

## TABLE OF OBJECTIVES AND OUTCOMES – CONTINUUM OF LEARNING IN ENGLISH K–10

**Objectives:** Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

	Early Stage 1 outcomes	Stage 1 outcomes	Stage 2 outcomes	Stage 3 outcomes	Stage 4 outcomes	Stage 5 outcomes
	A student:	A student:	A student:	A student:	A student:	A student:
<i>A. communicate through speaking, listening, reading, writing, viewing and representing*</i>	ENe-1A communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction	EN1-1A communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations	EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts	EN3-1A communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features	EN4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure	EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
	ENe-2A composes simple texts to convey an idea or message	EN1-2A plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers	EN2-2A plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language	EN3-2A composes, edits and presents well-structured and coherent texts		
	ENe-3A produces most lower case and upper case letters and uses digital technologies to construct texts	EN1-3A composes texts using letters of consistent size and slope and uses digital technologies	EN2-3A uses effective handwriting and publishes texts using digital technologies		EN4-2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies	EN5-2A effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
	ENe-4A demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies	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	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	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		
	ENe-5A demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling	EN1-5A uses a variety of strategies, including knowledge of sight words and letter–sound correspondences, to spell familiar words	EN2-5A uses a range of strategies, including knowledge of letter–sound correspondences and common letter patterns, to spell familiar and some unfamiliar words	EN3-4A draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts		
<i>B. use language to shape and make meaning according to purpose, audience and context</i>	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	EN1-6B recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts	EN2-6B identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features	EN3-5B discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts	EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts	EN5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
	ENe-7B recognises some different purposes for writing and that own texts differ in various ways	EN1-7B identifies how language use in their own writing differs according to their purpose, audience and subject matter	EN2-7B identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts			
	ENe-8B demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter	EN1-8B recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter	EN2-8B identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter			
	ENe-9B demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts	EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts	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	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	EN4-4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence	EN5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts

	<b>Early Stage 1 outcomes</b>	<b>Stage 1 outcomes</b>	<b>Stage 2 outcomes</b>	<b>Stage 3 outcomes</b>	<b>Stage 4 outcomes</b>	<b>Stage 5 outcomes</b>
	A student:	A student:	A student:	A student:	A student:	A student:
<i>C. think in ways that are imaginative, creative, interpretive and critical</i>	ENe-10C thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts	EN1-10C thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts	EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts	EN3-7C thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts	EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts	EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
					EN4-6C identifies and explains connections between and among texts	EN5-6C investigates the relationships between and among texts
<i>D. express themselves and their relationships with others and their world</i>	ENe-11D responds to and composes simple texts about familiar aspects of the world and their own experiences	EN1-11D responds to and composes a range of texts about familiar aspects of the world and their own experiences	EN2-11D responds to and composes a range of texts that express viewpoints of the world similar to and different from their own	EN3-8D identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts	EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it	EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds
					EN4-8D identifies, considers and appreciates cultural expression in texts	EN5-8D questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
<i>E. learn and reflect on their learning through their study of English</i>	ENe-12E demonstrates awareness of how to reflect on aspects of their own and others' learning	EN1-12E identifies and discusses aspects of their own and others' learning	EN2-12E recognises and uses an increasing range of strategies to reflect on their own and others' learning	EN3-9E recognises, reflects on and assesses their strengths as a learner	EN4-9E uses, reflects on and assesses their individual and collaborative skills for learning	EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

\* Some students with special education needs communicate through a variety of verbal or non-verbal communication systems or techniques. It is important to take account of the individual communication strategies used by these students within the context of the *English K–10 Syllabus*.