts</b></p> <p><b>W 1.2 Language Structures and Features</b></p> <ul style="list-style-type: none"> <li>• Spell/punctuate/select words accurately and imaginatively to facilitate maximum impact on reader</li> </ul> <p><b>W 1.3 Strategies</b></p>

## Queensland – English Years 1-10

Level	Core Learning Outcomes
<b>Level 1</b>	<b>Operational: operating language systems</b>
	<p><b>Op1.2 Reading &amp; Viewing</b> Students make meanings by showing awareness of some of the stages of generic structure and by drawing on knowledge of letter-sound relationships, letter patterns and frequently used words.</p> <p><b>Op1.3 Writing &amp; Shaping</b> Students show awareness of some of the stages of generic structure, write simple sentences using capital letters, full stops and question marks, and use letter-sound relationships and letter patterns to spell frequently used words and attempt unknown words.</p>
	<b>Level-specific core content</b>
	<p><b>Subject Matter</b></p> <ul style="list-style-type: none"> <li>• a sentence is a group of words that conveys meaning and makes sense</li> <li>• there are patterns in the way words are put together to form sentences</li> <li>• in a written text a sentence is marked with punctuation</li> <li>• some words indicate ‘who’ or ‘what’ in a sentence (participants)</li> <li>• some words add to the information about the ‘who’ or ‘what’ in a sentence (attributes)</li> <li>• some words give additional information about ‘when’ or ‘where’ in a sentence (circumstances)</li> <li>• some words indicate action in a sentence (processes)</li> </ul> <p><b>Roles &amp; Relationships</b></p> <ul style="list-style-type: none"> <li>• statements are used to give information, and are marked with a full stop when written</li> <li>• questions can be used to ask for an answer and are marked with a question mark when written</li> <li>• questions often begin with ‘who’, ‘what’, ‘where’, ‘when’, ‘why’ and ‘how’.</li> </ul> <p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>• the names and commonly associated sounds of all the letters of the alphabet</li> <li>• there are patterns in the way letters are use to form words</li> <li>• some letter patterns include common rimes, consonant digraphs and two-letter consonant blends</li> <li>• how to use their knowledge of sound-letter relationships and letter patterns when decoding and spelling</li> <li>• words frequently met and used</li> <li>• the names and main functions of full stops (to mark the end of a sentence), capital letters (to start a sentence, for names of people and places) and question marks (to signal a question)</li> </ul>

<b>Level 2</b>	<b>Operational: operating language systems</b>
	<p><b>Op1.2 Reading &amp; Viewing</b> Students use generic structures to identify text type and purpose; interpret ideas and information by drawing on the written and visual resources in the text and the patterns of words in simple and compound sentences; and identify the referring words, repetition and visual resources that link ideas, and use common sound and visual patterns to decode words.</p> <p><b>Op1.3 Writing &amp; Shaping</b> Students replicate the generic structure; include compound sentences, attributes, circumstances of time and place, referring words, repetition and visual resources to link ideas; include commas in a list, and exclamation marks; and accurately spell monosyllabic words with common spelling patterns.</p>
	<b>Level-specific core content</b>
	<p><b>Text Types</b></p> <ul style="list-style-type: none"> <li>• names of a small range of text types including narratives, personal recounts, poems, instructions, simple factual texts and information reports</li> </ul> <p><b>Subject Matter</b></p> <ul style="list-style-type: none"> <li>• ideas and information are sequenced within texts</li> <li>• attributes, circumstances and processes are used to develop ideas and information</li> <li>• conjunctions, such as ‘and’ and ‘but’, can combine simple sentences to form compound sentences</li> </ul> <p><b>Roles &amp; Relationships</b></p> <ul style="list-style-type: none"> <li>• statements are used to provide information, questions are used to ask about something and request information, commands give order, and exclamations are used to emphasise or express surprise</li> </ul> <p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>• that conventional spelling is important so that others can read what is written</li> <li>• that they can draw on knowledge of letter-sound relationships, visual patterns, word meanings and meaning chunks in words to decode and spell when reading and writing</li> <li>• common letter sound such as long vowels, consonant digraphs, consonant blends and rimes</li> <li>• common visual letter patterns and simple tense and plural endings</li> <li>• that they can use base words to decode and spell related words</li> <li>• the names and functions of basic punctuation marks including speech marks for direct speech (in texts read), commas between items on a list and exclamation marks</li> </ul>

<b>Level 3</b>	<b>Operational: operating language systems</b>
	<p><b>Op1.2 Reading &amp; Viewing</b> Students identify the functions of different stages of the generic structure, and draw on some sentence and clause patterns associated with particular text types; make meaning of a arrange of visual and written resources used to develop subject matter, signal relationships and organise and link ideas; and draw on sound, visual and meaning patterns to decode words.</p> <p><b>Op1.3 Writing &amp; Shaping</b> Students organise and link ideas using generic structure, text connectives and layout; include complex sentences, circumstance and visual resources; use commas to mark a clause and apostrophes, and draw on sound, visual and meaning patterns to spell unfamiliar words.</p>
	<b>Level-specific core content</b>
	<p><b>Subject Matter</b></p> <ul style="list-style-type: none"> <li>• a clause can represent what is happening, who or what is taking part and the circumstances surrounding the activity. Components of clauses can be processes, participants, attributes and circumstances.</li> <li>• clauses can be combined using conjunctions to form compound and complex sentences that elaborate subject matter</li> </ul> <p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>• how to draw on sound, visual and meaning patterns in words to decode and spell words</li> <li>• the names and functions of punctuation marks, including commas to mark a clause and apostrophes in contractions and to show ownership</li> </ul>
<b>Level 4</b>	<b>Operational: operating language systems</b>
	<p><b>Op1.2 Reading &amp; Viewing</b> Students interpret use of patterns in generic structures, paragraphs, sentence and clause structures; and interpret simple figurative language as well as written and visual resources that evaluate and indicate modality; and use word origins with sound, visual and meaning patterns to decode words and use contextual clues to work out word meanings.</p> <p><b>Op1.3 Writing &amp; Shaping</b> Students organise and link ideas using generic structure; indicate certainty using modals; elaborate ideas through dependent and independent clauses; indicate direct speech and use a multi-strategy approach to spelling</p>
	<b>Level-specific core content</b>
	<p><b>Subject Matter</b></p> <ul style="list-style-type: none"> <li>• text can convey meanings that are not directly stated</li> <li>• there are dependent and independent relationships between clauses, and that the clauses work together to extend</li> </ul>

	<p>and elaborate ideas and information</p> <ul style="list-style-type: none"> <li>• figurative language, such as simile, metaphor and personification, can be used to develop imagery</li> </ul> <p><b>Roles &amp; Relationships</b></p> <ul style="list-style-type: none"> <li>• choices of modals indicate a degree of obligation, certainty or probability</li> <li>• that words (nouns, verbs, verb groups [processes], adjectives, adjectival phrases [attributes] and adverbs [circumstances] can express opinions or give an evaluation of people, places, events or things being described (evaluative and opinion words)</li> </ul> <p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>• the use of conventional spelling and punctuation such as inverted commas adds to the meaning and status of published texts</li> <li>• word origins and sound, visual meaning patterns as well as contextual clues can be used in a multi-strategy approach when decoding and spelling</li> </ul>
<b>Level 5</b>	<b>Operational: operating language systems</b>
	<p><b>Op1.3 Writing &amp; Shaping</b></p> <p>Students control a variety of generic, sentence and clause structures; use and spell specialist words; use modality and evaluative words to express judgements, link ideas using extended phrases in theme position, pronoun reference, conjunctions and visual resources; use paragraphing and control common punctuation including direct and reported speech.</p>
	<b>Level-specific core content</b>
	<p><b>Subject Matter</b></p> <ul style="list-style-type: none"> <li>• a range of specialist words, including concrete, abstract and technical nouns and technical verbs, and that context influences choice and meaning of words</li> <li>• imagery is used to establish atmosphere and to make feelings or ideas more concrete and powerful</li> </ul> <p><b>Roles &amp; Relationships</b></p> <ul style="list-style-type: none"> <li>• that verb groups convey time through the use of tense and convey certainty, probability or obligation through the use of modals</li> <li>• certain text types require the use of particular tense</li> </ul> <p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>• how the derivational patterns of words influence their spelling and recognise and can use the spelling patterns of other languages that have influence English spelling</li> <li>• how to punctuate phrases and clauses and how to differentiate between direct and reported speech</li> </ul>

<b>Level 6</b>	<b>Operational: operating language systems</b>
	<p><b>Op1.3 Writing &amp; Shaping</b>  Students use and experiment with patterning of textual resources, including generic structures, paragraphs, clauses, active and passive voice, imagery, vocabulary, and visual resources to influence audiences; control subject-verb agreement, tense, spelling and punctuation to maintain meaning; and maintain cohesion using a range of relative pronouns and text connectives.</p>
	<b>Level-specific core content</b>
	<p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>• how the visual patterns represent the sounds of words, the functions of words, and the semantic links in the English spelling system, and they can use this knowledge both to generate their own spelling and proofread their own texts</li> <li>• the use of conventional spelling and punctuation</li> </ul>

## South Australia

KEY IDEAS	Language			OUTCOMES
<p>Children read, view and interpret texts, drawing on the support of proficient readers as required. They identify and talk about some language features of written and visual images.</p>	<p><b>Reception Towards Standard 1</b></p>	<p><b>Year 1 Towards Standard 1</b></p>	<p><b>Year 2 Standard 1</b></p>	<p>1.7 Identifies and talks about some features of written language and visual images when reading and viewing a range of texts.</p>
	<p><b><i>Recognises some basic high frequency words</i></b>            Finds familiar words and letters in texts            Recognises that letters or characters make up words            Begins to develop phonological knowledge            Begins to recognise the who, what, where and when in texts            Recognises and locates letters, words, numbers and punctuation</p>	<p><b><i>Recognises an increasing number of high frequency words</i></b>            Recognises upper case            Applies, with support, phonological knowledge            Develops knowledge of language features (eg nouns, adjectives, verbs)            Develops awareness of punctuation</p>	<p><b><i>Uses context and decoding strategies to determine personally significant and new subject specific words.</i></b>            Infers and predicts from written and viewed texts            Recognises most high frequency words            Recognises letters written in any font            Uses phonological knowledge            Identifies language features (eg nouns, verbs, adjectives)</p>	

