



# STEPS Professional Development

## First Steps 2<sup>nd</sup> Edition English

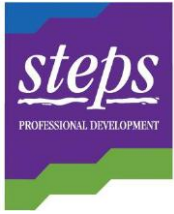
links to

## The Australian Curriculum V3.0



### The Australian Curriculum: English aims to ensure that students:

- learn to **listen** to, **read**, **view**, **speak**, **write**, **create** and reflect on increasingly complex and sophisticated spoken, written and **multimodal texts** across a growing range of **contexts** with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how **Standard Australian English** works in its spoken and written forms and in combination with non-linguistic forms of communication to **create** meaning
- develop interest and skills in inquiring into the **aesthetic** aspects of **texts**, and develop an informed **appreciation** of literature.



How will *First Steps* 2<sup>nd</sup> Edition English Resources Support the Implementation of the *Australian Curriculum: English*?

*The Australian Curriculum: English* includes content descriptions at each year level in the three strands being language, literature and literacy. These describe the knowledge, concepts skills and processes that teachers are expected to teach and students are expected to learn. *The Australian Curriculum* does not prescribe approaches to teaching.

*First Steps* 2<sup>nd</sup> Edition English resources will help teachers make decisions about instruction and appropriate approaches to teaching, including purposeful activities to achieve the learning outlined within all strands of the *Australian Curriculum: English*. *First Steps* resources do not stand in place of the curriculum or a set of standards but can be used as a powerful and practical resource in conjunction with the new *Australian Curriculum*.

The following pages provide an illustration of the broad links between *The Australian Curriculum* V3.0 and the *First Steps* resource texts.

This document will provide guidelines of where you will find support information within the *First Steps* texts for each of the English Content Descriptors. This includes links to the Reading, Writing, Speaking and Listening and Viewing Maps of Development and Resource Books.

KEY:

Abbreviations	Meaning
U of T	Use of Texts aspect within the <i>First Steps</i> texts
CU	Contextual Understanding aspect within the <i>First Steps</i> texts
Con	Conventions aspect within the <i>First Steps</i> texts
P & S	Processes and Strategies aspect within the <i>First Steps</i> texts
MTE's	Major Teaching Emphases outlined in the Phases of Development within the <i>First Steps</i> Maps
✓	Indicates where major support can be found
•	Indicates where secondary support can be found

Please email STEPS Professional Development if you have any questions about this document - [info@stepspd.com.au](mailto:info@stepspd.com.au)

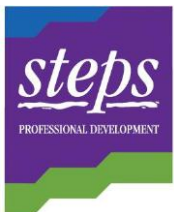
**STEPS Professional Development provides permission for this document to be copied and shared for educational purposes.**

**CURRICULUM STRAND: LANGUAGE**

FOUNDATION YEAR: Curriculum Content Descriptors	First Steps 2 <sup>nd</sup> Edition <b>READING</b> Resources & MTE's				First Steps 2 <sup>nd</sup> Edition <b>WRITING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>SPEAKING &amp; LISTENING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>VIEWING</b> Resources & MTEs			
	U of T	C U	Con	P and S	U of T	C U	Con	P and S	U of T	C U	Con	P and S	U of T	C U	Con	P and S
<b>Language variation and change</b>																
Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community										•						
<b>Language for interaction</b>																
Explore how language is used differently at home and school depending on the relationships between people									•	✓	✓					
Understand that language can be used to explore ways of expressing needs, likes and dislikes					✓				✓		✓		✓	•	•	
<b>Text structure and organisation</b>																
Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes	✓	•			✓	•							✓	•		
Understand that some language in written texts is unlike everyday spoken language							✓		•		•					
Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences			✓				✓						✓			
Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality			✓				✓								✓	
<b>Expressing and developing ideas</b>																
Recognise that sentences are key units for expressing ideas			•				✓									
Recognise that texts are made up of words and groups of words that make meaning			✓		✓		✓				✓				✓	
Explore the different contribution of words and images to meaning in stories and informative texts	✓			•	•								✓			•
Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school			✓				✓				✓					
Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words			✓	•			✓	•								
Know how to use onset and rime to spell words			✓	✓			✓	•								
<b>Sound and letter knowledge</b>																
Recognise rhymes, syllables and sounds (phonemes) in spoken words			✓	✓			✓	•								
Recognise the letters of the alphabet and know there are lower and upper case letters			✓				✓									

