



Morning Routine

- Use of grammatical structures when talking about the weather
- Model punctuation of the days and months
- Use of grammatical structures when talking about number (e.g. 100 days of school)

Sentence of the Day

- Modelling of grammar and punctuation conventions daily
- Shared construction of sentences
- Individual construction after modelling

Shared and Guided Reading

- Use of grammatical structures when talking about text.
- Application of punctuation knowledge when reading and talking about text. E.g. direct speech, exclamation marks.
- Learning outcomes directly related to grammar and punctuation during guided reading.
- Independent activities to achieve grammar and punctuation outcomes.

Stand Alone Lessons

- Use gradual release of responsibility model to teach grammar and punctuation.
- Use of explicit, differentiated teaching.
- Children apply new learning.
- Teacher assessment.
- Practice through games and activities.

Grammar and Punctuation Integration and Stand Alone Teaching

Integration with Other KLAs

- Use of grammatical structures when talking about text related to all learning.
- Application of grammatical knowledge when reading different text types for a specific purpose.

Shared and Guided Writing

- Use of grammatical structures when composing text. E.g. adjectives, adverbs
- Application of punctuation knowledge when talking about and composing text. e.g. direct speech, exclamation marks, .
- Learning outcomes directly related to grammar and punctuation during guided writing.
- Independent activities to achieve grammar and punctuation outcomes.



Kindergarten

Syllabus Outcomes

ENe-1A

Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction.

ENe-6B

Recognises that there are different kinds of spoken texts with specific language features and shows an emerging awareness of some purposes for spoken language

ENe-4A

Demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies.

ENe-9B

Demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts

Literacy Continuum

Involves using spelling, grammar, design features, handwriting and digital tools to create texts for specific purposes. Texts' include oral, aural, written visual, electronic and multimodal texts.

Cluster 1	Cluster 2	Cluster 3	Cluster 4
		<ul style="list-style-type: none"> Writes a recognisable sentence, words may not be spelled correctly, some evidence of sentence punctuation. 	<ul style="list-style-type: none"> Writes one or more simple sentences; some words spelled correctly, most letters formed correctly and evidence of sentence punctuation.
		<ul style="list-style-type: none"> Uses simple noun groups and adverbial phrases when writing. 	<ul style="list-style-type: none"> Reads own text aloud to check that it makes sense to others.
			<ul style="list-style-type: none"> Produces some compound sentences using conjunctions to join ideas. Uses simple pronoun references.



Kindergarten - Grammar Content	T1	T2	T3	T4
<p>Speaking and Listening</p> <p><i>Understand and apply knowledge of language forms and features</i></p> <ul style="list-style-type: none">- teach students the language features of spoken language in the classroom- teach students to link ideas in spoken texts using the conjunctions 'and' 'but'- teach students to use time connectives , e.g. Then, next, after that- ensure students match noun to pronoun in spoken texts e.g. My <i>sister</i> has a doll. <i>She</i> plays with it every day.- teach students to identify the difference between a statement and a question <p><i>Respond to and compose texts</i></p> <ul style="list-style-type: none">- ensure students make simple requests using appropriate word order- teach students to use past tense <p>Reading and Viewing</p> <p><i>Understand and apply knowledge of language forms and features</i></p> <p><i>Teach students:</i></p> <ul style="list-style-type: none">- to link ideas in spoken texts using 'and' 'but' during modelled, shared and guided reading- to recognise grammatical patterns when reading to assist in making meaning, e.g. locating words that tell who, what, when or where in texts <p>Grammar, Punctuation and Vocabulary</p> <p><i>Understand and apply knowledge of language forms and features</i></p> <p><i>Teach students:</i></p> <ul style="list-style-type: none">- to recognise that texts are made up of words and groups of words that make meaning (ACELA1434)- to recognise that sentences are key units for expressing ideas (ACELA1435)- identify statements, questions, commands and exclamations and their functions in texts- to indicate when, where and how actions occurred in a sentence, e.g. last week, at home- to recognise and use nouns, pronouns and conjunctions- that an adjective describes a noun- to use simple pronoun references to maintain meaning <p><i>Respond to and compose texts</i></p> <p><i>Teach students:</i></p> <ul style="list-style-type: none">- to compose effective sentences when writing using appropriate word order				