<p>Children experiment with several reading/viewing strategies for selecting texts, organising and recording information, and interpreting visual texts and short written texts.</p>	<p><b>Uses picture cues in printed text to predict a key idea</b>          Demonstrates understanding of one-to-one correspondence between spoken and written words          Recognises letters of the alphabet and uses their sounds to attempt to sound out new words</p>	<p><b>Draws on knowledge of letter-sound relationships when trying to read unknown words</b>          Uses initial letters, pictures and content knowledge as cues</p>	<p><b>Uses titles and illustrations to predict meaning and content</b>  <b>Uses word segmentation and syllabification to make sense of the whole word</b></p>	<p>1.11          Experiments with strategies when selecting, reading, viewing and critically interpreting written and visual texts.</p>
<p>Children produce written texts, drawing on the support of proficient writers as required. They identify and talk about some basic features of written texts and visual images.</p>	<p><b>Constructs, with support, simple sentences with subject-verb agreement</b>          Constructs, with support, simple sentences with relational verbs          Identifies simple punctuation (full stops, capital letters)</p>	<p><b>Understands and uses primary tenses with some accuracy (eg past, present, future)</b>          Constructs simple sentences with subject-verb agreement          Begins to use a wider range of verbs including saying verbs          Begins to construct noun groups, using some adjectives          Understands and uses pronouns with some accuracy          Uses full stops to end sentences, capital letters to start sentences, capital</p>	<p><b>Uses a range of verbs</b>          Develops noun groups, using adjectives, classifiers and numbers          Begins to use a/the, an/the and a/an with some accuracy          Understands pronouns and uses them with greater accuracy          Uses capital letters to start sentences, for proper nouns and for titles          Uses full stops to end sentences          Experiments with the use of question marks, exclamation marks, commas, apostrophes</p>	<p>1.8          Experiments with aspects of language when planning and composing a range of texts about familiar experience.</p>

		letters for names.	for contractions, quotation marks.	
Children share ideas and feelings as they experiment with strategies for planning, composing and reviewing their own writing. They draw on strategies for spelling high frequency and common sight words accurately and for attempting to spell unfamiliar words.	<b>Uses initial sound to attempt to spell words.</b> Hears, says and writes initial and final sounds in words, and, with support, middle sounds. Spells some commonly used words correctly. Identifies and writes most letters of the alphabet	<b>Uses knowledge of the names of letters and the most common sounds that letters make to write words in lower and upper case form</b> Hears, says and writes initial, middle and final sounds. Recalls the correct spelling of an increasing number of commonly used words Uses spelling strategies to learn new words Spells three-letter words with short vowels Uses common consonant initial and final digraphs and blends Uses short and long vowels	<b>Corrects the use of full stops and capital letters and experiments with question marks, exclamation marks, commas, apostrophes and quotation marks.</b> Spells commonly used words accurately Knows that a, e, i, o and u are all vowels, y is a semi-vowel, and all the other letters are consonants Uses spelling strategies based on knowledge of sound-symbol relationships and standard letter patterns Knows a core of sounds/blends such as consonant digraphs, blends, vowel digraphs	1.12 Experiments with strategies for planning, composing and reviewing own written texts and for attempting to spell unfamiliar words.

		<p>Uses word endings with assistance (eg -ed, -ing)</p> <p>Begins to identify syllables</p>	<p>and the long and short vowels</p> <p>Uses –ing and –ed as words endings, and, with assistance, -s, es and –ies.</p> <p>Uses plurals correctly</p> <p>Knows some spelling rules such as to drop the e and add ing, change the y to i and add es.</p> <p>Hears syllables in words and uses this knowledge when attempting to spell</p>	
	<p><i>Year 3</i> <b>Towards Standard 2</b></p>	<p><i>Year 4</i> <b>Standard 2</b></p>	<p><i>Year 5</i> <b>Towards Standard 3</b></p>	
<p><b><i>Students read, view and interpret a range of texts about familiar and some unfamiliar topics with increasing independence. They identify, predict and evaluate the language features of written and visual texts, and discuss their effect on the reader.</i></b></p> <p>Students independently read, view and interpret a range of written, visual</p>	<p><b>GRAMMAR</b> Identifies action verbs, mental verbs, relational verbs and saying verbs</p>	<p><b>GRAMMAR</b> <b><i>Recognises the subject of a clause or a simple sentence and the verb to which it is connected</i></b> Identifies direct and indirect speech in written texts Identifies clause structure in terms of subject, verb and object Understands that subject-verb agreement in terms of person and number is essential for</p>	<p><b><i>Identifies figurative language such as simile, metaphor, idiom, alliteration and personification in texts and discusses the effect</i></b> Explains the reasons for the use of passive voice in information reports and explanations. Reflects on how writers use modality to create degrees of certainty <b>GRAMMAR</b> Identifies subjects, verbs</p>	

<p>and multimodal texts dealing with more complex themes and issues. They identify and critically appraise combinations of language choices in these texts, and discuss how these work to influence readers' and viewers' responses and understandings.</p>		<p>accurate sentence structure Identifies additional elements in noun groups such as an article, numbering adjective, describing adjective</p> <p><b>PUNCTUATION</b></p> <p>Identifies and names commas, quotation marks, question marks and exclamation marks. Recognises and attends to punctuation in written texts including semi-colon, colon and dash</p>	<p>and objects in different texts Explains the use of tenses in different texts Identifies abstract nouns in texts and discusses their effects Identifies relative pronouns</p> <p><b>PUNCTUATION</b></p> <p>Recognises, attends to and explains punctuation in written texts</p>	
<p><b><i>Students integrate several reading/viewing strategies to locate and compare information, identify resources, and meet own personal reading goals.</i></b></p>	<p><b><i>Uses a variety of self-correction strategies to identify unknown words in more complex texts</i></b> Uses grammatical information (eg identifying adjectives and how they add meaning to nouns) Uses a variety of graphological and phonological strategies</p>	<p><b><i>Uses grammatical information (eg identifies words that show possibility or probability, or relationships signalled by conjunctions)</i></b> Uses a variety of graphological and phonological strategies to respond to text (eg uses knowledge of homonyms and</p>	<p><b><i>Uses grammatical information in shared and guided reading activities as reference links (eg synonyms, antonyms)</i></b></p>	<p>2.11 Uses strategies for identifying resources, locating information and for reading, viewing and critically interpreting information from various written and visual texts.</p> <p>3.11 Selects and uses a variety of strategies for locating and recording</p>

	to respond to text (eg using knowledge of syllables, word families and common prefixes and suffixes)	contractions)		information and for reading, viewing and critically interpreting a range of written and visual texts.
<p><b><i>Students plan and compose, with increasing independence, a range of written texts. They demonstrate knowledge about, and increasing control of, language choices in written texts.</i></b></p> <p>Students demonstrate knowledge about and competent control of language choices in texts in different modes and media.</p>	<p><b><i>Uses synonyms in own writing and discusses differences in meaning.</i></b></p> <p><b>GRAMMAR</b></p> <p>Writes simple sentences and begins to use conjunctions to form complex sentences Begins to use pronouns such as he, she and it and conjunctions to link ideas Begins to use some descriptive words (eg adjectives and adverbs)</p> <p><b>PUNCTUATION</b></p> <p>Uses common punctuation such as full stops, capital letters, commas, question marks and apostrophes for contractions</p>	<p><b><i>Uses synonyms and antonyms</i></b></p> <p><b>GRAMMAR</b></p> <p>Uses simple and compound sentences and begins to experiment with complex sentences Uses appropriate pronoun references most of the time and a variety of conjunctions</p> <p><b>PUNCTUATION</b></p> <p>Uses full stops, capital letters, apostrophes for contractions, question marks and exclamation marks correctly Uses quotation marks for direct speech</p>	<p><b>GRAMMAR</b> <b><i>Identifies the theme of a clause</i></b></p> <p><b>PUNCTUATION</b></p> <p>Uses, with accuracy, more direct speech and simple reported speech</p>	<p>2.8 Uses aspects of language when planning and composing a range of well-structured texts about familiar and new experiences.</p> <p><b>3.8</b> Selects and uses a variety of language aspects when planning and composing a range of well-structured fiction, factual and media texts about familiar, new and possible experience.</p>

	Begins to use quotation marks for direct speech			
<p><b><i>Students respond to and express ideas and information as they integrate several strategies for planning, composing and reviewing their own writing. They draw on knowledge of letter patterns and letter sound relationships to spell familiar and unfamiliar words.</i></b></p> <p><b><i>Students develop a range of strategies for planning, composing and reviewing specific written texts. They use a multi-strategic approach to develop consistency and accuracy in the conventions of written texts.</i></b></p>	<p><b>SPELLING</b>          Spells high frequency words correctly          Uses most letter patterns when attempting unknown words (eg blends, letter combinations)          Identifies possible spelling errors          Uses letters or letter combinations to represent most syllables in words</p>	<p><b>SPELLING</b>          Spells most words correctly with efficient strategies for attempting and checking unknown words          Spells words containing less common digraphs and letter combinations          Discusses strategies for spelling difficult words</p>	<p><b>SPELLING</b>          Recognises errors, corrects the spelling of common known words and checks the spelling of some unfamiliar words          Uses knowledge of word meanings as a spelling strategy          Makes informed attempts at spelling consistently, using a multi-strategy approach          Uses knowledge of base words to make new words          Uses knowledge of prefixes, suffixes and compound words to spell unknown words          Spells unknown words using visual and phonological strategies such as knowledge of common letter patterns and critical features of words.          Recognises most misspelt words</p>	<p>2.12          Uses strategies for planning. Composing and reviewing own texts and for consistently making informed attempts at spelling.</p> <p>3.12          Selects and uses a variety of strategies for planning, composing and reviewing own written texts and for consistently spelling most common words accurately.</p>

	Year 6 Standard 3	Year 7 Towards Standard 4	Year 8 Standard 4	
<i>Students independently read, view and interpret a range of written, visual and multi-modal texts dealing with more complex themes and issues. They identify and critically appraise combinations of language choices in these texts, and discuss how these work to influence readers' and viewers' responses and understandings.</i>	<b>GRAMMAR</b> <i>Recognises that different genres have typical grammatical patterns</i> <i>Understands the function of appropriate punctuation such as commas, full stops, exclamation marks, question marks and speech marks</i>	<b>GRAMMAR</b> <i>Understands the need for specific terms (eg appropriate terms, precise descriptors, adjectives and adverbs, adjectival and adverbial phrases) to enhance description</i>	<b>Considers language, including</b> -punctuation – apostrophes, direct/indirect speech, dash, colon, semi-colon, full stop, commas, exclamation marks -spelling conventions Language - formal v. colloquial language - everyday v. technical language - figurative language (eg puns, irony, satire, sarcasm)	3.7 Identifies and analyses features of written language and visual images when reading and viewing independently a range of texts about familiar and unfamiliar topics <b>4.7</b> Analyses and evaluates features of written texts and visual images when reading and viewing independently a range of texts dealing with more complex themes and issues.
<i>Students demonstrate knowledge about and competent control of language choices in texts in different modes and media</i>	<i>Uses synonyms and antonyms, including the use of suffixes and prefixes, clichés and proverbs</i> <b>GRAMMAR</b> Uses statements, questions, commands and exclamations Combines clauses to	<i>Uses a variety of sophisticated language elements including</i> -embedding specialist vocabulary -using synonyms and antonyms including use of prefixes and suffixes -use clichés, metaphors	<b>Uses increasingly sophisticated topic specific vocabulary</b> <b>GRAMMAR</b> Uses consistent tense Uses statements, questions, commands and exclamations Combines clauses to	4.8 Controls and adjusts most aspects of language when planning and composing an extensive range of written multimedia texts on different themes and issues.