**CURRICULUM STRAND: LITERATURE**

CURRICULUM STRAND: LITERATURE	First Steps 2 <sup>nd</sup> Edition <b>READING</b> Resources & MTE's				First Steps 2 <sup>nd</sup> Edition <b>WRITING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>SPEAKING &amp; LISTENING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>VIEWING</b> Resources & MTEs			
	U of T	C U	Con	P and S	U of T	C U	Con	P and S	U of T	C U	Con	P and S	U of T	C U	Con	P and S
<b>FOUNDATION YEAR: Curriculum Content Descriptors</b>																
<b>Literature and context</b>																
Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences	✓	•			✓	✓			•				•	•		
<b>Responding to literature</b>																
Respond to texts, identifying favourite stories, authors and illustrators		✓				✓							•	•		
Share feelings and thoughts about the events and characters in texts	✓	✓			•	✓					•			•		
<b>Examining literature</b>																
Identify some features of texts including events and characters and retell events from a text	✓	•			✓	•										
Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry	•		✓		✓		✓									
Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures			•								✓					
<b>Creating literature</b>																
Retell familiar literary texts through performance, use of illustrations and images	✓			•							✓	•	✓		•	



**CURRICULUM STRAND: LITERACY**

FOUNDATION YEAR: Curriculum Content Descriptors	First Steps 2 <sup>nd</sup> Edition <b>READING</b> Resources & MTE's				First Steps 2 <sup>nd</sup> Edition <b>WRITING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>SPEAKING &amp; LISTENING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>VIEWING</b> Resources & MTEs			
	U of T	C U	Con	P and S	U of T	C U	Con	P and S	U of T	C U	Con	P and S	U of T	C U	Con	P and S
<b>Texts in context</b>																
Identify some familiar texts and the contexts in which they are used	✓				✓								•	✓		
<b>Interacting with others</b>																
Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations									✓		✓	•				
Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact									✓	•	✓	✓				
Deliver short oral presentations to peers									✓	•	✓	✓				
<b>Interpreting, analysing, evaluating</b>																
Identify some differences between imaginative and informative texts	✓		✓		✓		✓		•				•			
Read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge	✓		✓	✓									✓			✓
Use comprehension strategies to understand and discuss texts listened to, viewed or read independently	✓			✓									✓			✓
<b>Creating texts</b>																
Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge					✓	•	✓	✓					•		•	✓
Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops	•						✓	✓								
Produce some lower case and upper case letters using learned letter formations																
Construct texts using software including word processing programs																

**CURRICULUM STRAND: LANGUAGE**

CURRICULUM STRAND: LANGUAGE	First Steps 2 <sup>nd</sup> Edition <b>READING</b> Resources & MTE's				First Steps 2 <sup>nd</sup> Edition <b>WRITING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>SPEAKING &amp; LISTENING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>VIEWING</b> Resources & MTEs			
	U of T	CU	Con	P and S	U of T	CU	Con	P and S	U of T	CU	Con	P and S	U of T	CU	Con	P and S
<b>YEAR 1: Curriculum Content Descriptors</b>																
<b>Language variation and change</b>																
Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others																
<b>Language for interaction</b>																
Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others											✓			•		
Understand that there are different ways of asking for information, making offers and giving commands									✓		✓					
Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions										•	✓					
<b>Text structure and organisation</b>																
Understand that the purposes texts serve shape their structure in predictable ways	✓	•			✓	•							✓			
Understand patterns of repetition and contrast in simple texts	•		✓													
Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands			✓				✓									
Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links	✓		✓		✓								✓		✓	
<b>Expressing and developing ideas</b>																
Identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is involved?' and the circumstances			✓				✓									
Explore differences in words that represent people, places and things (nouns including pronouns), happening and states (verbs), qualities (adjectives) and details like when, where and how (adverbs)			✓				✓									
Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning		✓	•										✓		✓	
Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts									•		✓					
Know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words			✓				✓	•								
Recognise and know how to use morphemes in word families for example 'play' in 'played' and 'playing'			✓	•			✓									

**CURRICULUM STRAND: LANGUAGE (cont)**

CURRICULUM STRAND: LANGUAGE (cont)	First Steps 2 <sup>nd</sup> Edition <b>READING</b> Resources & MTE's				First Steps 2 <sup>nd</sup> Edition <b>WRITING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>SPEAKING &amp; LISTENING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>VIEWING</b> Resources & MTEs			
	U of T	CU	Con	P and S	U of T	CU	Con	P and S	U of T	CU	Con	P and S	U of T	CU	Con	P and S
<b>YEAR 1: Curriculum Content Descriptors</b>																
<b>Sound and letter knowledge</b>																
Manipulate sounds in spoken words including phoneme deletion and substitution			✓				✓	✓			✓					
Recognise sound --- letter matches including common vowel and consonant digraphs and consonant blends			✓				✓	•								
Understand the variability of sound --- letter matches			✓				✓	•								