Kindergarten - Punctuation Content	T1	T2	T3	T4
<p><i>Students should be taught that use of correct punctuation is needed to achieve the purpose of a text.</i></p> <p>Respond to and compose texts Teach students:</p> <ul style="list-style-type: none">- to use punctuation when attempting to write simple sentences- that punctuation is a feature of written text different from letters- the features of sentence punctuation, e.g. question marks and exclamation marks, when reading and composing <p>Teach students to use capital letters</p> <ul style="list-style-type: none">- beginning a sentence- beginning of first and surname- other proper nouns <p>Teach students to use full stops</p> <ul style="list-style-type: none">- at the end of a sentence <p>Understand and apply knowledge of language forms and features</p> <ul style="list-style-type: none">- through sentence of the day, students should recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (ACELA1432)				



Year 1

Syllabus Outcomes

- EN-1A**
Communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations
- EN1-4A**
Draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies
- EN1-9B**
Uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts

Literacy Continuum

Involves using spelling, grammar, design features, handwriting and digital tools to create texts for specific purposes. Texts' include oral, aural, written visual, electronic and multimodal texts.

Cluster 3	Cluster 4	Cluster 5	Cluster 6
<ul style="list-style-type: none"> Writes a recognisable sentence, words may not be spelled correctly, some evidence of sentence punctuation. 	<ul style="list-style-type: none"> Writes one or more simple sentences; some words spelled correctly, most letters formed correctly and evidence of sentence punctuation. 	<ul style="list-style-type: none"> Rereads own text to clarify meaning and make some changes to the text. 	<ul style="list-style-type: none"> Begins to use text features such as headings and paragraphs to organise information.
<ul style="list-style-type: none"> Uses simple noun groups and adverbial phrases when writing. 	<ul style="list-style-type: none"> Reads own text aloud to check that it makes sense to others. 	<ul style="list-style-type: none"> Uses sentence punctuation and some simple punctuation. 	<ul style="list-style-type: none"> Uses simple punctuation, e.g. full stops, exclamation marks and question marks. Experiments with using some complex sentences to enhance writing.
	<ul style="list-style-type: none"> Produces some compound sentences using conjunctions to join ideas. 	<ul style="list-style-type: none"> Accurately writes simple and compound sentences. 	
	<ul style="list-style-type: none"> Uses simple pronoun references. 	<ul style="list-style-type: none"> Uses a range of adjectives to provide more information about nouns. 	



Year 1 - Grammar Content	T1	T2	T3	T4
<p>Speaking and Listening <i>Understand and apply knowledge of language forms and features</i> - continue to teach students the language features of spoken language used in the classroom - teach students that there are different ways of asking for information, making offers and giving commands (ACELA1446)</p> <p><i>Respond to and compose texts</i> - teach students to formulate open and closed questions appropriate to the context</p> <p>Reading and Viewing <i>Understand and apply knowledge of language forms and features</i> - teach students recognise grammatical patterns to enhance comprehension, e.g. action verbs, words or groups of words that tell who, what, when, where and how - teach students to recognise a clause as a complete message or thought expressed in words, noun pronoun agreement, conjunctions - teach students that nouns represent people, places, things and ideas and can be, for example, common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives (ACELA1468) - ensure students can identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is involved?' and the surrounding circumstances (ACELA1451)</p> <p>Grammar <i>Understand and apply knowledge of language forms and features</i> <i>Teach students:</i> - to understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (ACELA1467) - to understand that nouns represent people, places and things (including pronouns), - to understand that happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452) - to recognise that a preposition placed in front of a noun group can show where, when, e.g. 'on the box' (where), 'before my birthday' (when) - to recognise that time connectives sequence information in texts</p>				