	<p>form a more complex sentence          Demonstrates subject-verb agreement          Uses a variety of pronouns          Shows appropriate use of reference items          Uses comparative forms of adjectives          Uses adverbs and adjectives to enhance meaning</p> <p><b>PUNCTUATION</b>          Uses common punctuation with accuracy          Uses direct and indirect speech</p>	<p>and similes, idioms, palindromes  <b>GRAMMAR</b>          Maintains consistent tense          Uses statements, questions, commands and exclamations          Combines clauses to form more complex sentence structures          Uses subject-verb agreement          Uses a variety of pronouns          Shows appropriate use of reference items (eg those/these/that)          Uses comparative forms of adjectives          Uses adverbial and adjectival phrases and clauses to clarify and enhance meaning  <b>PUNCTUATION</b>          Punctuates broken quotations accurately</p>	<p>form more complex sentence structures          Uses subject-verb agreement          Uses a variety of pronouns          Shows appropriate use of reference items (eg those/these/that)          Uses comparative forms of adjectives          Uses adverbial and adjectival phrases and clauses to clarify and enhance meaning</p> <p><b>PUNCTUATION</b>          Uses punctuation correctly to ensure clear communication</p>	
--	--	---	---	--

## Tasmania

### Performance Guidelines

Literate students access the resources involved in being a competent communicator and use these resources in interconnected ways with a focus always on making meaning and communicating. The resources involve being able to:

- **Work with the codes in which texts are constructed:** using the codes and registers required by home, community and wider society. Understanding how standard Australian English is constructed.
- **Participate in making meaning of texts:** understanding how to comprehend and create meaningful spoken written and visual texts, using appropriate syntactic and semantic understanding
- **Use texts:** understanding that a text's functions shapes the way it is structured. Selecting and using appropriate structures, features and genres for particular audiences, purposes and contexts

STANDARD 1	STANDARD 2	STANDARD 3	STANDARD 4	STANDARD 5
	Understands how to use basic structures, features and strategies to communicate in a variety of contexts, for a range of purposes	Understands how to select and use communications for different audiences, purposes and contexts	Understands how to construct and deconstruct communications designed for particular effects	Understands how to select and use communications for different audiences, purposes and contexts
	Students demonstrate aspects of this learning when they: <ul style="list-style-type: none"> <li>• Read and write simple texts</li> <li>• Discuss the meaning of texts</li> <li>• Create texts in various forms</li> <li>• Recognise that texts can be constructed differently to convey</li> </ul>	Students demonstrate aspects of this learning when they: <ul style="list-style-type: none"> <li>• Discuss non-literal meanings in texts: eg recognising and critiquing stereotypes and generalisations</li> </ul>	Students demonstrate aspects of this learning when they: <ul style="list-style-type: none"> <li>• Appreciate the role of standard Australian English in our society and use this effectively when required in speech and writing</li> </ul>	Students demonstrate aspects of this learning when they: <ul style="list-style-type: none"> <li>• Use effectively communication practices required for life, further study and the world of work</li> </ul>

	different messages			
--	--------------------	--	--	--

### Western Australia – English

Level	Strand - Reading	Strand - Writing
<b>Level 1</b>	<b>Strand Outcome Statement</b> The student engages in reading-like behaviour and demonstrates understanding that written symbols and illustrations convey information.	<b>Strand Outcome Statement</b> The students recognises that writing conveys information, produces written symbols with the intention of conveying a message and demonstrates an emerging awareness of the conventions of writing.
	<ul style="list-style-type: none"> <li>• Name letters of the alphabet</li> <li>• Associate meaning with grammatical symbols such as exclamation marks, full stops and question marks</li> <li>• Find familiar words in a sentence and match a sequence of words to a given illustration</li> <li>• Place pictures in a sequence</li> <li>• Make connections between illustrations and print</li> <li>• Associate letters with particular sounds</li> <li>• Associate meaning with grammatical symbols such as full stops and question marks</li> <li>• Differentiate between lower case and upper case letters in printed words</li> <li>• Recognise rhyming words in a text</li> </ul>	<ul style="list-style-type: none"> <li>• Use initial letters and some known letter patterns to represent their ideas</li> <li>• Experiment with punctuation marks, e.g. full stops, quotation marks, lower case and capital letters</li> <li>• Begin to use strategies to seek correct spelling of some familiar words, e.g. sound-symbol relationships</li> <li>•</li> </ul>
<b>Level 2</b>	<b>Strand Outcome Statement</b> The students use basic strategies to locate, select and read a range of simple texts; recalls and discusses significant ideas from texts; and understands that people write about real and imagined experiences.	<b>Strand Outcome Statement</b> The student produces brief written texts to communicate experiences, information and feelings; discusses some of the purposes for writing; knows that writing can be planned, reviewed and changed; and produces texts that follow some of the conventions of writing and can be

		read by others.
	<ul style="list-style-type: none"> <li>• Automatically recognise a bank of words, letters, common letter patterns that represent sounds for words and use the structure of simple sentences to maintain meaning</li> <li>• Place a set of pictures in a sequence and write or paste appropriate captions to retell a familiar story</li> <li>• Consider, on a basis of personal knowledge and experience, how likely are the events found in texts</li> <li>• Recognise relationships in written sentences signalled by conjunctions such as 'because', 'but'</li> <li>• Make meaning using noun-pronoun and subject-verb links across simple and compound sentences when reading</li> <li>• Recognise letters and combinations which represent sound in words</li> <li>• Use basic punctuation to assist in interpreting meaning</li> <li>• Use picture cues to predict a text's content and make connections between illustrations and written text</li> <li>• Try to work out the meaning of unknown words using more than one cue, e.g. picture cues, graphophonic cues and patterns of language</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately use some punctuation marks such as full stops and capital letters</li> <li>• Spelling shows an awareness of sound-symbol relationships and knowledge of common letter patterns</li> <li>• Control some common letter patterns in spelling</li> <li>• Use a variety of resources and strategies to find correct spelling of unknown words, e.g. letter patterns and syllables</li> </ul>
<b>Level 3</b>	<p style="text-align: center;"><b>Strand Outcome Statement</b></p> <p>The student integrates a range of strategies to interpret and discuss relationships between ideas, information and events in written texts; identifies and uses language structures; and recognises and discusses the use of symbols and stereotypes to make meaning.</p>	<p style="text-align: center;"><b>Strand Outcome Statement</b></p> <p>The student combines several ideas in logical sequence to write a small range of text types; demonstrates control over many of the conventions of language; experiments with others; and uses strategies for planning, reviewing and proofreading.</p>
	<ul style="list-style-type: none"> <li>• Predict unknown words by integrating background knowledge, knowledge of context, phonics and grammar</li> </ul>	<ul style="list-style-type: none"> <li>• Usually achieve subject-verb agreement, noun-pronoun agreement and consistent tense</li> </ul>

	<ul style="list-style-type: none"> <li>• Identifies and uses the linguistic structures and features characteristic of a range of text types to construct meaning</li> <li>• Acknowledges punctuation as an aid to understanding syntax</li> <li>• Recognises compound words such as those with prefixes and suffixes</li> <li>• Predicts the meaning of unknown words using strategies such as considering context, sounding out, using knowledge of common letter combinations or initial letters, drawing on knowledge of grammar, sentence structure and text organisation</li> </ul>	<ul style="list-style-type: none"> <li>• Successfully use question marks, exclamation marks and commas for lists and experiment with apostrophes and direct speech marks</li> <li>• Commonly-used words are accurately spelt</li> <li>• Use knowledge of word meaning, as well as sounds, to work out the spelling of unfamiliar words</li> <li>• Use known technical terms or precise descriptive words to enhance meaning</li> <li>• Spell many common words correctly</li> <li>• Use visual, phonetic and meaning-based strategies to recognise many misspelt words</li> </ul>
<p><b>Level 4</b></p>	<p style="text-align: center;"><b>Strand Outcome Statement</b></p> <p>The student understands how language structures work to shape meaning; explains possible reasons for varying interpretations; and justifies own interpretation of ideas, events and information in texts.</p>	<p style="text-align: center;"><b>Strand Outcome Statement</b></p> <p>The student develops familiar ideas and information, adjusting writing to take account of aspects of audience and purpose; demonstrates control over most language conventions; uses an increasing range of strategies to plan and revise writing.</p>
	<ul style="list-style-type: none"> <li>• Identify and discuss the purpose of main organisational elements and language features found in different text types</li> <li>• With support, recognise and discuss language forms such as figurative language, jargon and technical words in texts</li> <li>• Use word identification strategies, e.g. apply knowledge of words and their parts such as root words, morphographs, prefixes</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the purpose of and consistently use most punctuation marks and demonstrate developing control over apostrophes, dashes and punctuation for direct speech</li> <li>• Have an increasing vocabulary of words they spell accurately</li> <li>• Apply a range of strategies for spelling less-familiar words</li> <li>• Select vocabulary for precise meaning</li> <li>• Ensure that spelling conforms to Standard Australian English in published writing</li> <li>• Recognise most misspelt words through an understanding of word usage, including visual</li> </ul>

		and phonetic patterns, word derivations and meanings
<b>Level 5</b>	<p><b>Strand Outcome Statement</b></p> <p>The student discusses and compares texts to examine issues, ideas and effects; pays attention to synthesising information from different sources to construct reasoned responses; and recognises that texts are constructed for particular audiences and purposes.</p>	<p><b>Strand Outcome Statement</b></p> <p>The student uses a variety of text types to explore challenging ideas and issues; makes language selections to suit specific audiences, purposes and contexts; controls the language structures necessary for clear communication; and applies a range of planning and reviewing strategies to craft writing.</p>
	<ul style="list-style-type: none"> <li>• Identify the use and function of figurative language</li> <li>• Compare the connotations of words that mean similar things and discuss the way that authors use particular words to convey precise or subtle meanings</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriately apply the conventions of spelling and punctuation</li> <li>• Ensure that punctuation conforms to Standard Australian English</li> <li>• Select synonyms to enhance writing</li> </ul>
<b>Level 6</b>	<p><b>Strand Outcome Statement</b></p> <p>The student draws on a repertoire of strategies, including knowledge of socio-cultural contexts, to maintain understanding while reading, comparing and evaluating different texts containing complex issues.</p>	<p><b>Strand Outcome Statement</b></p> <p>The students conveys detailed information and explores different perspectives on complex issues; writes to meet the expectations of specific and general audiences; and experiments with language structures to influence audiences and craft writing to effectively complete complex tasks.</p>
	<ul style="list-style-type: none"> <li>• Can evaluate information presented on the same topic in different text types</li> </ul>	<ul style="list-style-type: none"> <li>• Select words, phrases and clauses for shades for meaning and impact and use linking words such as ‘similarly’, ‘finally’, ‘however’ and ‘furthermore’ to provide cohesion in informational texts</li> <li>• Adopt grammatical structures for the way they could influence readers</li> <li>• Distinguish between active and passive voice</li> <li>• Fine-tune punctuation, language and syntax</li> </ul>

<p><b>Level 7</b></p>	<p><b>Strand Outcome Statement</b></p> <p>The student reads critically and discusses a wide range of complex texts, selects substantial evidence to justify own interpretations of those texts and identifies ways in which text structure can influence a reader's reactions.</p>	<p><b>Strand Outcome Statement</b></p> <p>The student writes sustained, complex texts to accommodate or resist the likely expectations of audiences; demonstrates control over the structures and features of written language; appraises and critically reviews own writing and the writing of others; and reflects on the processes and strategies that could be applied.</p>
	<ul style="list-style-type: none"> <li>• Discuss ways in which language choice and style provide insight into texts</li> <li>• Recognise the use of allegory, parable and analogy to create layers of meaning</li> <li>• Acquire a vocabulary that can describe variations in tone, e.g. 'aggressive', 'enthusiastic', 'sarcastic'</li> </ul>	<ul style="list-style-type: none"> <li>• Use analogies or metaphors for elaboration or vary syntax to achieve shades of meaning or to suit the mood or atmosphere</li> </ul>