**CURRICULUM STRAND: LITERATURE**

CURRICULUM STRAND: LITERATURE	First Steps 2 <sup>nd</sup> Edition <b>READING</b> Resources & MTE's				First Steps 2 <sup>nd</sup> Edition <b>WRITING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>SPEAKING &amp; LISTENING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>VIEWING</b> Resources & MTEs			
	U of T	CU	Con	P and S	U of T	CU	Con	P and S	U of T	CU	Con	P and S	U of T	CU	Con	P and S
<b>YEAR 1: Aust Curriculum Content Descriptors</b>																
<b>Literature and context</b>																
Discuss how authors create characters using language and images		✓				•							✓	✓	✓	
<b>Responding to literature</b>																
Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences		✓		•					✓	•			✓	✓		
Express preferences for specific texts and authors and listen to the opinions of others	•	✓							✓	•				✓		
<b>Examining literature</b>																
Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts	✓	•	•		✓											
Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme									✓		•					
<b>Creating literature</b>																
Recreate texts imaginatively using drawing, writing, performance and digital forms of communication					✓		✓	•					✓		•	

**CURRICULUM STRAND: LITERACY**

YEAR 1: Curriculum Content Descriptors	First Steps 2 <sup>nd</sup> Edition <b>READING</b> Resources & MTE's				First Steps 2 <sup>nd</sup> Edition <b>WRITING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>SPEAKING &amp; LISTENING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>VIEWING</b> Resources & MTEs			
	U of T	CU	Con	P and S	U of T	CU	Con	P and S	U of T	CU	Con	P and S	U of T	CU	Con	P and S
<b>Texts in context</b>																
Respond to texts drawn from a range of cultures and experiences		✓				✓								✓		
<b>Interacting with others</b>																
Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions									✓		✓					
Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace											✓					
Make short presentations using some introduced text structures and language, for example opening statements									✓		✓	•				
<b>Interpreting, analysing, evaluating</b>																
Describe some differences between imaginative informative and persuasive texts	✓		•		✓		•		✓		•		✓		•	
Read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading				✓									✓			✓
Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features	✓			✓									✓			✓
<b>Creating texts</b>																
Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams							✓						✓		✓	
Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation							•	✓								
Write using unjoined lower case and upper case letters																
Construct texts that incorporate supporting images using software including word processing programs																
Reread and edit text for spelling, sentence-boundary punctuation and text structure							✓	•								
Write legibly and with growing fluency using unjoined upper case and lower case letters																
Construct texts featuring print, visual and audio elements using software, including word processing programs													✓		✓	

**CURRICULUM STRAND: LANGUAGE**

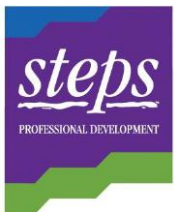
YEAR 2: Curriculum Content Descriptors	First Steps 2 <sup>nd</sup> Edition <b>READING</b> Resources & MTE's				First Steps 2 <sup>nd</sup> Edition <b>WRITING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>SPEAKING &amp; LISTENING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>VIEWING</b> Resources & MTEs			
	U of T	CU	Con	P and S	U of T	CU	Con	P and S	U of T	CU	Con	P and S	U of T	CU	Con	P and S
<b>Language variation and change</b>																
Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background		✓									✓			✓	✓	
<b>Language for interaction</b>																
Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context											✓	•				
Identify language that can be used for appreciating texts and the qualities of people and things		✓	•													
<b>Text structure and organisation</b>																
Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose					✓				✓				✓		•	
Understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms			✓	•			✓		•							
Recognise that capital letters signal proper nouns and commas are used to separate items in lists							✓									
Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines			✓		✓		•						✓			
<b>Expressing and developing ideas</b>																
Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunctions							✓				✓					
Understand that nouns represent people, places, things and ideas and can be, for example, common, proper, concrete and abstract, and that noun groups/phrases can be expanded using articles and adjectives			✓				✓				•					
Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words		✓				•							✓	•	✓	
Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose		✓	•	•		✓				✓						
Understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words			✓	•			✓	•								
Recognise common prefixes and suffixes and how they change a word's meaning			✓				✓									