Green Valley Public School
GRAMMAR AND PUNCTUATION SCOPE AND SEQUENCE

Year 1 - Punctuation Content	T1	T2	T3	T4
<p><i>Students should be taught that use of correct punctuation is needed to achieve the purpose of a text.</i></p> <p>Understand and apply knowledge of language forms and features Teach students:</p> <ul style="list-style-type: none">- to recognise that different types of punctuation, including full stops, question marks and exclamation marks mark the end of sentences- that sentences can be statements, questions, express emotion or give commands (ACELA1449)- to recognise that capital letters signal proper nouns- to use commas to separate items in lists (ACELA1465)- experiment with the use of quoted (direct) and reported (indirect) speech <p>Respond to and compose texts</p> <ul style="list-style-type: none">- teach students to use punctuation in all writing- begin to organise ideas into paragraphs when composing texts- ensure all sentences are effectively using basic grammatical features and punctuation conventions- teach students to use subject–verb and noun–pronoun agreement when composing texts and responding to texts orally and in writing				



Year 2

Syllabus Outcomes

- EN-1A**
Communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations
- EN1-4A**
Draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies
- EN1-9B**
Uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts

Literacy Continuum

Involves using spelling, grammar, design features, handwriting and digital tools to create texts for specific purposes. Texts' include oral, aural, written visual, electronic and multimodal texts.

Cluster 5	Cluster 6	Cluster 7	Cluster 8
<ul style="list-style-type: none"> Rereads own text to clarify meaning and make some changes to the text. 	<ul style="list-style-type: none"> Begins to use text features such as headings and paragraphs to organise information. 	<ul style="list-style-type: none"> Uses contraction apostrophes and capitals for proper nouns as well as other simple punctuation. 	<ul style="list-style-type: none"> Writing shows evidence of revision, editing and proof-reading.
<ul style="list-style-type: none"> Uses sentence punctuation and some simple punctuation. 	<ul style="list-style-type: none"> Uses simple punctuation, e.g. full stops, exclamation marks and question marks. 	<ul style="list-style-type: none"> Includes different types of verbs using appropriate tense and demonstrates subject-verb agreement. 	<ul style="list-style-type: none"> Uses quotation marks for direct speech and commas in lists.
<ul style="list-style-type: none"> Accurately writes simple and compound sentences. 	<ul style="list-style-type: none"> Experiments with using some complex sentences to enhance writing. 		<ul style="list-style-type: none"> Produces a range of grammatically accurate sentences.
<ul style="list-style-type: none"> Uses a range of adjectives to provide more information about nouns. 			



Grammar Content - Year 2	T1	T2	T3	T4
<p>Speaking and Listening <i>Understand and apply knowledge of language forms and features</i> Teach students:</p> <ul style="list-style-type: none">- the language features of the spoken language of the classroom- that there are different ways of asking for information, making offers and giving commands (ACELA1446) <p>Respond to and compose texts Teach students:</p> <ul style="list-style-type: none">- formulate open and closed questions appropriate to the context <p>Reading and Viewing <i>Understand and apply knowledge of language forms and features</i> Teach students:</p> <ul style="list-style-type: none">- to recognise grammatical patterns to enhance comprehension, e.g. action verbs, words or groups of words that tell who, what, when, where and how- to recognise a clause as a complete message or thought expressed in words, noun–pronoun agreement,- that nouns represent people, places, things and ideas and can be, for example, common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives (ACELA1468)- to identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is involved?' and the surrounding circumstances (ACELA1451) <p>Grammar, Punctuation and Vocabulary <i>Understand and apply knowledge of language forms and features</i> Teach students:</p> <ul style="list-style-type: none">- that paragraphs are used to organise ideas- to understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (ACELA1467)- to understand that nouns represent people, places and things (including pronouns),- to understand that happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452)- to recognise that a preposition placed in front of a noun group can show where, when, e.g. 'on the box' (where), 'before my birthday' (when)- to recognise that time connectives sequence information in texts				