<p><b>Level 8</b></p>	<p><b>Strand Outcome Statement</b></p> <p>The student reads critically and reflects on all kinds of texts; lucidly conveys ideas about texts in a compelling way; and relates specific issues and ideas in texts to wider social issues and to personal experience.</p>	<p><b>Strand Outcome Statement</b></p> <p>The student writes convincingly and expressively to explore complex and specialised topics; makes critical choices about style and structure to achieve a wide variety of purposes and to suit specific audiences; analyses the writing of others to inform own processes and strategies; and critiques own writing, making deliberate choices about the strategies used to craft texts.</p>
	<ul style="list-style-type: none"> <li>• Critically appraise the effectiveness of features such as style, tone, wit, cynicism, characterisation and irony</li> </ul>	<ul style="list-style-type: none"> <li>• Use stylistic features such as symbolism, irony and metaphor to illustrate ideas in both expository and imaginative writing</li> </ul>

## **Victoria – English Curriculum Standards & Framework**

### **Level 1: Reading**

#### **Texts**

##### **ENRE0101**

**Read and respond to simple texts with familiar content and predominantly oral language structures.**

- Read aloud simple texts, which include some high-frequency words and predominantly oral language structures
- Read familiar texts, including non-print texts
- Read and follow simple instructions

#### **Linguistic structures and features**

##### **ENRE0103**

**Use some basic linguistic structures and features when reading**

- Use context and graphophonic information to make meaning
- Use illustrations to extend meaning when reading

### **Level 1: Writing**

#### **Texts**

##### **ENWR0101**

**Produce simple written texts that convey an idea or message**

- Write simple texts about familiar ideas using conventional letters
- Use word processing software to produce a message

#### **Linguistic structures and features**

##### **ENWR0103**

**Use conventional written symbols for expressing ideas and information.**

- Use letters and some letter patterns to represent ideas and information
- Use known words
- Use some punctuation appropriately, such as full stops and exclamation marks
- Use some letters on a keyboard

## **Level 2: Reading**

### **Texts**

#### **ENRE0201**

**Read and respond to short texts with familiar ideas, information and vocabulary, predictable structure and frequent illustrations.**

- Read and follow simple instructions accurately

### **Texts**

#### **ENRE0202**

**Read and respond to short texts with familiar ideas and information, a small proportion of unfamiliar vocabulary and low-level support from illustrations**

- Read to find directly stated information in a written text or illustration

### **Linguistic structures and features**

#### **ENRE0205**

**Identify the linguistic structures and**

- Use context and graphophonic information to make meaning
- Use illustrations to extend meaning when reading

## **Level 2: Writing**

### **Texts**

#### **ENWR0201**

### **Produce simple written texts that convey an idea or message**

- Write simple texts about familiar ideas using conventional letters
- Use word processing software to produce a message

### **Linguistic structures and features**

#### **ENWR0203**

#### **Use conventional written symbols for expressing ideas and information.**

- Write simple statements and questions
- Link ideas in a variety of ways using pronouns, conjunctions and adverbial phrases indicating time and place
- Use capital letters, full stops and exclamation marks correctly
- Use nouns and verbs appropriate to the subject matter of the text, including subject-specific terms
- Spell accurately frequently used words, most words of one syllable with regular spelling and some two-syllable words with regular spelling
- Use appropriate structures to organise subject matter

### **Strategies**

#### **ENWR0204**

#### **Use basic strategies to plan, compose and revise texts.**

- Draw on known spelling patterns to make plausible attempts at spelling unfamiliar words
- Reread own writing and make corrections to clarify meaning

### **Level 3: Reading**

#### **Texts**

#### **ENRE0302**

#### **Read and respond to a small range of texts with some unfamiliar ideas and information, vocabulary and textual features.**

- Read and interpret the main ideas and the main purpose of texts with some unfamiliar content
- Read and make some inferences about the ideas implicit in a text

- Read and connect information and ideas in simple texts

## **Linguistic structures and features**

### **ENWR0305**

#### **Identify and describe the linguistic structures and features of a small range of texts.**

- Describe the structures and features of a small range of texts, such as explanations, procedures or descriptive reports
- Describe and interpret the visual features of texts, such as diagrams or flow charts

## **Linguistic structures and features**

### **ENWR0306**

#### **Use knowledge of the linguistic structures and features of a small range of texts to construct meaning.**

- Identify how language is used to signal logical relationships within texts
- Explain how the layout and presentation features of print, non-print and electronic texts assist in the construction of meaning
- Infer the meaning of some figurative language in context
- Use the organisational structures of texts to construct meaning, such as linking information from headings, written texts, diagrams and abbreviations

## **Strategies**

### **ENWR0305**

#### **Use several strategies for selecting resources and finding information in texts.**

- Skim texts to locate key words or information

## **Level 3: Writing**

## **Linguistic structures and features**

### **ENWR0303**

#### **Identify and use basic linguistic structures and features of written language in a small range of texts.**

- Use a variety of simple, compound and extended sentences and vary sentence beginnings
- Use a variety of conjunctions to suit the sequencing of ideas
- Demonstrate control of noun-pronoun agreement
- Uses verb tenses consistently and correctly
- Support meaning using full stops, question marks, exclamation marks, quotation marks and commas

- Use capital letters and apostrophes accurately
- Use nouns, verbs, adjectives and adverbs appropriate to the subject matter of the text
- Spell most one- and two-syllable words with regular spelling patterns
- Spell most frequently used and recognised words which have less regular spelling patterns (e.g. *because, there, friends*), and some other words of more than one syllable (e.g. *yesterday, afternoon, money*)

### **Strategies**

#### **ENWR0304**

**Use a small range of strategies to plan, compose and revise texts.**

- Make plausible attempts to spell unfamiliar words, showing awareness of sound and visual patterns

### **Level 4: Reading**

#### **Texts**

#### **ENRE0401**

**Read and interpret a range of texts containing some unfamiliar ideas and information.**

- Read literature, everyday and media texts and construct interpretive responses supported by evidence from the text

#### **Linguistic structures and features**

#### **ENRE0405**

**Use knowledge of linguistic structures and features to explain construction of a range of texts.**

- Identify and explain textual features that may help readers distinguish fact from opinion
- Explain the use of linguistic features such as figurative language, jargon and technical words in texts, and the possible impact of these on different readers.

## **Strategies**

### **ENRE0404**

**Use a range of strategies for selecting resources and interpreting key information and ideas found in a number of texts.**

- Use several strategies when reading and interpreting texts containing some familiar ideas and information, such as reading on, using diagrams, differentiating between statements of fact and opinion, and formulating opinions based on evidence gathered.

## **Level 4: Writing**

### **Linguistic structures and features**

#### **ENWR0403**

**Control the linguistic structures and features of a range of written texts.**

- Select vocabulary for precise meaning and explain the effect of vocabulary choices in own writing and text models
- Use commas, exclamation marks and quotation marks correctly to indicate sentence structure
- Use a multi-strategy approach to spelling, applying morphemic knowledge and an understanding of visual and phonic patterns

## **Strategies**

### **ENWR0404**

**Use a range of strategies to plan, compose, revise and edit texts dealing with some unfamiliar ideas and information.**

- Edit texts for clarity of ideas and information and effective word choice

## **Level 5: Reading**

### **Contextual understanding**

#### **ENRE0502**

**Explain possible reasons for different interpretations of a text.**

- Explain the ways in which texts can convey more than one level of meaning

## **Linguistic structures and features**

### **ENRE0503**

**Explain how specific features of language use affect readers' interpretations of text.**

- Identify and discuss the contribution of imagery to meaning

## **Strategies**

### **ENRE0504**

**Use strategies to select resources, locate, interpret and synthesise key information and ideas from a range of texts.**

- Locate key information and ideas from a range of texts by routinely using a range of techniques, such as skimming, scanning or re-reading

## **Level 5: Writing**

### **Texts**

#### **ENWR0501**

**Use a range of text types to write about some challenging themes and issues.**

- Write extended narratives or scripts with attention to characterisation, consistency of viewpoint and development of a resolution

### **Contextual understanding**

#### **ENWR0502**

**Adjust writing for a range of contexts, purposes and audiences.**

- Identify and use techniques such as appeals to authority or emotion, adjusting for different purposes and audiences.
- Adjust style when writing for formal contexts
- Present the same information in different written forms for different purposes and audiences

## **Linguistic structures and features**

### **ENWR0503**

**Identify and control the linguistic structures and features of written texts that present some challenging themes and issues.**

- Control tenses and subject-verb and noun-pronoun agreement
- Use conventional punctuation and spelling to enhance accuracy and readability in texts
- Use complex sentences with embedded clauses or phrases

## **Strategies**

### **ENWR0504**

**Use a range of strategies to plan, compose, revise and edit texts that present some challenging themes and issues**

- Review writing to ensure that content and linguistic structures and features are consistent with text type
- Edit for clarity, coherence and consistency of style
- Proofread and correct spelling, punctuation and grammatical errors

## **Level 6: Reading**

### **Contextual understanding**

#### **ENRE0602**

**Explain how texts are shaped by the time, place and cultural setting in which they are created,**

- Explain the ways in which a text could change if set in a different social, cultural, historical or industrial context

### **Linguistic structures and features**

#### **ENRE0503**

**Explain how specific features of language use affect readers' interpretations of text.**

- Compare and contrast the typical features or conventions of particular text types, such as the use of imagery and stereotyping in advertisements or symbolism in stories and poetry

## **Level 6: Writing**

### **Texts**

#### **ENWR0601**

**Use a range of text types to write about some challenging themes and issues.**

- Use writing to explore different perspectives on challenging issues
- Write precise, accurate, clear and carefully organised task instructions involving a complex sequence of events

### **Contextual understanding**

#### **ENWR0602**

**Adjust writing for a range of contexts, purposes and audiences.**

- Compose texts to accommodate the needs, expectations and interest of a particular audience
- Identify stereotypical representations and challenge and subvert such generalisations in own texts
- Shift texts from one type to another to challenge audience expectations

### **Linguistic structures and features**

#### **ENWR0603**

**Identify and control the linguistic structures and features of written texts that present some challenging themes and issues.**

- Select particular vocabulary or specialised terms to convey complex issues to an identified audience
- Control grammatical structures to construct coherent and authoritative texts dealing with complex themes and issues
- Use suitable setting out, punctuation and grammar when writing texts
- Use complex sentences with embedded clauses or phrases

### **Strategies**

#### **ENWR0604**

**Use a range of strategies to plan, compose, revise and edit texts that present some challenging themes and issues**

- Proofread and correct technical errors and check vocabulary for audience appropriateness
- Edit for clarity, coherence and sequencing of ideas, and consistency of style