**CURRICULUM STRAND: LANGUAGE (cont)**

YEAR 2: Curriculum Content Descriptors	First Steps 2 <sup>nd</sup> Edition <b>READING</b> Resources & MTE's				First Steps 2 <sup>nd</sup> Edition <b>WRITING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>SPEAKING &amp; LISTENING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>VIEWING</b> Resources & MTEs			
	U of T	C U	Con	P and S	U of T	C U	Con	P and S	U of T	C U	Con	P and S	U of T	C U	Con	P and S
<b>Sound and letter knowledge</b>																
Recognise most sound–letter matches including silent letters, vowel/consonant digraphs and many less common sound–letter combinations			✓				✓									

**CURRICULUM STRAND: LITERATURE**

YEAR 2: Curriculum Content Descriptors	First Steps 2 <sup>nd</sup> Edition <b>READING</b> Resources & MTE's				First Steps 2 <sup>nd</sup> Edition <b>WRITING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>SPEAKING &amp; LISTENING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>VIEWING</b> Resources & MTEs			
	U of T	C U	Con	P and S	U of T	C U	Con	P and S	U of T	C U	Con	P and S	U of T	C U	Con	P and S
<b>Literature and context</b>																
Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created		✓				✓				•				✓		
<b>Responding to literature</b>																
Compare opinions about characters, events and settings in and between texts		✓														
Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences		✓			✓	•							✓			
<b>Examining literature</b>																
Discuss the characters and settings of different texts and explore how language is used to present these features in different ways	•	✓			•								✓		•	
Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs	•	✓			✓		•		✓		•	•				
<b>Creating literature</b>																
Create events and characters using different media that develop key events and characters from literary texts					✓		✓	•	✓		•	•	✓		✓	•



**CURRICULUM STRAND: LITERACY**

YEAR 2: Curriculum Content Descriptors	First Steps 2 <sup>nd</sup> Edition <b>READING</b> Resources & MTE's				First Steps 2 <sup>nd</sup> Edition <b>WRITING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>SPEAKING &amp; LISTENING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>VIEWING</b> Resources & MTEs			
	U of T	C U	Con	P and S	U of T	C U	Con	P and S	U of T	C U	Con	P and S	U of T	C U	Con	P and S
<b>Texts in context</b>																
Discuss different texts on a similar topic, identifying similarities and differences between the texts		•	✓								•		✓		✓	
<b>Interacting with others</b>																
Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions									✓		•	•				
Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately									✓		✓	•				
Rehearse and deliver short presentations on familiar and new topics									✓	•	✓	•				
<b>Interpreting, analysing, evaluating</b>																
Identify the audience of imaginative, informative and persuasive texts		✓			•	•							•	✓		
Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting			✓	✓									✓			✓
Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures	✓			✓									✓		•	✓
<b>Creating texts</b>																
Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose					✓	✓	✓	•					✓	✓	✓	✓
Reread and edit text for spelling, sentence-boundary punctuation and text structure							✓	•								
Write legibly and with growing fluency using unjoined upper case and lower case letters																
Construct texts featuring print, visual and audio elements using software, including word processing programs													✓		✓	

**CURRICULUM STRAND: LANGUAGE**

YEAR 3: Curriculum Content Descriptors	First Steps 2 <sup>nd</sup> Edition <b>READING</b> Resources & MTE's				First Steps 2 <sup>nd</sup> Edition <b>WRITING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>SPEAKING &amp; LISTENING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>VIEWING</b> Resources & MTEs			
	U of T	C U	Con	P and S	U of T	C U	Con	P and S	U of T	C U	Con	P and S	U of T	C U	Con	P and S
<b>Language variation and change</b>																
Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning													✓	✓		
<b>Language for interaction</b>																
Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations										✓	✓					
Examine how evaluative language can be varied to be more or less forceful		✓	✓			✓										
<b>Text structure and organisation</b>																
Understand how different types of texts vary in use of language choices, depending on their function and purpose, for example tense and types of sentences		✓			✓	✓							✓		•	
Understand that paragraphs are a key organisational feature of written texts			✓		✓		✓									
Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters			✓				✓									
Identify the features of online texts that enhance navigation													✓		✓	
<b>Expressing and developing ideas</b>																
Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement							✓									
Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense			✓				✓									
Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments													•	✓	✓	
Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs		✓				✓	✓			✓	•					
Understand how to use sound–letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example ‘tion’			✓				✓									
Recognise high frequency sight words			✓	•			•									