Year 2 - Punctuation Content	T1	T2	T3	T4
<p><i>Students should be taught that use of correct punctuation is needed to achieve the purpose of a text.</i></p> <p>Understand and apply knowledge of language forms and features Teach students:</p> <ul style="list-style-type: none">- to recognise that different types of punctuation, including full stops, question marks and exclamation marks- to mark the end of sentences with punctuation- that sentences can be statements, questions, express emotion or give commands (ACELA1449)- to recognise that capital letters signal proper nouns- to use commas to separate items in lists (ACELA1465)- to use contraction apostrophes- to use quoted (direct) and reported (indirect) speech <p>Respond to and compose texts Teach students:</p> <ul style="list-style-type: none">- to use punctuation in all writing- begin to organise ideas into paragraphs when composing texts- ensure all sentences are effectively using basic grammatical features and punctuation conventions- teach students to use subject–verb and noun–pronoun agreement when composing texts and responding to texts orally and in writing- to reread and edit text for spelling, sentence-boundary punctuation and text structure.				



Green Valley Public School
GRAMMAR AND PUNCTUATION SCOPE AND SEQUENCE

Year 3

EN2-1A

Communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts.

EN2-4A

Uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies.

EN2-9B

Uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts.

Literacy Continuum

Involves using spelling, grammar, design features, handwriting and digital tools to create texts for specific purposes. Texts include oral, aural, written visual, electronic and multimodal texts.

Cluster 7	Cluster 8	Cluster 9	Cluster 10
<ul style="list-style-type: none"> Uses contraction apostrophes and capitals for proper nouns as well as other simple punctuation. 	<ul style="list-style-type: none"> Writing shows evidence of revision, editing and proof-reading. 	<ul style="list-style-type: none"> Rereads texts during and after writing to check accuracy, consistency of meaning and fitness for purpose. 	<ul style="list-style-type: none"> Rereads and revises text to check and improve meaning, deleting unnecessary information or adding new information.
<ul style="list-style-type: none"> Includes different types of verbs using appropriate tense and demonstrates subject-verb agreement. 	<ul style="list-style-type: none"> Uses quotation marks for direct speech and commas in lists. 	<ul style="list-style-type: none"> Structures texts using paragraphs composed of logically grouped sentences that deal with a particular aspect of a topic. 	<ul style="list-style-type: none"> Creates meaningful sentences using a variety of sentence beginnings, including adverbial and adjectival clauses to create complex sentences.
	<ul style="list-style-type: none"> Produces a range of grammatically accurate sentences. 	<ul style="list-style-type: none"> Chooses verbs, adverbials, nouns and adjectivals to express specific ideas and details. 	<ul style="list-style-type: none"> Uses sentence and simple punctuation correctly. Uses grammatical features such as pronouns, conjunctions and connectives to accurately link ideas and information.



Year 3 - Grammar Content	T1	T2	T3	T4
<p>Reading and Viewing <i>Understand and apply knowledge of language forms and features</i> Teach students:</p> <ul style="list-style-type: none">- to use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604)- to understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491) <p>Grammar <i>Understand and apply knowledge of language forms and features</i> Teach students:</p> <ul style="list-style-type: none">- to understand how a range of language features can shape readers' and viewers' understanding of subject matter-to describe how audience and purpose impact on language forms and features in imaginative, informative and persuasive texts- to understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)- to identify a variety of connectives in texts to indicate time, to add information and to clarify understanding- to understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (ACELA1481)- to understand how to elaborate on ideas in texts through the use of prepositional phrases- to understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495)- to understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (ACELA1493)- to identify and use grammatical features, e.g. pronouns, conjunctions and connectives, to accurately link ideas and information- to understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (ACELA1482)- to reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683) <p>Respond to and compose texts Teach students:</p> <ul style="list-style-type: none">- to use grammatical features to create complex sentences when composing texts				