## ***New Zealand English Curriculum***

<b>Level</b>	<b>Achievement Objectives</b>
<b>Level 1</b> <b>Level 2</b>	<b>Reading</b> <ul style="list-style-type: none"> <li>• Use semantic, syntactic, visual and grapho-phonetic cues to gain meaning</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>• Identify and use the common conventions of writing and organisation of text which affects understanding</li> </ul>
<b>Level 3</b> <b>Level 4</b>	<b>Writing</b> <ul style="list-style-type: none"> <li>• Use appropriate vocabulary and conventions, such as spelling and sentence structure</li> <li>• Make appropriate language choices, eg identify and describe some significant conventions of written language, such as structural features, words and imagery</li> </ul>
<b>Level 5</b> <b>Level 6</b>	<b>Writing</b> <ul style="list-style-type: none"> <li>• Select appropriate language features and use conventions of writing accurately and confidently</li> <li>• Using appropriate terminology, describe, discuss, analyse, and apply the distinctive conventions, structures, and language features of a range of texts</li> </ul>
<b>Level 7</b> <b>Level 8</b>	<b>Writing</b> <ul style="list-style-type: none"> <li>• Demonstrate secure use of language, including accurate and discriminating use of the conventions or writing</li> <li>• Using appropriate terminology, describe, discuss and analyse the way language features, (eg hyperbole, irony, metaphor) structures and conventions suit topic, purpose and audience</li> </ul>

# **Content Scope & Sequence**

CATEGORY 1 – Preparatory Activities .....	45
CATEGORY 2 – Spelling Patterns & Rules.....	49
Level 2 and following.....	49
Level 3 and following.....	51
Level 5 and following.....	56
Level 6 and following.....	56
Level 8 and following.....	58
Level 10 and following.....	58
Level 12 and following.....	58
CATEGORY 3 – Vocabulary .....	60
Level 2 and following.....	60
Level 4 and following.....	60
Level 6 and following.....	60
Level 8 and following.....	61
Level 10 and following.....	61
Level 11 and following.....	63
Level 12 and following.....	66
Level 13 and following.....	67
CATEGORY 4 – Grammar & Punctuation.....	67
Level 2 and following.....	67
Level 3 and following.....	67
Level 5 and following.....	68
Level 6 and following.....	68
Level 8 and following.....	68
Level 9 and following.....	68
Level 10 and following.....	68
Level 12 and following.....	71
BRAINtastic! Word skills Level Information & Examples.....	77
Level 2 .....	77
Level 3 .....	77

Level 4 .....	77
Level 5 .....	78
Level 6 .....	78
Level 7 .....	79
Level 8 .....	79
Level 9 .....	80
Level 10 .....	80
Level 11 .....	80
Level 12 .....	81
Level 13 .....	81
Levels 14, 15 and 16.....	81

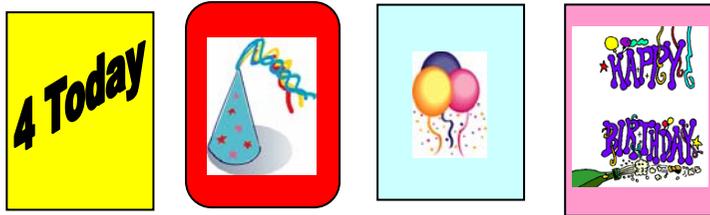
## CATEGORY 1 – Preparatory Activities

Pattern matching – simple

Pattern matching – more advanced

Sorting – cards into boxes

- Matching: Put each birthday card in the matching box.



Matching – objects from list

- Look at the shopping list. Put the matching item from each shelf in the shopping basket.

Continuing object patterns

- What comes next? Object patterns – simple – same shape, same object, 2-part pattern
- Object patterns – more difficult – up to 3 different objects

Continuing letter patterns – based on alpha order

Continuing letter patterns – based on letter shape distinction

- Letter recognition patterns: non-alpha order e.g. **a o c a o ?**  
**m w m w m ?**                    **b d d b d d ?**

Shape distinction - Shadow match

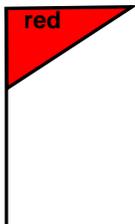
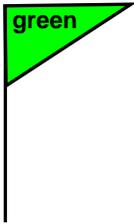
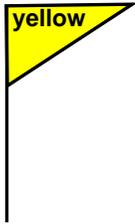
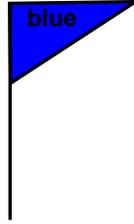
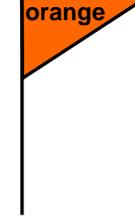
- Letter shadows. Put letters with their shadows, upper and lower case.

## Letter recognition

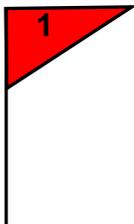
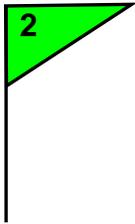
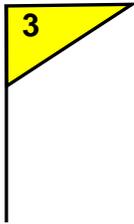
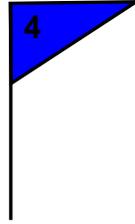
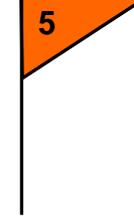
- Letter match: Put upper case letters with their matching lower case letters.
- Click on the word that is different in each line.

**it if it it**  
**so no no no**  
**on no no no**  
**to to at to**  
**of of of if**  
**in it in in**  
**etc.**

- Capture The Flag: Colours: Match the colours and words.

				
<b>blue</b>	<b>yellow</b>	<b>green</b>	<b>orange</b>	<b>red</b>

- Numbers: Match the numbers and words.

				
<b>three</b>	<b>five</b>	<b>one</b>	<b>four</b>	<b>two</b>

- Snap! Put the matching pairs together.

 <b>book</b>	 <b>school</b>	 <b>bell</b>
 <b>bus</b>	 <b>boy</b>	 <b>girl</b>



## **CATEGORY 2 – Spelling Patterns & Rules**

### **Level 2 and following**

1. Recognise the difference between vowels and consonants
2. High frequency words (Sight words)

#### **High Frequency Word List**

a  
about  
all  
an  
and  
are  
as  
at  
be  
been  
but  
by  
call  
can  
come  
could  
day  
did  
do  
down  
each  
find  
first  
for  
from  
get  
go  
had  
has  
have  
he  
her  
him  
his  
how  
if

in  
into  
is  
it  
like  
long  
look  
made  
make  
many  
may  
more  
my  
no  
not  
now  
number  
of  
oil  
on  
one  
or  
other  
out  
over  
part  
people  
said  
see  
she  
so  
some  
than  
that  
the  
their

their  
them  
then  
there  
these  
they  
this  
time  
to  
two  
up  
use  
was  
water  
way  
we  
were  
what  
when  
which  
who  
will  
with  
word  
would  
write  
you  
your

3. Onset-rime patterns
  - at, et, it, ot, ut families
  - an, en, in, on, un families
  - ad, id, od, ud families
  - ag, eg, og, ig, ug families
  - ap, ip, op, up families
  - ab, ib, ob, ub families
  - am, im, om, um families
4. Word recognition
5. Word shapes
6. Letter-to-number correspondences
7. Words within words
8. Look, Cover, Write
9. Link words to meanings
10. Link words to a context

## **Level 3 and following**

1. Onset-rime patterns:

### **Common Rimes – Level 3**

-ack  
-ail  
-ain  
-ake  
-ame  
-ank  
-ash  
-ate  
-aw  
-ay  
-eat  
-ell  
-est  
-ice  
-ick  
-ide  
-ight  
-ill  
-ine  
-ing  
-ink  
-ock  
-oke  
-ore  
-uck  
-ump  
-unk

7. Recognise mis-spelt words and understand how to correct them.
8. Long vowel phonemes – same spelling, e.g. snake, tame, tale, gate/ snail, rain, drain, jail, daisy, sailor/ treat, meal, seal, bean, dream/ feed, peel, seed, feet, reef, wheel/ etc
9. Long vowel phonemes – same sound, different spelling, e.g. snake-snail, baby-play, boat-bone-toe, bear-hare-where, child-sky, first-church, bee-leaf, ball-paw-fork-door-board-more, car-bath, house-cow, boy-foil, moon-shoe-blue-new
10. Modifying e: e at the end of a word makes the preceding vowel say its name  
e.g.

make  
bake  
cake  
snake  
take  
fade  
made  
grade  
shade  
spade  
came  
name  
game  
came  
same

wage  
page  
cage  
stage  
rage  
  
cave  
brave  
wave  
gave  
save  
  
date  
gate  
mate  
hate  
plate  
  
lace  
face  
race  
space

case

- 5. Two-syllable words with double consonants
- 6. Nouns when an *s* is added
  - Plurals - Words ending in *y*
- 7. *le* words
- 8. Spellings of verbs with *ed* as past tense ending – add *ed*
- 9. Spellings of verbs with *ed* as past tense ending – short vowel: double the last letter, then add *ed*
- 10. Spellings of verbs with *ed* as past tense ending – long vowel, silent *e*: drop the *e*, then add *ed*.
- 11. Spellings of verbs with *ing* as present tense ending
  - Add *ing* without changing root word
- 12. Spellings of verbs with *ing* as present tense ending
  - Short vowel: double the last letter, then add *ing*
- 13. Spellings of verbs with *ing* as present tense ending
  - Long vowel, silent *e*: drop the *e*, then add *ing*
 e.g. Combine each of these words with the ending *ing*: *give use take hope, wave*
  - Fill in the blank spaces in this table:

fire	firing	fired
climb		
mine		
dry		
cry		
fine		

- Double Up: If a word has a short vowel before the last letter, the last letter must be **doubled** before adding *ing* or *ed*. Complete the Double Up table:

stop	stopped	stoppin g
slip		
knot		

bat		
rip		
rub		
beg		

14. Spellings of verbs with s as plural ending

### Level 5 and following

1. Plurals - Words ending in *x, sh, ch* or *s* (add *es*)
2. Plurals - Words ending in *f* or *fe* (change the *f* or *fe* to *v* before adding *es*)
3. Exceptions to the *f* and *fe* rule – e.g. *cafe-cafes, handkerchief-handkerchiefs*
4. Identify mis-spelt words
5. Recognise words from common spelling patterns
6. Common letter strings as a feature of words
  - e.g. (nt) words:
    - to desire something \_\_\_nt;
    - put something in a garden to grow \_\_\_\_nt;
    - to make handwriting go in a certain direction \_\_\_nt;
    - a small piece of wood in your finger \_\_\_nt\_\_;
    - He has gone. He \_\_\_nt;
    - to come into a room \_\_\_nt\_\_;
    - to make a picture with water colours \_\_\_nt;
    - A season of the year \_\_\_nt\_\_

### Level 6 and following

7. Recognise common letter strings and patterns in different contexts.

- Change-A-Word: Change “play” to “grim”:

play

(to speak to God) \_\_\_\_\_

(a colour) \_\_\_\_\_

(a metric mass measurement) \_\_\_\_\_

grim \_\_\_\_\_

- Rearrange the letters in this word to spell a new word:

*heat*: to dislike something

*tea*: to have food

*read*: to do something risky

*sleep*: he skins an orange

*three*: in that place

*teach*: to be dishonest in a game

*left*: to feel something yesterday

- Drop one letter off this word to make a new word:

*fine flies climb ride fire open want clock stopping wash*

- Find the word in the box that means (a wild animal similar to a large dog). Take the letters of that word out and put them in the (other box).

w	o	r	s	t	e	d
e	n	o	w	o	l	f
n	d	o	o	r	w	e
g	o	l	f	e	w	o
f	l	w	o	u	l	f
o	c	x	d	i	n	g

- Change one letter in each word to make a word matching the clue:

blow - a splash of ink on a page

post - time gone by

close - selected

hold - an opening

road - what you do to text

open - where food is baked  
post – a person who writes poetry

8. Words with common letter strings but different pronunciation

9. Words with silent letters

- Sound Management

Click on all the words with a silent 'b'.