**CURRICULUM STRAND: LITERATURE**

YEAR 3: Curriculum Content Descriptors	First Steps 2 <sup>nd</sup> Edition <b>READING</b> Resources & MTE's				First Steps 2 <sup>nd</sup> Edition <b>WRITING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>SPEAKING &amp; LISTENING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>VIEWING</b> Resources & MTEs			
	U of T	C U	Con	P and S	U of T	C U	Con	P and S	U of T	C U	Con	P and S	U of T	C U	Con	P and S
<b>Literature and context</b>																
Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons						✓								✓		
<b>Responding to literature</b>																
Draw connections between personal experiences and the worlds of texts, and share responses with others																
Develop criteria for establishing personal preferences for literature						✓								✓		
<b>Examining literature</b>																
Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative	✓	✓			•											
Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose		✓	•													
<b>Creating literature</b>																
Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle					✓		✓	✓					✓		✓	•
Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue					✓		✓	✓					✓		✓	•



**CURRICULUM STRAND: LITERACY**

YEAR 3: Curriculum Content Descriptors	First Steps 2 <sup>nd</sup> Edition <b>READING</b> Resources & MTE's				First Steps 2 <sup>nd</sup> Edition <b>WRITING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>SPEAKING &amp; LISTENING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>VIEWING</b> Resources & MTEs			
	U of T	CU	Con	P and S	U of T	CU	Con	P and S	U of T	CU	Con	P and S	U of T	CU	Con	P and S
<b>Texts in context</b>																
Identify the point of view in a text and suggest alternative points of view		✓												•		
<b>Interacting with others</b>																
Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations									✓		✓	•				
Plan and deliver short presentations, providing some key details in logical sequence									✓		✓	✓				
Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume									✓	•	✓	✓				
<b>Interpreting, analysing, evaluating</b>																
Identify the audience and purpose of imaginative, informative and persuasive texts		✓				✓				✓				✓		
Read an increasing range of different types of texts by combining contextual, semantic, grammatical and <b>phonic</b> knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting	•	•	•	✓									✓			✓
Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features	✓		✓	✓									✓			✓
<b>Creating texts</b>																
Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose					✓		✓	•					✓	•	✓	✓
Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation			•	✓			✓	✓								
Write using joined letters that are clearly formed and consistent in size																
Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements																

**CURRICULUM STRAND: LANGUAGE**

YEAR 4: Curriculum Content Descriptors	First Steps 2 <sup>nd</sup> Edition <b>READING</b> Resources & MTE's				First Steps 2 <sup>nd</sup> Edition <b>WRITING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>SPEAKING &amp; LISTENING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>VIEWING</b> Resources & MTEs			
	U of T	C U	Con	P and S	U of T	C U	Con	P and S	U of T	C U	Con	P and S	U of T	C U	Con	P and S
<b>Language variation and change</b>																
Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages										•	•					
<b>Language for interaction</b>																
Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising students' own views and reporting them to a larger group										✓						
Understand differences between the language of opinion and feeling and the language of factual reporting or recording		•			•	✓				•	✓					
<b>Text structure and organisation</b>																
Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience			•		✓	•							✓	✓	•	
Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives			✓								•					
Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech			✓													
Identify features of online texts that enhance readability including text, navigation, links, graphics and layout			✓										✓		✓	
<b>Expressing and developing ideas</b>																
Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases							✓				•					
Investigate how quoted (direct) and reported (indirect) speech work in different types of text	✓						✓		✓		•					
Understand how adverbs groups/phrase and prepositional phrases work in different ways to provide circumstantial details about an activity	✓						✓									
Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts													✓	•	✓	✓
Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research			•				✓	•								
Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters			✓				✓	•								
Recognise homophones and know how to use context to identify correct spelling							✓	•								