Year 3 - Punctuation Content	T1	T2	T3	T4
<p><i>Students should be taught that use of correct punctuation is needed to achieve the purpose of a text.</i></p> <p>Understand and apply knowledge of language forms and features Teach students:</p> <ul style="list-style-type: none">- to experiment with punctuation to engage the reader and achieve purpose- to know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480)- to recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492)- to understand that paragraphs are a key organisational feature of written texts (ACELA1479)- to investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494)- to use apostrophes for contractions				



Year 4

EN2-1A

Communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts.

EN2-4A

Uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies.

EN2-9B

Uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts.

Literacy Continuum

Involves using spelling, grammar, design features, handwriting and digital tools to create texts for specific purposes. Texts' include oral, aural, written visual, electronic and multimodal texts.

Cluster 7	Cluster 8	Cluster 9	Cluster 10
<ul style="list-style-type: none"> Uses contraction apostrophes and capitals for proper nouns as well as other simple punctuation. 	<ul style="list-style-type: none"> Writing shows evidence of revision, editing and proof-reading. 	<ul style="list-style-type: none"> Rereads texts during and after writing to check accuracy, consistency of meaning and fitness for purpose. 	<ul style="list-style-type: none"> Rereads and revises text to check and improve meaning, deleting unnecessary information or adding new information.
<ul style="list-style-type: none"> Includes different types of verbs using appropriate tense and demonstrates subject-verb agreement. 	<ul style="list-style-type: none"> Uses quotation marks for direct speech and commas in lists. 	<ul style="list-style-type: none"> Structures texts using paragraphs composed of logically grouped sentences that deal with a particular aspect of a topic. 	<ul style="list-style-type: none"> Creates meaningful sentences using a variety of sentence beginnings, including adverbial and adjectival clauses to create complex sentences.
	<ul style="list-style-type: none"> Produces a range of grammatically accurate sentences. 	<ul style="list-style-type: none"> Chooses verbs, adverbials, nouns and adjectivals to express specific ideas and details. 	<ul style="list-style-type: none"> Uses sentence and simple punctuation correctly. Uses grammatical features such as pronouns, conjunctions and connectives to accurately link ideas and information.



Year 4 - Grammar Content	T1	T2	T3	T4
<p>Reading and Viewing <i>Understand and apply knowledge of language forms and features</i> Teach students:</p> <ul style="list-style-type: none">- to use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604)- to understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491) <p>Grammar <i>Understand and apply knowledge of language forms and features</i> Teach students:</p> <ul style="list-style-type: none">- to understand how a range of language features can shape readers' and viewers' understanding of subject matter-to describe how audience and purpose impact on language forms and features in imaginative, informative and persuasive texts- to understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)- to identify a variety of connectives in texts to indicate time, to add information and to clarify understanding- to understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (ACELA1481)- to understand how to elaborate on ideas in texts through the use of prepositional phrases- to understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495)- to understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (ACELA1493)- to identify and use grammatical features, e.g. pronouns, conjunctions and connectives, to accurately link ideas and information- to understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (ACELA1482)- to reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683) <p>Respond to and compose texts Teach students:</p> <ul style="list-style-type: none">- to use grammatical features to create complex sentences when composing texts				



Year 4 - Punctuation Content	T1	T2	T3	T4
<p><i>Students should be taught that use of correct punctuation is needed to achieve the purpose of a text.</i></p> <p>Understand and apply knowledge of language forms and features Teach students:</p> <ul style="list-style-type: none">- to use punctuation to engage the reader and achieve purpose- to know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480)- to recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492)- to understand that paragraphs are a key organisational feature of written texts (ACELA1479) and that they should be used in all writing for a public audience- to investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494) and how to use this in their writing- to use apostrophes for contractions				



Green Valley Public School
GRAMMAR AND PUNCTUATION SCOPE AND SEQUENCE

Year 5

EN3-1A

Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features

EN3-3A

Uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies

EN3-6B

Uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies

Literacy Continuum

Involves using spelling, grammar, design features, handwriting and digital tools to create texts for specific purposes. Texts' include oral, aural, written visual, electronic and multimodal texts.