*climb bulb bomb sombrero benign absorb limb*

Click on all the words with a silent 'n'.

*align, alien, autumn, numb, neutral, design*

Click on all the words with a silent 'p'.

*pamphlet, phantom, psychiatrist, physiotherapist, plumber*

etc.

10. Meanings, spelling and use of common homophones

11. KS2 List 2

12. Use known spellings as a basis for spelling other words

13. Build from other words with similar patterns and meanings

14. Spell by analogy with known words

## **Level 8 and following**

15. Words with common endings

16. Words with common roots

## **Level 10 and following**

17. Patterns of consonants

## **Level 12 and following**

18. Unstressed vowels in polysyllabic words

19. Words ending in a modifying e, words ending in y

20. Words ending in vowels other than e

21. Spell complex polysyllabic words which do not conform to regular patterns

## CATEGORY 3 – Vocabulary

### Level 2 and following

1. Alliteration

### Level 4 and following

2. Connectives - and, but

### Level 6 and following

3. Synonyms and shades of meaning

- Click on all the words that are synonyms for the underlined word:  
glad : plant : began : many    *happy, sow, started, lots, numerous, commenced, dig, joyful*

- Choose a better word to substitute for “nice” in each of these sentences:

Angela picked the nice flowers from the garden.

The meal we had at the restaurant tasted nice.

We had a nice holiday at Tropical Daydream resort.

The new girl in our class is nice.

- Cross out any words on each line which do not have a similar meaning to the first word:

**right:** *correct true wrong precise suitable*

**find:** *discover locate hide look unearth*

4. Antonyms

hesitate	
----------	--

- Move one of these words into the Antonym box:  
(pause, dither, act, rest, slide )
- Click on the two words that are opposites in this sentence: *I came to school **early** but my friend was **late**.*

When you **spoke**, everyone **heard** what you said.

- Choose the word that means the opposite of the word in the box and put it in the sentence.  
*In the \_\_\_\_\_, we went home on the bus. (afternoon)*
- Complete each sentence. Put the word that is opposite to the underlined word in the space.  
Use the hoe to wet the very \_\_\_ garden.  
If you lose your pencil, you will have to \_\_\_\_ it.  
Is this book yours, or is it \_\_\_\_?  
The plane had to fly \_\_\_\_ above the low cloud.
- Adjectives, nouns and opposites:

Fill in the blank spaces with the correct word:

Level	ADJECTIVE absent	OPPOSITE
	after,	NOUN

### 8 and following

5. Correctly label parts of a diagram
6. Connectives implying time or sequence -  
meanwhile, during, before, then, next, suddenly

### Level 10

### and following

#### 7. Form words from longer words

- **Time For A Change**

Find a small word inside the bigger word that fits the clue; farmer (a part of the body)

#### 8. Homonyms

- Choose the correct word and put it in each space: here, hear; there, their; its it's; etc
- Choose the correct word and put it in the space:  
*Did you get all your work \_\_\_\_\_ ? (right, write)*  
*The motorist was \_\_\_\_\_ for driving too fast. (fine, fined)*  
*Anna had to \_\_\_\_\_ her baby sister, (mined, mind)*  
*Harrison was riding his bike on the \_\_\_\_\_ (rode, road, rowed)*

- **Homo Sapiens** **Homophones** are pronounced exactly the same but have different meanings and spellings. **Homographs** are spelled the same but have different meanings and often a different pronunciation. Together these two groups of words are called **homonyms**.

**Homophones:** bow bough weather whether wether  
red read aloud allowed

- **Homographs:** bow bow bear bear read read

- **Looks Aren't Everything**

Click to choose the words in this sentence that sound the same.

*“Sister Susie, would you please sew shirts for soldiers?” begged the other girls so eagerly that Susie could not refuse.*

*The sweet sounds of harp and flute mingled in the recording studios of Suite Sixteen.*

*Mrs Mant’s maid Ellen brought in the muffins she had made for afternoon tea.*

*In a bold move to unsettle the batsmen, the captain himself bowled the last over before tea.*

*As if on cue, people began arriving to queue for tickets to the rock concert as the first rays of dawn appeared in the sky.*

## 9. Prepositions

- **Preposition Precision**

Use the correct preposition to complete each sentence:

*I felt uncomfortable \_\_\_\_\_ telling Pamela I didn’t like the colours she had chosen.*

*The teacher’s absence \_\_\_\_\_ the classroom was longer than expected.*

*Ninety-five percent of those surveyed expressed dissatisfaction \_\_\_\_\_ the standard of Sydney’s rail services.*

*Harold gave Thelma some flowers to express his gratitude \_\_\_\_\_ all her help with his garden.*

*This software program is not compatible \_\_\_\_\_ my new computer.*

*to, for, in, about, by, with, towards, on, from*

- **A Question of Direction**

Use the correct preposition to complete these common verbal phrases.

*When it became too dark for Elena to read, she turned \_\_\_\_\_ the light.*

*Although she was feeling unwell, Marcia managed to sit \_\_\_\_\_ in bed to talk to the doctor.*

*Reg was an old-fashioned gentleman, who would never sit \_\_\_\_\_ in a bus while there was a lady still standing.*

*Judy arranged to pick Nathan \_\_\_\_\_ from day-care by five o’clock every afternoon.*

*The bus had the right to pull \_\_\_\_\_ in front of other traffic.*

*Having become completely lost in an unfamiliar area of the city, I pulled \_\_\_\_\_ to the edge of the road to look at a street directory.*

The psychiatrist encouraged Lynn to take \_\_\_\_\_ line dancing for stress relief, as her job was really getting her

\_\_\_\_\_.

The desk clerk informed Alfred that the latest time he could check \_\_\_\_\_ of his room was midday.

*up, down, in out, on, off*

10. Words implying gender

11. Meanings of proverbs

### **Level 11 and following**

12. Connectives implying cause - since, because, therefore, so, given that

13. Compound words

14. Word roots and derivations

15. Collective nouns

- **Collectively Speaking** – a herd of cattle, a flock of birds, a gaggle or skein of geese, a parliament of fowls, a kindle of kittens, a murder of crows, a sleuth of bears etc

16. Onomatopoeia

17. Words borrowed from other languages

18. How words and expressions have changed over time

19. Archaic words and expressions

20. Clichés

21. Idiomatic phrases and expressions:

- **Fine Phrasing**

Complete this sentence with a phrase containing the given word, so that the sentence has a similar meaning to the sentence in the box.

There is almost no water left in the water dispenser.

There is \_\_\_\_\_ water left in the water dispenser. (hardly)

Glenice couldn't wait to see the latest Larry Rotter film.

Glenice \_\_\_\_\_ to see the latest Larry Rotter film. (dying)  
Ralph and Elaine are \_\_\_\_\_ buying a yacht. (thinking)

Ralph and Elaine are considering buying a yacht.

The match was so exciting that Martha stayed till the end. .

It was \_\_\_\_\_ match that Martha stayed till the end. (such)

- A Little Formality Please!

Choose the correct more formal word to replace the underlined verb phrase in these sentences.

*Neil suggested that we take a break and carry on with the meeting after lunch.*

*Neil's suggestion was backed up by the other committee members.*

*I bumped into Rachael at the shops today.*

*Rachael's baby really takes after Tom's family.*

*Rachael was very pleased to see us, so we said we'd drop in on her at home some time soon.*

*Rachael told us Tom finally gave up smoking after his father died of lung cancer.*

*supported, resembles, continue, stopped, visit, adjourn, met*

- Body Language

Complete each sentence with the correct body part.

*After lying awake all night thinking about the situation, Daryl requested an interview with his boss to get the matter off his \_\_\_\_\_.*

*Libby was certainly in a bad mood. Tom asked an innocent question about her sales figures and she nearly bit his \_\_\_\_\_ off.*

*Thinking about the amount of money they would have to borrow to purchase Trelawney House, Norton began to get cold \_\_\_\_\_ about the deal.*

*I didn't really feel like going to the football, but Freddy twisted my \_\_\_\_\_ so I said I would.*

*You only have to look at Scott and Kirsty to know they are \_\_\_\_\_ over \_\_\_\_\_ in love.*

*It's very annoying the way we can't have a private conversation without Nigel coming and sticking his \_\_\_\_\_ in.*

*I would really like to have lunch with Harry today, but I'm up to my \_\_\_\_\_ in work and I doubt that I will have time.*

*My grandmother often said, "Don't say anything behind someone's \_\_\_\_\_ that you wouldn't say to their face."*

## 22. Words for introducing and concluding dialogue

- Vocabulary Enrichment: All of the words in the box mean the same as "said". Write one of the words in the box for "said" in each sentence below: *told spoke asked questioned informed advised instructed explained accused*

The student \_\_\_\_\_ the teacher about how to do the work.

The policeman \_\_\_\_\_ the suspect of the robbery.

The girl \_\_\_\_\_ her name when she was asked.

## Level 12 and following

23. Metaphorical expressions and figures of speech

24. Metaphors and similes

25. Confusable words

- I'm Sorry – I'll Reword That....

In these sentences, only one of the blue words correctly fits the context. Click to choose the correct word.

*The day we spent at Dreamtime Beach was (fun funny).*

*Matilda and Ivan had a superb (landscape scenery view) from their hotel room.*

*Dr Foster listened to Albert's hacking cough and gave him a (recipe receipt prescription) for an antibiotic.*

*Muriel's grandmother is (died dead death).*

*Andrew and Gemma lived in Schenectady (during for since) three years, and returned here five years (since already ago).*

*The basketball team is (actually currently) on tour overseas and is scheduled to (return resume) in May.*

*Although Hetty lives by herself, she says she never gets (alone lonely).*

*I think Elton would be reluctant to leave Frawley and Company, because he has a very good (work job activity) there.*

- Ed or Ing?

Choose the correct form of the adjective to complete these sentences.