**CURRICULUM STRAND: LITERATURE**

YEAR 4: Curriculum Content Descriptors	First Steps 2 <sup>nd</sup> Edition <b>READING</b> Resources & MTE's				First Steps 2 <sup>nd</sup> Edition <b>WRITING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>SPEAKING &amp; LISTENING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>VIEWING</b> Resources & MTEs			
	U of T	CU	Con	P and S	U of T	CU	Con	P and S	U of T	CU	Con	P and S	U of T	CU	Con	P and S
<b>Literature and context</b>																
Make connections between the ways different authors may represent similar storylines, ideas and relationships		✓		•		✓								✓		
<b>Responding to literature</b>																
Discuss literary experiences with others, sharing responses and expressing a point of view		✓		•					•	✓				✓		
Use metalanguage to describe the effects of ideas, text structures and language features of literary texts	✓	✓	•		•		✓		✓				✓		•	
<b>Examining literature</b>																
Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension	✓	✓			✓	•			•				•			
Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns					•	✓	•							✓		
<b>Creating literature</b>																
Create literary texts that explore students' own experiences and imagining	•				✓	•			✓				✓	•	✓	✓
Create literary texts by developing storylines, characters and settings					✓	•	•	✓					✓		✓	✓

**CURRICULUM STRAND: LITERACY**

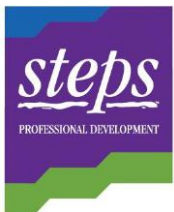
YEAR 4: Curriculum Content Descriptors	First Steps 2 <sup>nd</sup> Edition <b>READING</b> Resources & MTE's				First Steps 2 <sup>nd</sup> Edition <b>WRITING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>SPEAKING &amp; LISTENING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>VIEWING</b> Resources & MTEs			
	U of T	CU	Con	P and S	U of T	CU	Con	P and S	U of T	CU	Con	P and S	U of T	CU	Con	P and S
<b>Texts in context</b>																
Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts		✓	•										•	✓	•	
<b>Interacting with others</b>																
Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information									✓	✓	✓	✓				
Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently									✓	✓	✓	✓				
Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences									✓	✓	✓	✓				
<b>Interpreting, analysing, evaluating</b>																
Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text			✓		✓								•	✓	✓	
Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing	✓		✓	✓									✓			✓
Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts	✓		•	✓								✓	✓			✓
<b>Creating texts</b>																
Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features					•	•	✓	✓					✓	•	✓	✓
Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure					•		✓	✓								
Write using clearly-formed joined letters, and develop increased fluency and automaticity																
Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements																

**CURRICULUM STRAND: LANGUAGE**

YEAR 5: Curriculum Content Descriptors	First Steps 2 <sup>nd</sup> Edition <b>READING</b> Resources & MTE's				First Steps 2 <sup>nd</sup> Edition <b>WRITING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>SPEAKING &amp; LISTENING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>VIEWING</b> Resources & MTEs			
	U of T	C U	Con	P and S	U of T	C U	Con	P and S	U of T	C U	Con	P and S	U of T	C U	Con	P and S
<b>Language variation and change</b>																
Understand that the pronunciation, spelling and meanings of words have histories and change over time			✓				•					•				
<b>Language for interaction</b>																
Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships											✓					
Understand how to move beyond making bare assertions and take account of differing perspectives and points of view						•	✓				✓					
<b>Text structure and organisation</b>																
Understand how texts vary in purpose, structure and topic as well as the degree of formality			•		✓	•	•			✓	•			✓	•	
Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold	✓			•	•		✓			✓						
Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns							✓									
Investigate how the organisation of texts into chapters, headings, subheadings, home pages and subpages for online texts and according to chronology or topic can be used to predict content and assist navigation			✓	•	✓									✓	•	•
<b>Expressing and developing ideas</b>																
Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause							✓					✓				
Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, thing or idea							✓					✓				
Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations	•	✓												✓	✓	•
Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts			✓				✓				•	✓				
Understand how to use banks of known words as well as word origins, prefixes, suffixes to learn and spell new words			✓				✓	•								
Recognise uncommon plurals, for example 'foci'			✓				✓									

**CURRICULUM STRAND: LITERATURE**

YEAR 5: Curriculum Content Descriptors	First Steps 2 <sup>nd</sup> Edition <b>READING</b> Resources & MTE's				First Steps 2 <sup>nd</sup> Edition <b>WRITING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>SPEAKING &amp; LISTENING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>VIEWING</b> Resources & MTEs			
	U of T	C U	Con	P and S	U of T	C U	Con	P and S	U of T	C U	Con	P and S	U of T	C U	Con	P and S
<b>Literature and context</b>																
Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts	✓	✓								•			✓	•		
<b>Responding to literature</b>																
Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others		✓				✓				•		•	✓	✓		
Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences	•	✓		•		✓	•				✓		✓	✓		
<b>Examining literature</b>																
Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses		✓				✓								✓		
Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes	✓		•		•	✓	✓						•	✓		
<b>Creating literature</b>																
Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced					✓	•	✓	•					✓		•	
Create literary texts that experiment with structures, ideas and stylistic features of selected					✓	✓	✓	•					✓		✓	