Cluster 8	Cluster 9	Cluster 10	Cluster 11
<ul style="list-style-type: none"> • Writing shows evidence of revision, editing and proof-reading. 	<ul style="list-style-type: none"> • Rereads texts during and after writing to check accuracy, consistency of meaning and fitness for purpose. 	<ul style="list-style-type: none"> • Rereads and revises text to check and improve meaning, deleting unnecessary information or adding new information. 	<ul style="list-style-type: none"> • Selects appropriate language for purpose, e.g. descriptive, persuasive, topic, technical, evaluative, emotive, and colloquial.
<ul style="list-style-type: none"> • Uses quotation marks for direct speech and commas in lists. 	<ul style="list-style-type: none"> • Structures texts using paragraphs composed of logically grouped sentences that deal with a particular aspect of a topic. 	<ul style="list-style-type: none"> • Creates meaningful sentences using a variety of sentence beginnings, including adverbial and adjectival clauses to create complex sentences. 	<ul style="list-style-type: none"> • Uses topic sentences and appropriately organises main and subordinate ideas.
<ul style="list-style-type: none"> • Produces a range of grammatically accurate sentences. 	<ul style="list-style-type: none"> • Chooses verbs, adverbials, nouns and adjectivals to express specific ideas and details. 	<ul style="list-style-type: none"> • Uses sentence and simple punctuation correctly. 	<ul style="list-style-type: none"> •
		<ul style="list-style-type: none"> • Uses grammatical features such as pronouns, conjunctions and connectives to accurately link ideas and information. 	<ul style="list-style-type: none"> •



Year 5 - Grammar Content	T1	T2	T3	T4
<p>Reading and Viewing <i>Understand and apply knowledge of language forms and features</i> Teach students:</p> <p>Grammar <i>Understand and apply knowledge of language forms and features</i> Teach students:</p> <p>Develop and apply contextual knowledge Teach students:</p> <ul style="list-style-type: none">- to understand that choices in grammar, punctuation and vocabulary contribute to the effectiveness of texts- to identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)- to understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507)- to experiment using a range of language features, e.g. connectives, topic sentences, active and passive voice and nominalisation- to 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, place, thing or idea (ACELA1508)- to understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523)- to identify a variety of connectives in texts to indicate time, add information, clarify understanding, show cause and effect and indicate condition/concession <p>Respond to and compose texts Teach students:</p> <ul style="list-style-type: none">- to select some more challenging language features, literary devices (e.g. irony, humour) and grammatical features (e.g. modality) to engage and influence an audience- to experiment with different types of sentences, e.g. short sentences to build tension and complex sentences to add detail- to use topic sentences and appropriately organise main (independent) and subordinate (dependent) ideas to enhance coherence in written texts- to select appropriate language for a purpose, e.g. descriptive, persuasive, technical, evaluative, emotive and colloquial, when composing texts- to use grammatical features, e.g. pronouns, conjunctions and connectives, to accurately link ideas and information to ensure meaning when composing texts				



Year 5 - Punctuation Content	T1	T2	T3	T4
<p><i>Students should be taught that use of correct punctuation is needed to achieve the purpose of a text.</i></p> <p>Understand and apply knowledge of language forms and features</p> <p>Teach students:</p> <ul style="list-style-type: none">- to use complex punctuation to engage the reader and achieve purpose, or example the ellipsis (...) semi colons (;) and colons (:)- to understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (ACELA1506)- to understand the uses of commas to separate clauses (ACELA1521)				



Year 6

EN3-1A

Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features

EN3-3A

Uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies

EN3-6B

Uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies

Literacy Continuum

Involves using spelling, grammar, design features, handwriting and digital tools to create texts for specific purposes. Texts' include oral, aural, written visual, electronic and multimodal texts.