*Jasper's form during the golf tournament has been simply (amazed amazing).*

*Sheila felt quite (embarrassing embarrassed) to realise that Marco had overheard her last remark.*

*While some people regard tripe as a delicacy, others find the thought of eating it quite (revolted revolting).*

*The way that Francis never talks about anything except his children is very (bored boring).*

*Standing up in a classroom all day teaching inattentive children is very (tired tiring). By evening I am always (exhausted exhausting).*

*Madeline looked absolutely (stunned stunning) in her evening gown.*

*Clayton's enthusiasm for the project was (overwhelming overwhelmed) by the projected cost.*

*Harvey heard some (worried worrying) rumours about a possible land rezoning in Hampshire Street.*

*Pamela felt greatly (refreshing refreshed) after a long, cool, (relaxed relaxing) swim.*

*Verity, Priscilla and Paul found Wonderland rather (disappointed disappointing). The only (frightened frightening) ride was the Volcanic Panic.*

- Verb Abuse

*I promised David his father would (learn teach) him to drive in the summer vacation.  
The price of oil (raised rose) dramatically during the Gulf War.*

*From*

- 26. How new words are added to the language
- 27. Origins of proper names - Christian names, family names, place names
- 28. Technical words including integrated vocabulary from other subject areas

### **Level 13 and following**

- 29. Puns, word games
- 30. Useful terms/phrases for persuasion and argument
- 31. Irony
- 32. Tautology
- 33. Hyperbole
- 34. Distinguish between the everyday uses of words and their specific technical use e.g. energy, work, resistance
- 35. Connectives - therefore, notwithstanding, furthermore

## **CATEGORY 4 – Grammar & Punctuation**

### **Level 2 and following**

- 1. Sentences
- 2. Identify words that tell who or what in texts (nouns and noun groups)
- 3. Identify action words (verbs)
- 4. Identify words that tell when or where something happens
- 5. Capital letters - First person singular pronoun, beginning of sentences
- 6. Capital letters - proper nouns, titles of books, etc, headings e.g. newspapers

### **Level 3 and following**

- 7. Full stops

## Level 5 and following

8. Question marks

## Level 6 and following

9. Question forms - *wh* words, e.g. *what, where, why, when, who*

## Level 8 and following

10. Nouns and pronouns

11. Possessive pronouns

- Possessive pronouns such as *hers, his* and *its* do not need an apostrophe because the possession is already 'built in' to the word.

*This drink must be hers.*                      NOT    *This drink must be her's.*

## Level 9 and following

12. Adjectives

13. Verbs - regular conjugation

14. Comparatives and superlatives

- Comparatively Speaking – Good, Better, Best. Fill in the blank space. Fast/faster/fastest – near/?/nearest

- When using terms of comparison, do not use *more* and *-er* together, or *most* and *-est* together.

*Marmalade was the **most prettiest** of the three kittens, but Honeycomb was the **most bravest**.*

*Friday was **more colder** than Saturday.*

- Adjectives such as *perfect, unique, full, empty, flawless*, etc are not capable of greater or lesser degree, so they cannot sensibly be modified, either by adding an ending or by using *more* or *most*.

*Mr Hanson was the **most unique** teacher at our school.*

*Your glass is **emptier** than mine.*

## Level 10 and following

15. Apostrophes - contractions

16. Apostrophes – possession

17. Adverbs

18. Verbs - irregular conjugation

19. Verbs - tense, changing tense

- Build the correct verb part to complete the sentence: I **hear** the firebell ringing. Yesterday I ----- the firebell ringing. Mum hears me read each day. Mum was ----- me read when the phone rang.

*We finish our work on time. Yesterday, we \_\_\_\_\_ our work on time.*

*The golfer swings his club at the ball. Yesterday, the golfer \_\_\_\_\_ his club at the ball.*

*The children swim in the ocean. Yesterday, the children \_\_\_\_\_ in the ocean.*

*Lina and Marc drink wine with their meal. Yesterday, they \_\_\_\_\_ wine with their meal.*

20. Verbs - number, changing number

21. Verbs - person, changing person

22. Nouns –

- Make sure that you do not accidentally make a change in person;  
*NOT If students aren't careful, you will be left behind.*
- Compound nouns form their plurals by adding an s to the first element of the noun if this is the most important word;  
*mothers-in-law brigadiers-general*
- Don't confuse plural nouns with nouns showing ownership.

**NOT The player's needed to**

- Nouns such as *kind, type* and *sort* are singular and require singular demonstrative adjectives.  
***That* kind of building **is** modern. NOT ***Those* kind of buildings **are** modern.**  
***This* type of fertiliser **is** best for azaleas. NOT ***These* type of fertilizers **are** good for azaleas.******

23. Pronouns

- Pronouns only have meaning if there is a noun they can stand for or refer to. This noun is called the **antecedent** of the pronoun. Pronouns must clearly refer to their antecedents, otherwise the meaning will be confused.  
*NOT To stop the cat from catching the pet mouse, put a bell around its neck.*  
*NOT David told Ben that he had won first prize.*  
*NOT I gave the lamb some milk that was five weeks old*

24. Reflexive pronouns

- A reflexive pronoun should not be used instead of a personal pronoun in the objective case.  
*Thank you for entertaining James and **me**. NOT Thank you for entertaining James and **myself**.*

## 25. Relative pronouns

- The relative pronoun *who* changes its form in a sentence, depending on whether it is functioning as a **subject** (doing the action) or an **object** (receiving the action).  
*Who* took my book? NOT *Whom* took my book?  
From *whom* did you get that book? NOT *Who* did you get that book from?  
I disliked the candidate *who* was chosen. (correct) AND I disliked the candidate *whom* they chose. (also correct)  
NOT I disliked the candidate *whom* was chosen
- **That** and **which** The relative pronoun *which* can be used with both defining and non-defining clauses. The relative pronoun *that* is used only for defining clauses.  
*This is the book that I finished reading last night which I think you will enjoy.*

## 26. Interrogative pronouns

- Interrogative pronouns also take person and case:  
*What* course should we be following?  
*Which* mark should we be rounding?  
*Who* will volunteer to fold the sails?  
Of the five crew members, *whom* should we send to the foredeck?  
*Whose* turn is it to make the coffee?

## 27. Indefinite pronouns

- Most indefinite pronouns refer to a single unspecified person or thing and take a singular verb.  
*Something is* wrong here.  
*Neither of the answers is* correct.  
*None of the gates was* open.

## 28. Phrases

### 29. Terms and definitions - sentence

### 30. Terms and definitions - sentence, noun, verb, prefix, suffix, adverb, adjective, pronoun, plural, singular, tense

### 31. Verbs - irregular tense changes - e.g. catch/caught, see/saw, go/went

### 32. Making nouns and adjectives into verbs

### 33. Making nouns and verbs into adjectives

### 34. Verbs - active and passive

## Level 12 and following

### 35. Clauses

- When using an adjectival clause, make sure that the relative pronoun is next to the antecedent (the noun to which it relates).  
*NOT Arabella found some pies in the fridge that her brother had made.*
- Make sure that there actually **is** a noun to which the clause refers (an antecedent):
- *NOT It was quite a boring book set for the class to read which was a concern to many students.*
- **Comma splices!!!** Do **not** join two main clauses with a comma.  
*The circus elephant came into the ring. It was the biggest one I had ever seen.*  
**NOT NOT NOT** *The circus elephant came into the ring, it was the biggest one I had ever seen.*
- Do **not** break up a sentence consisting of only one main clause, even if it looks long.  
**NOT** *Realising that a storm was coming and that play was unlikely to continue for very long. The umpires told the players to leave the field.*

36. Stylistic conventions of non-fiction writing - information, recount, explanation, instruction, persuasion, discourse

37. Impersonal formal language - present tense passive

38. Terms and definitions - preposition, conjunction, auxiliary verb

39. Terms of qualification - e.g. slightly, fully, similarly, mostly

40. Common confusions - fewer/less, number/amount, like/as, etc

41. Apostrophes - possession

- **A Short History of Ownership** Hundreds of years ago, nouns in Old English changed their form to show ownership or possession. They ended in **-es**.  
                  boyes books                    doges bone                    lordes castle  
There have been many changes to the language since then, but this idea has been kept in the use of **-’s**. The apostrophe is there to show that the **e** has been left out.  
                  boy’s books                    dog’s bone                    lord’s castle
- **Two or More Owners** If two or more people share ownership, only the second (or last-places) owner has an apostrophe.  
*Michelle and Karen’s bedroom is a mess.*  
If two or more people own different things, each owner has an apostrophe.  
*Monet’s and Picasso’s styles are quite different.*
- **Caution! Apostrophes At Large!** There is no need to use apostrophes to show more than one.  
*NOT Banana’s and apple’s for sale.*  
*Home-made hamburger’s.*

*The book sales' have now started.*

#### 42. Adjectives and adverbs

- Adjective or adverb? **good / well** *Jamie is a **good** basketball player. Jamie played **well** today. NOT Jamie played **good** today.*  
**real / really** *Brandon swims **really well**. NOT Brandon swims **real well**. AND NOT Brandon swims **real good**.*  
**friendly** is an adjective, even though it ends in *-ly*, and it can't be turned into an adverb. There are no such words as *friendlyly* or *friendlily*.  
*NOT She spoke to me **friendly**. BUT She spoke to me **in a friendly way**.*
- Distributive adjectives describe how things are shared. They are usually singular because they refer to an individual in a group. They are followed by singular nouns and verbs, even when they are joined by *and*.  
***Each** boy in the school **was** asked to bring **his** hat.*  
***Every** boy and girl in the school **was** asked to bring a toy for the Christmas Toy Appeal.*  
***Neither** Daniel **nor** Bryce **had** a hat, so **neither** of the boys **was** able to play outside.*
- When quantity is being described, the adjective *less* is used. When number is being described, the adjective *fewer* is used.  
*There is **less** water in Kirsty's bucket than there is in Marc's bucket.*  
*There are **fewer** fish in the pond than in the ocean.*  
*INCORRECT: There are **less** fish in the pond than in the ocean.*

#### 43. Verbs –

- Do not use the past participle instead of the past-tense form of the verb.  
*The choir **sang** out of tune. NOT The choir **sung** out of tune.*  
*The Australian team **swam** to victory. NOT The Australian team **swum** to victory.*  
*I had **written** him a letter, which I had, for want of better knowledge, sent to where I met him down the Lachlan, years ago.*  
*NOT I had **wrote** him a letter etc*
- **Lay and lie** – The verb **lay** is transitive, so it always needs an object (e.g. *lay the table, lay an egg*)  
*The whale just **lay** there, waiting to be rescued. NOT The whale just **laid** there, waiting to be rescued.*  
*The kitten has **laid** its head on the cushion. NOT The kitten has **lain** its head on the cushion.*
- Be careful when the subject is separated from the verb by other nouns of a different number. Do not be tempted to make the verb agree with a noun that is not its subject.  
*The list of rules and regulations **confuses** many people. NOT The list of rules and regulations **confuse** many people.*  
*The nature of these migration patterns **is** summarised in the report.*  
*NOT The nature of these migration patterns **are** summarised in the report.*
- Subjects joined by **and** are usually plural.  
*Hard work and effort **pay** off in the end. NOT Hard work and effort **pays** off in the end.*
- However, when the words joined by **and** are a double subject, forming a single idea, they take a singular verb.

- Fish and chips **is** my favourite meal. NOT Fish and chips **are** my favourite meal.*
- When phrases beginning with words such as *together with*, *along with* and *as well as* occur in the subject they have no effect on the number of the verb.

*Lisa, together with several of her friends, **is** planning a camping holiday.*
- Collective nouns can take singular or plural verbs depending on the meaning. If the group is being treated as one unit, use the singular form of the verb:

*The team **wins** each match easily.*  
*My family **lives** in a large haunted house.*
- The collective noun **number** may be singular or plural. **A number** is plural; **the number** is singular:

**A number** of people **are** confused by the changed regulations.  
**The number** of people confused by the changed regulations **is** growing daily.

#### 44. Hyphenation

- Highfalutin' Hyphenatin'** When two or more words are joined together to form an adjective before a noun, a hyphen is used to make the connection clear:

*He was a well-known sports commentator.*

*I enjoyed visiting the fourteenth-century ruins at Castle Kilderry.*

A hyphen is **not** needed if one part of the compound adjective is an adverb ending in **-ly**.

*The bandits jumped from the swiftly moving train.*

*The workers requested clearly defined areas of management accountability.*

Use hyphens to join the numerator and denominator of fractions:

*Three-fifths of the students travel to school by public transport.*

Use hyphens when part of the compound is omitted but implied:

*They looked at both short- and long-term finance.*

**If end-of-line hyphens are used**, do not divide words of one syllable:

*NOT Have you ever seen on-  
e of these plants?*

Do not break syllables:

*NOT Leading the circus parade were the acrobats riding on the elepha-  
nts.*

Do not hyphenate if there will be a one-letter syllable at the end of a line, or a one- or two-letter syllable at the beginning of a line:

*NOT Consultation was intended to allay residents' concerns a-  
bout the council's new rezoning laws.*

*The most exciting concert of the year was a pian-*

*o recital by the fourteen-year-old Soong Yang Zhang.  
A four-week suspension from playing was warranted in Harrison's case, because of the nature of his misdemeanour.*

#### 45. Subjunctive mood and conditionals - if...then, may, might, could, would

#### 46. Prepositions

- Do not repeat prepositions unnecessarily.  
*NOT It was the condition **in** which he found himself **in**.*
- Do not add prepositions when they are already implied in the verb.  
*NOT The hikers **descended down** the mountain.*

#### 47. Conjunctions

- **Like** and **as** **Like** is a preposition; it should not be used as a subordinating conjunction to introduce a clause.  
*You should try to play this phrase **as** I do. NOT You should try to play this phrase **like** I do.*
- Linking with coordinating conjunctions: Sentence elements linked by coordinating conjunctions should be parallel in structure;  
*NOT You can travel by bus, train, car or fly.*  
*NOT Three reasons why steel companies keep losing money are that their plants are inefficient, high labour costs, and foreign competition is increasing.*  
*NOT The protestors stood up for their principles by not allowing the bulldozers to pass and spending a night in gaol.*
- Linking with correlative conjunctions: Pairs of connectors such as *both...and* and *neither...nor* stress the relationship between two element. The element after the second connector must match the element after the first connector, even when separated by long phrases and clauses:  
*NOT Your favourite Paris restaurant may have a menu giving prices both in francs and euros.*  
*NOT The accused man refused either to admit his guilt or acknowledge any part in the crime.*

#### 48. Modifiers

- Misplaced modifiers: Descriptive words need to be near the thing they are describing, otherwise meaning is confused:  
*NOT Losing his way, the sun set as the hiker scrambled through the jungle.*  
*NOT We served cordial to the children in paper cups.*  
*NOT I have worked out the logistics of stocking the trout pond with my business partners.*  
*NOT Cats kill many native animals when their owners let them out at night.*
- Dangling modifiers: Descriptive words or phrases need to have something to modify in the sentence; otherwise the sentence has no clear meaning.  
*NOT Travelling north, the landscape became more exotic.*

*NOT After drinking the cordial, the cups were recycled.*

#### 49. Parentheses

- **(Parenthetically speaking...)** If you put a complete sentence in brackets, the end punctuation goes inside the brackets.  
*At last I know the difference between a colon and a semicolon. (I had been confused for years.) NOT (I had been confused for years).*

#### 50. Commas

- **How many sisters do you have?** Commas act as signs to convey meaning. In the first sentence the lack of commas indicates that the name is essential to identify the sister (there is more than one sister). In the second sentence the commas show that there is only one sister, so the name is not necessary.  
*My sister Lesley spends many hours in the garden.*  
*My sister, Lesley, spends many hours in the garden.*
- **Are you talking to me?** The names of people who are directly addressed are separated by commas, no matter where they occur in the sentence:  
*Please pass the pepper, Peter.*  
*Peter, please pass the pepper.*  
*Please, Peter, would you pass the pepper?*
- Commas are used to separate adjacent numbers.  
*They left on April 23, 1914.*  
*The crowd totalled 2000, 1500 of whom had paid to attend.*
- **Comma-Free Zone!** Although there are many instances in which commas are optional, there are particular cases where commas should **not** be used.
  - Separating subject-verb, verb-object or preposition-object  
*Anyone with an interest in roses, should read this book.*
  - Separating pairs of words, phrases or subordinate clauses joined by coordinating conjunctions.  
*Roses are affected by aphids, and thrips.*
  - Setting off restrictive elements.  
*Even people, who are not interested in roses, will enjoy this book.*

#### 51. Question marks

- **Direct And To The Point!** Use a question mark after a direct question. Use a fullstop after an indirect question.

**NOT** *The principal asked me why I was always late for class?*

## 52. Subjects and objects

- Subject or object?

*Ray and I went to the beach.* NOT *Ray and me went to the beach.*  
*The vet handed the puppy to Tess and me.* NOT *The vet handed the puppy to Tess and I.*  
*My sister stood between Alex and me.* NOT *My sister stood between Alex and I.*

## 53. Speech and quotation marks

- **Punctuated Remarks** If a punctuation mark is part of the quotation, it is placed inside the quotation marks. If it is part of the sentence, it goes outside the quotation marks.

*Did I hear you say 'three-headed creatures roam about at random'?*  
NOT *Did I hear you say 'three-headed creatures roam about at random?'*

## 54. General grammar and punctuation:

- In each of these sentences, ONE word needs to be changed and ONE punctuation mark needs to be added.

*Despite thousands of commuters use city rail services minimal funding has been set aside to improve them.*

*Firstly of all, there should be a proper survey to identify which trains are most congested*

*Three of the main causes of commuter dissatisfaction are peak hour congestion, train breakdown and lack of secure parking at suburban stations.*

*The minister, Tony James does not accept that the government is responsible providing commuter parking at all stations.*

*Many question have been asked both in parliament and in the media in fact radio stations have been swamped with calls from irate rail users.*

*The government have shown itself reluctant to meet with members of the B.R.A.T.S organisation (Better Rail for All TravellerS).*

# **BRAINtastic! Word Skills**

## ***Level Information & Examples***

### **Level 2**

Students working in this level will have experience with:

- Identifying and typing beginning consonants,
- Focussing on simple CVC words Identifying simple initial blends (e.g. sh)
- Matching sight words such as he, of, in and the
- Building common CVC words by matching initial consonants to appropriate endings
- Making letter patterns for given CVC words (e.g. log = ) Using 'a' and 'an' appropriately

### **Level 3**

Students working in this level will have experience with:

- Sorting CVC words by their endings (e.g. -in,-ot)
- Identifying and typing simple initial blends (e.g. dr)
- Identifying and typing one and two letter word endings to make three and four letter words
- Building words by matching initial consonant blends to appropriate endings (e.g. wh + at = what, dr + ess = dress)
- Making letter patterns for three and four letter words
- Matching sight words such as not, him
- Unjumbling CVC words to match a correct list Using 'you' and 'your' appropriately

### **Level 4**

Students working in this level will have experience with:

- Identifying middle sounds as well as initial and final sounds
- Finding small words in longer words (e.g. is - listen)
- Matching words to their letter patterns
- Differentiating between vowels and consonants
- Ordering letters to spell given words (e.g. ohseu = house)
- Choosing the correct word from a list to fill a given space (e.g. \_i\_\_ = dice)
- Identifying 3 letter word endings (e.g. -ock)

## **Level 5**

Students working in this level will have experience with:

- Identifying and using three letter blends to make words
- Adding initial blends to a variety of endings to make correct words
- Matching sight words such as people, write
- Identifying base words (e.g. the base word of 'picking' is 'pick')
- Changing words from singular to plural by adding –s
- Matching words to their letter patterns
- Completing simple sentences by choosing between given words
- Unjumbling three and four letter words to match a correct list

## **Level 6**

Students working in this level will have experience with:

- Selecting and copying the correct spelling of a word from a list (e.g. thm, them, tham, thim)
- Identifying whether or not a word is spelled correctly and correcting it if necessary
- Matching words to their letter patterns

- Identifying and using words with double letters
- Adding the suffixes -ed and -ing to verbs
- Using vowel pairs in words (e.g. beach, goat)
- Matching words from a word bank to given clues (e.g. a word that ends in 'ck' = stick)

## **Level 7**

Students working in this level will have experience with:

- Identifying and correcting errors in words of up to 4 letters
- Identifying the number of syllables given words
- Differentiating between short and long vowel sounds in given words
- Locating vowels and consonants in words
- Changing one letter in a word to make a new word
- Matching words to their letter patterns
- Using word endings such as -able and -ible

## **Level 8**

Students working in this level will have experience with:

- Using 'there' and 'their' appropriately
- Removing letters from the beginning or end of words to make smaller words
- Finding words in a grid Using homophones correctly in sentences (e.g. son/sun)
- Differentiating between singular and plural words in a group
- Adding -s/-es, -ed, -ing and -er
- Changing verbs from present to past tense and using them correctly in sentences
- Identifying spelling errors in a given sentence

## **Level 9**

Students working in this level will have experience with:

- Identifying an initial blend that can be added to a variety of word endings to make correct words
- Making compound words from given words
- Identifying words with silent letters
- Identifying words that are the same in both their singular and plural forms (e.g. sheep)
- Changing words that end in -y into their plural forms (e.g. baby, babies)

## **Level 10**

Students working in this level will have experience with:

- Identifying and spelling words with silent letters
- Unscrambling multiple four letter words to match those in a given list
- Identifying and fixing errors in capitalisation of nouns
- Identifying initial and final blends that can be added to a variety of word endings and beginnings to make correct words

## **Level 11**

Students working in this level will have experience with:

- Identifying and spelling words which are exceptions to plural and suffix rules
- Using they're and their appropriately
- Solving clues to make spelling words from a set of given letters
- Recognising and making simple anagrams

## **Level 12**

Students working in this level will have experience with:

- Identifying related words given the meaning of a base word (e.g. enter => entry, entrant, entrance but not entity)
- Proofreading and selecting correctly spelled words
- Reordering groups of five or more letters to spell both anagrams and real words
- Transforming words by removing or changing one letter to make a new word
- Spelling comparative and superlative forms by adding -er and -est

## **Level 13**

Students working in this level will have experience with:

- Selecting between two commonly misused or misspelt words and spelling the correct word to complete sentences (e.g. accept or except)
- Completing words in a list to find a secret word
- Identifying rhyming words that have different endings (e.g. choir and buyer)
- Matching words to descriptions of the rule they follow

## **Levels 14, 15 and 16**

Students working in this level will have experience with:

- Identifying the correctly spelled word from a variety of common misspellings and using it in context (e.g. decendant, descendent, descendant)
- Using common acronyms
- Spelling increasingly complex words to solve anagrams and puzzles
- Identifying and correcting spelling errors in given sentences and paragraphs
- Spelling technical words (e.g. catalyst)