**CURRICULUM STRAND: LITERACY**

YEAR 5: Curriculum Content Descriptors	First Steps 2 <sup>nd</sup> Edition <b>READING</b> Resources & MTE's				First Steps 2 <sup>nd</sup> Edition <b>WRITING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>SPEAKING &amp; LISTENING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>VIEWING</b> Resources & MTEs			
	U of T	C U	Con	P and S	U of T	C U	Con	P and S	U of T	C U	Con	P and S	U of T	C U	Con	P and S
<b>Texts in context</b>																
Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context		✓				✓	✓				✓	✓			✓	
<b>Interacting with others</b>																
Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view										✓		✓	•			
Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes										✓	✓	✓	•			
Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements										✓	✓	✓	✓			•
<b>Interpreting, analysing, evaluating</b>																
Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text			•	✓		✓	•							✓	•	✓
Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning	✓			✓										✓		✓
Use comprehension strategies to interpret and analyse information, integrating and linking ideas from a variety of print and digital sources	✓			✓				✓						✓		•
<b>Creating texts</b>																
Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience						✓	•	✓	✓					✓	•	✓
Reread and edit student's own and others' work using agreed criteria for text structures and language features	✓		•	•	•	•		•	✓							
Develop a handwriting style that is becoming legible, fluent and automatic																
Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements																

**CURRICULUM STRAND: LANGUAGE**

YEAR 6: Curriculum Content Descriptors	First Steps 2 <sup>nd</sup> Edition <b>READING</b> Resources & MTE's				First Steps 2 <sup>nd</sup> Edition <b>WRITING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>SPEAKING &amp; LISTENING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>VIEWING</b> Resources & MTEs			
	U of T	C U	Con	P and S	U of T	C U	Con	P and S	U of T	C U	Con	P and S	U of T	C U	Con	P and S
<b>Language variation and change</b>																
Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English										•						
<b>Language for interaction</b>																
Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase										✓						
Understand the uses of objective and subjective language and bias		•			✓				•	✓						
<b>Text structure and organisation</b>																
Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects	✓	✓	•		•	✓				•			✓		•	
Understand that cohesive links can be made in texts by omitting or replacing words			✓				✓						✓			
Understand the uses of commas to separate clauses			•				✓									
<b>Expressing and developing ideas</b>																
Investigate how complex sentences can be in a variety of ways to elaborate, extend and explain ideas			•				✓									
Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases			✓				✓									
Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts			✓		•		✓						✓		✓	•
Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion		✓	•			✓	•									
Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages			•				✓	✓								

**CURRICULUM STRAND: LITERATURE**

YEAR 6: Curriculum Content Descriptors	First Steps 2 <sup>nd</sup> Edition <b>READING</b> Resources & MTE's				First Steps 2 <sup>nd</sup> Edition <b>WRITING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>SPEAKING &amp; LISTENING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>VIEWING</b> Resources & MTEs			
	U of T	CU	Con	P and S	U of T	CU	Con	P and S	U of T	CU	Con	P and S	U of T	CU	Con	P and S
<b>Literature and context</b>																
Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts		✓									✓				✓	
<b>Responding to literature</b>																
Analyse and evaluate similarities and differences in texts on similar topics, themes or plots	✓	•	•		✓								✓	•		
Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts		✓	✓			•	✓							✓		
<b>Examining literature</b>																
Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style	✓	✓					•						✓	•		•
Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse	•	✓			•											
<b>Creating literature</b>																
Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways					✓	•	•	✓	✓	•	•	✓	✓	•	✓	✓
Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice					✓	•	✓						✓		✓	