Cluster 9	Cluster 10	Cluster 11	Cluster 12
<ul style="list-style-type: none"> Rereads texts during and after writing to check accuracy, consistency of meaning and fitness for purpose. 	<ul style="list-style-type: none"> Rereads and revises text to check and improve meaning, deleting unnecessary information or adding new information. 	<ul style="list-style-type: none"> Selects appropriate language for purpose, e.g. descriptive, persuasive, topic, technical, evaluative, emotive, and colloquial. 	<ul style="list-style-type: none"> Creates well planned, extended texts that include more complex and detailed subject matter and language features such as nominalisation.
<ul style="list-style-type: none"> Structures texts using paragraphs composed of logically grouped sentences that deal with a particular aspect of a topic. 	<ul style="list-style-type: none"> Creates meaningful sentences using a variety of sentence beginnings, including adverbial and adjectival clauses to create complex sentences. 	<ul style="list-style-type: none"> Uses topic sentences and appropriately organises main and subordinate ideas. 	<ul style="list-style-type: none"> Selects some sophisticated and subtle language features, literary devices (e.g. irony, humour) and grammatical features (e.g. modality) to engage and influence an audience.
<ul style="list-style-type: none"> Chooses verbs, adverbials, nouns and adjectivals to express specific ideas and details. 	<ul style="list-style-type: none"> Uses sentence and simple punctuation correctly. Uses grammatical features such as pronouns, conjunctions and connectives to accurately link ideas and information. 	<ul style="list-style-type: none"> Experiments with using complex punctuation to engage the reader and achieve purpose. 	<ul style="list-style-type: none"> Makes sentence level choices (e.g. short sentences to build tension; complex sentences to add detail) using a variety of sentence beginnings and dependent clauses. Uses a range of punctuation to enhance meaning and clarity, including the use of brackets to enclose additional information, quotation marks and commas to indicate clauses.



Year 6 - Grammar Content	T1	T2	T3	T4
<p>Reading and Viewing <i>Understand and apply knowledge of language forms and features</i> Teach students:</p> <p>Grammar <i>Understand and apply knowledge of language forms and features</i> Teach students:</p> <p>Develop and apply contextual knowledge Teach students:</p> <ul style="list-style-type: none">- to understand that choices in grammar, punctuation and vocabulary contribute to the effectiveness of texts-to identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)- to understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507)- to experiment using a range of language features, e.g. connectives, topic sentences, active and passive voice and nominalisation- to 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, place, thing or idea (ACELA1508)- to understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523)- to identify a variety of connectives in texts to indicate time, add information, clarify understanding, show cause and effect and indicate condition/concession <p>Respond to and compose texts Teach students:</p> <ul style="list-style-type: none">- to select some more challenging language features, literary devices (e.g. irony, humour) and grammatical features (e.g. modality) to engage and influence an audience- to experiment with different types of sentences, e.g. short sentences to build tension and complex sentences to add detail- to use topic sentences and appropriately organise main (independent) and subordinate (dependent) ideas to enhance coherence in written texts- to select appropriate language for a purpose, e.g. descriptive, persuasive, technical, evaluative, emotive and colloquial, when composing texts- to use grammatical features, e.g. pronouns, conjunctions and connectives, to accurately link ideas and information to ensure meaning when composing texts				



Year 6 - Punctuation Content	T1	T2	T3	T4
<p><i>Students should be taught that use of correct punctuation is needed to achieve the purpose of a text.</i></p> <p>Understand and apply knowledge of language forms and features Teach students:</p> <ul style="list-style-type: none">- to use complex punctuation to engage the reader and achieve purpose, or example the ellipsis (...) semi colons (;) and colons (:)- to understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (ACELA1506)- to understand the uses of commas to separate clauses (ACELA1521)				