**CURRICULUM STRAND: LITERACY**

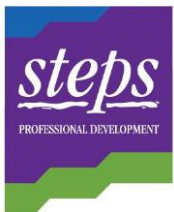
YEAR 6: Curriculum Content Descriptors	First Steps 2 <sup>nd</sup> Edition <b>READING</b> Resources & MTE's				First Steps 2 <sup>nd</sup> Edition <b>WRITING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>SPEAKING &amp; LISTENING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>VIEWING</b> Resources & MTEs			
	U of T	CU	Con	P and S	U of T	CU	Con	P and S	U of T	CU	Con	P and S	U of T	CU	Con	P and S
<b>Texts in context</b>																
Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches		✓	•			✓	•			✓			✓	✓	•	
<b>Interacting with others</b>																
Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions									✓	✓	✓	✓				
Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience									✓	✓	✓	✓				
Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis									✓	✓	✓	✓				
<b>Interpreting, analysing, evaluating</b>																
Analyse how text structures and language features work together to meet the purpose of a text	✓	✓			✓						✓		✓	✓	•	
Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings	✓		✓	✓				•					✓		✓	✓
Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts	✓			✓									✓		✓	✓
Analyse strategies authors use to influence readers		✓											✓	✓	•	✓
<b>Creating texts</b>																
Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience					•	•	✓	✓					•	✓		
Reread and edit students' own and others' work using agreed criteria and explaining editing choices	•		•			•	•	✓								
Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose																
Use a range of software, including word processing programs, learning new functions as required to create texts																

**CURRICULUM STRAND: LANGUAGE**

CURRICULUM STRAND: LANGUAGE	First Steps 2 <sup>nd</sup> Edition <b>READING</b> Resources & MTE's				First Steps 2 <sup>nd</sup> Edition <b>WRITING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>SPEAKING &amp; LISTENING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>VIEWING</b> Resources & MTEs			
	U of T	CU	Con	P and S	U of T	CU	Con	P and S	U of T	CU	Con	P and S	U of T	CU	Con	P and S
<b>YEAR 7: Curriculum Content Descriptors</b>																
<b>Language variation and change</b>																
Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating						•				•						
<b>Language for interaction</b>																
Understand how accents, styles of speech and idioms express and create personal and social identities					•					✓	•					
Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources		•					✓		•	✓	✓					
<b>Text structure and organisation</b>																
Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors			✓		✓		✓						✓			
Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts		•	✓		✓		✓	•					✓	✓	•	
Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses							✓									
<b>Expressing and developing ideas</b>																
Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information					✓		✓									
Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns			✓				✓									
Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance														✓	✓	
Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language			✓	✓												
Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them			✓	•			✓	✓								

**CURRICULUM STRAND: LITERATURE**

YEAR 7: Curriculum Content Descriptors	First Steps 2 <sup>nd</sup> Edition <b>READING</b> Resources & MTE's				First Steps 2 <sup>nd</sup> Edition <b>WRITING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>SPEAKING &amp; LISTENING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>VIEWING</b> Resources & MTEs			
	U of T	CU	Con	P and S	U of T	CU	Con	P and S	U of T	CU	Con	P and S	U of T	CU	Con	P and S
Literature and context																
Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts	✓	✓		•						•				✓		
Responding to literature																
Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view		✓								•				✓		
Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts		✓	•			•							✓	✓	•	
Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage	✓				✓				•				✓			
Examining literature																
Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches	✓	✓			✓		•						✓	•		
Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels	✓	•	✓		✓	•									•	
Creating literature																
Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition					✓	•	✓	✓					✓	•	✓	✓
Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour					✓		✓	•					✓		✓	•



**CURRICULUM STRAND: LITERACY**

YEAR 7: Curriculum Content Descriptors	First Steps 2 <sup>nd</sup> Edition <b>READING</b> Resources & MTE's				First Steps 2 <sup>nd</sup> Edition <b>WRITING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>SPEAKING &amp; LISTENING</b> Resources & MTEs				First Steps 2 <sup>nd</sup> Edition <b>VIEWING</b> Resources & MTEs			
	U of T	CU	Con	P and S	U of T	CU	Con	P and S	U of T	CU	Con	P and S	U of T	CU	Con	P and S
<b>Texts in context</b>																
Analyse and explain the effect of technological innovations on texts, particularly media texts	✓				✓		✓						✓		✓	
<b>Interacting with others</b>																
Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition	✓	✓							✓			•				
Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning									✓	✓	✓	✓				
Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing									✓	✓	✓	✓	✓		✓	•
<b>Interpreting, analysing, evaluating</b>																
Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose	✓	✓	✓	✓									✓	✓	•	
Use prior knowledge and text processing strategies to interpret a range of types of texts	✓	✓	✓	✓									✓	•		✓
Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources	✓	✓	•	✓									✓			✓
Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences	✓	✓	✓	•	✓	•							✓	✓	✓	•
<b>Creating texts</b>																
Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas					✓	✓	•	✓					✓	•	✓	✓
Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact					•	•	✓	✓								
Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods																
Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts																