App Content: Australian Curriculum correlations - Year 7

The activities in the apps enable students to practise selected aspects of language that underpin the development of knowledge, understandings and skills in strands of the Australian Curriculum. These strands, and content descriptions from within these strands, are identified in the following curriculum grids. Completing the activities will assist students to engage with this content; it will not teach the skills identified.

- Year 7 level Australian Curriculum Content Descriptions shown in **black**.
- Content Descriptions from levels prior to Year 7 are shown in **blue**.

Links to relevant Australian Curriculum (AC) Content Descriptions	AC code	Skill Focus				
Skill Area: Vocabulary						
Making better word choices		Alternatives to 'said'	Better descriptive language	Synonyms, antonyms and homophones	Adjectives to describe characters	Adjectives to describe settings
Language: expressing and developing ideas – 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	ACELA 1537	✓	✓	✓	✓	✓
Language: expressing and developing ideas – Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts	ACELA 1512	✓	✓	✓		
Language: expressing and developing ideas – Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion	ACELA 1525			✓	✓	✓
Skill Area: Spelling						
Spelling common words correctly		Doubling letters after short vowels	Dropping the 'e' before adding an ending	'ie'/ 'ei' words	Commonly misused words	Changing the 'y' before adding an ending
Language: expressing and developing ideas – 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	ACELA 1539	✓	✓	✓	✓	✓

Vocabulary › Spelling › Punctuation › Grammar 1 › Grammar 2 › Metalanguage

Skill Area: Punctuation

Using apostrophes; commas; question, exclamation and quotation marks		Apostrophes to show contractions	Apostrophes to show possession	Commas	Question and exclamation marks	Quotation marks
Language: text structure and organisation – Understand the uses of commas to separate clauses	ACELA 1521			✓		
Language: text structure and organisation – Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns	ACELA 1506		✓			
Language: text structure and organisation – Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters	ACELA 1480	✓				
Language: text structure and organisation – 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	ACELA 1449				✓	✓

Skill Area: Grammar 1 (word and group level)

Recognising and using different types of nouns, pronouns, adjectives, verbs and adverbs		Adjectives: factual, quantity, comparative, superlative	Nouns: common, proper, singular, plural	Pronouns: personal, possessive, demonstrative, indefinite	Adverbs: manner, time, place	Verbs: action, relating, saying, present tense
Language: expressing and developing ideas – Understand 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	ACELA 1468		✓			
Language: expressing and developing ideas – 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	ACELA 1508	✓				
Language: expressing and developing ideas – Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense	ACELA 1482					✓
Language: expressing and developing ideas – Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases	ACELA 1523				✓	✓
Language: text structure and organisation – Understand that cohesive links can be made in texts by omitting or replacing words	ACELA 1520			✓		

Vocabulary ▶ Spelling ▶ Punctuation ▶ Grammar 1 ▶ Grammar 2 ▶ Metalanguage

Skill Area: Grammar 2 (clause and sentence level)

Identifying and writing different types of sentences		Identifying and completing sentences	Changing sentence beginnings (adverbs, adverbial phrases)	Topic sentences	Writing better sentences (including use of and, but, or)	Adding detail to sentences (including adding dependent clauses)
Language: text structure and organisation – 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	ACELA 1763			✓		
Language: expressing and developing ideas – 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	ACELA 1534					✓
Language: expressing and developing ideas – Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement	ACELA 1481	✓				
Language: text structure and organisation – 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	ACELA 1505		✓		✓	

Vocabulary ⟩ Spelling ⟩ Punctuation ⟩ Grammar 1 ⟩ **Grammar 2** ⟩ Metalanguage

AC

Skill Area: Metalanguage

*Using words and phrases to respond to and create texts in the English classroom		Key words and phrases related to literary texts	Key words and phrases related to non-fiction texts	Key words and phrases related to essays	Key words and phrases related to print and online media texts	Key words and phrases related to visual texts
*A number of key terms have been selected for practice in this app, as they are relevant to the study and use of literary, non-fiction, print, online and visual texts. Terms related to essay writing are also included in this app.		narrative plot setting character narrator hero theme imagery scene act	text type language feature topic point of view context text purpose text structure audience issue events	summarise illustrate describe compare contrast define explain as well as besides as a result	feature article headline layout journalist image blog masthead filler article column byline	animation director cast shot still framing camera angle props background foreground
Literature: responding to literature – Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage	ACELT 1803	✓	✓	✓	✓	✓
Literacy: analysing and interpreting – Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose	ACELY 1721	✓	✓	✓	✓	✓

Vocabulary ⟩ Spelling ⟩ Punctuation ⟩ Grammar 1 ⟩ Grammar 2 ⟩ **Metalanguage**

App Content: Australian Curriculum correlations - Year 8

The activities in the apps enable students to practise selected aspects of language that underpin the development of knowledge, understandings and skills in strands of the Australian Curriculum. These strands, and content descriptions from within these strands, are identified in the following curriculum grids. Completing the activities will assist students to engage with this content; it will not teach the skills identified.

- Year 8 level Australian Curriculum Content Descriptions shown in **black**.
- Content Descriptions from levels prior to Year 8 are shown in **blue**.

Related Australian Curriculum (AC) Content Descriptions	AC code	Skill Focus				
Skill Area: Vocabulary						
Making better word choices		Alternatives to 'said'	Better descriptive language	Synonyms, antonyms and homophones	Adjectives to describe characters	Adjectives to describe settings
Language: expressing and developing ideas – Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts	ACELA 1547	✓	✓	✓	✓	✓
Language: expressing and developing ideas – 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	ACELA 1537	✓	✓	✓	✓	✓
Skill Area: Spelling						
Spelling common words correctly		Doubling letters after short vowels	Dropping the 'e' before adding an ending	'ie'/ 'ei' words	Commonly misused words	Changing the 'y' before adding an ending
Language: expressing and developing ideas – Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words, including nominalisations	ACELA 1549	✓	✓	✓	✓	✓

Vocabulary ⟩ Spelling ⟩ Punctuation ⟩ Grammar 1 ⟩ Grammar 2 ⟩ Metalanguage

Skill Area: Punctuation

Using apostrophes; commas; question, exclamation and quotation marks		Apostrophes to show contractions	Apostrophes to show possession	Commas	Question and exclamation marks	Quotation marks
Language: text structure and organisation – Understand the uses of commas to separate clauses	ACELA 1521			✓		
Language: text structure and organisation – Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns	ACELA 1506		✓			
Language: text structure and organisation – Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters	ACELA 1480	✓				
Language: text structure and organisation – 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	ACELA 1449				✓	✓

Skill Area: Grammar 1 (word and group level)

Recognising and using different types of nouns, pronouns, adjectives, verbs and adverbs		Adjectives: factual, opinion, comparative, superlative	Nouns: general, specific, compound, concrete	Pronouns: possessive, demonstrative, interrogative, reflexive	Adverbs: manner, place, time	Verbs: auxiliary, relating, sensing, past tense
Language: expressing and developing ideas – Understand 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	ACELA 1468		✓			
Language: expressing and developing ideas – 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	ACELA 1508	✓				
Language: expressing and developing ideas – Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense	ACELA 1482					✓
Language: expressing and developing ideas – Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases	ACELA 1523				✓	✓
Language: text structure and organisation – Understand that cohesive links can be made in texts by omitting or replacing words	ACELA 1520			✓		

Vocabulary ▸ Spelling ▸ **Punctuation** ▸ **Grammar 1** ▸ Grammar 2 ▸ Metalanguage

Skill Area: Grammar 2 (clause and sentence level)

Identifying and writing different types of sentences		Identifying and completing sentences	Changing sentence beginnings (adverbs, adverbial phrases and clauses)	Topic sentences	Writing better sentences (including use of and, but, or, so, for, yet)	Adding detail to sentences (including adding dependent clauses)
Language: text structure and organisation – Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives	ACELA 1809		✓		✓	
Language: expressing and developing ideas – Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause	ACELA 1545				✓	✓
Language: text structure and organisation – 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	ACELA 1763			✓		
Language: text structure and organisation – 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	ACELA 1505		✓		✓	
Language: expressing and developing ideas – 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	ACELA 1534					✓
Language: expressing and developing ideas – Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement	ACELA 1481	✓				
Language: expressing and developing ideas – 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	ACELA 1467				✓	✓

Vocabulary ▸ Spelling ▸ Punctuation ▸ Grammar 1 ▸ **Grammar 2** ▸ Metalanguage

Skill Area: Metalanguage

*Using words and phrases to respond to and create texts in the English classroom		Key words and phrases related to literary texts	Key words and phrases related to non-fiction texts	Key words and phrases related to essays	Key words and phrases related to print and online media texts	Key words and phrases related to visual texts
*A number of key terms have been selected for practice in this app, as they are relevant to the study and use of literary, non-fiction, print, online and visual texts. Terms related to essay writing are also included in this app.		orientation resolution complication foreshadowing stereotype protagonist simile metaphor personification stanza	technical language emotive language evaluative language evidence statistics rhetorical question objective language modal language focal point persuasive language	discuss assess analyse likewise explore similarly furthermore in addition by comparison consequently	editor letter to the editor caption cross-heading editorial date-line digital media lead story hyperlinks tabloid	storyboard remake wide-angle shot soundtrack establishing shot footage visual text icon multimedia text close-up shot
Language: expressing and developing ideas – Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts	ACELA 1547	✓	✓	✓	✓	✓
Language: text structure and organisation – Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication	ACELA 1543		✓		✓	
Literature: examining literature – Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays	ACELT 1767	✓		✓		
Literacy: creating texts – Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate	ACELT 1736			✓		

Vocabulary ▸ Spelling ▸ Punctuation ▸ Grammar 1 ▸ Grammar 2 ▸ **Metalanguage**

App Content: Australian Curriculum correlations - Year 9

The activities in the apps enable students to practise selected aspects of language that underpin the development of knowledge, understandings and skills in strands of the Australian Curriculum. These strands, and content descriptions from within these strands, are identified in the following curriculum grids. Completing the activities will assist students to engage with this content; it will not teach the skills identified.

- Year 9 level Australian Curriculum Content Descriptions shown in **black**.
- Content Descriptions from levels prior to Year 9 are shown in **blue**.

Related Australian Curriculum (AC) Content Descriptions	AC code	Skill Focus				
Skill Area: Vocabulary						
Making better word choices		Alternatives to 'said'	Better descriptive language	Synonyms, antonyms and homophones	Adjectives to describe and analyse characters	Adjectives to describe and analyse settings
Language: expressing and developing ideas – Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness	ACELA 1561	✓	✓	✓	✓	✓
Skill Area: Spelling						
Spelling common words correctly		Doubling letters after short vowels	Dropping the 'e' before adding an ending	'ie'/ 'ei' words	Commonly misused words	Changing the 'y' before adding an ending
Language: expressing and developing ideas – Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words, including nominalisations	ACELA 1549	✓	✓	✓	✓	✓

Vocabulary > Spelling > Punctuation > Grammar 1 > Grammar 2 > Metalanguage

Skill Area: Punctuation

Using apostrophes; commas; question, exclamation and quotation marks		Apostrophes to show contractions	Apostrophes to show possession	Commas	Question and exclamation marks	Quotation marks
Language: text structure and organisation – Understand the uses of commas to separate clauses	ACELA 1521			✓		
Language: text structure and organisation – Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns	ACELA 1506		✓			
Language: text structure and organisation – Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters	ACELA 1480	✓				
Language: text structure and organisation – 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	ACELA 1449				✓	✓

Skill Area: Grammar 1 (word and group level)

Recognising and using different types of nouns, pronouns, adjectives, verbs and adverbs		Adjectives: factual, opinion, comparative, classifying	Nouns: abstract, collective, technical and proper	Pronouns: interrogative, reflexive, relative, reciprocal	Adverbs: manner, place, time, accompaniment	Verbs: action, sensing, modal, future tense
Language: expressing and developing ideas – Understand 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	ACELA 1468		✓			
Language: expressing and developing ideas – 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	ACELA 1508	✓				
Language: expressing and developing ideas – Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense	ACELA 1482					✓
Language: expressing and developing ideas – Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases	ACELA 1523				✓	✓
Language: text structure and organisation – Understand that cohesive links can be made in texts by omitting or replacing words	ACELA 1520			✓		

Vocabulary ▸ Spelling ▸ **Punctuation** ▸ **Grammar 1** ▸ Grammar 2 ▸ Metalanguage

Skill Area: Grammar 2 (clause and sentence level)

Identifying and writing different types of sentences		Identifying and completing sentences	Changing sentence beginnings (adverbs, adverbial phrases and clauses)	Topic sentences	Writing better sentences (including use of and, but, or, so, yet, for, nor)	Adding detail to sentences (including adding dependent clauses)
Language: text structure and organisation – Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives	ACELA 1809		✓		✓	
Language: expressing and developing ideas – Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause	ACELA 1545				✓	✓
Language: text structure and organisation – 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	ACELA 1763			✓		
Language: text structure and organisation – 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	ACELA 1505		✓		✓	
Language: expressing and developing ideas – 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	ACELA 1534					✓
Language: expressing and developing ideas – Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement	ACELA 1481	✓				
Language: expressing and developing ideas – 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	ACELA 1467				✓	✓

Vocabulary → Spelling → Punctuation → Grammar 1 → **Grammar 2** → Metalanguage

Skill Area: Metalanguage

*Using words and phrases to respond to and create texts in the English classroom		Key words and phrases related to literary texts	Key words and phrases related to non-fiction texts	Key words and phrases related to essays	Key words and phrases related to print and online media texts	Key words and phrases related to visual texts
*A number of key terms have been selected for practice in this app, as they are relevant to the study and use of literary, non-fiction, print, online and visual texts. Terms related to essay writing are also included in this app.		rising tension monologue secondary characters flashback technique cultural context literary genre narrative point of view parody symbolism juxtaposition	text cohesion language conventions idiomatic language subjective language formal language hyperbole colloquial language multimodal anecdote inclusive language	evaluate elaborate justify although and yet even though on the contrary on the other hand nevertheless for that reason	agenda credibility online commentary bias e-publishing cliché classifieds deadline backstory e-zine	motif screenplay freeze-frame CGI credits montage caricature adaption score film genre
Language: expressing and developing ideas – Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness	ACELA 1561	✓	✓	✓	✓	✓
Language: text structure and organisation – Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication	ACELA 1543		✓		✓	
Literature: examining literature – Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays	ACELT 1767	✓		✓		
Literacy: creating texts – Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate	ACELT 1736			✓		

Vocabulary > Spelling > Punctuation > Grammar 1 > Grammar 2 > **Metalanguage**

App Content: Australian Curriculum correlations - Year 10

The activities in the apps enable students to practise selected aspects of language that underpin the development of knowledge, understandings and skills in strands of the Australian Curriculum. These strands, and content descriptions from within these strands, are identified in the following curriculum grids. Completing the activities will assist students to engage with this content; it will not teach the skills identified.

- Year 10 level Australian Curriculum Content Descriptions shown in **black**.
- Content Descriptions from levels prior to Year 10 are shown in **blue**.

Related Australian Curriculum (AC) Content Descriptions	AC code	Skill Focus				
Skill Area: Vocabulary						
Making better word choices		Alternatives to 'said'	Better descriptive language	Synonyms, antonyms and homophones	Adjectives to describe and analyse characters	Adjectives to describe and analyse settings
Language: expressing and developing ideas – Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences	ACELA 1571	✓	✓	✓	✓	✓
Skill Area: Spelling						
Spelling common words correctly		Doubling letters after short vowels	Dropping the 'e' before adding an ending	'ie'/ 'ei' words	Commonly misused words	Changing the 'y' before adding an ending
Language: expressing and developing ideas – Understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those based on uncommon Greek and Latin roots	ACELA 1573	✓	✓	✓		✓
Language: expressing and developing ideas – Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words, including nominalisations	ACELA 1549	✓	✓	✓	✓	✓

Vocabulary ▸ **Spelling** ▸ **Punctuation** ▸ **Grammar 1** ▸ **Grammar 2** ▸ **Metalanguage**

Skill Area: Punctuation

Using apostrophes; commas; question, exclamation and quotation marks		Apostrophes to show contractions	Apostrophes to show possession	Commas	Question and exclamation marks	Quotation marks
Language: text structure and organisation – Understand the uses of commas to separate clauses	ACELA 1521			✓		
Language: text structure and organisation – Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns	ACELA 1506		✓			
Language: text structure and organisation – Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters	ACELA 1480	✓				
Language: text structure and organisation – 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	ACELA 1449				✓	✓

Skill Area: Grammar 1 (word and group level)

Recognising and using different types of nouns, pronouns, adjectives, verbs and adverbs		Adjectives: factual, opinion, compound, classifying	Nouns: acronyms, proper, compound, nominalised	Pronouns: interrogative, reflexive, relative, reciprocal	Adverbs: manner, place, time, accompaniment	Verbs: verb groups, relating, saying, phrasal
Language: expressing and developing ideas – Understand 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	ACELA 1468		✓			
Language: expressing and developing ideas – 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	ACELA 1508	✓				
Language: expressing and developing ideas – Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense	ACELA 1482					✓
Language: expressing and developing ideas – Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases	ACELA 1523				✓	✓
Language: text structure and organisation Understand that cohesive links can be made in texts by omitting or replacing words	ACELA 1520			✓		

Vocabulary → Spelling → **Punctuation** → **Grammar 1** → Grammar 2 → Metalanguage

Skill Area: Grammar 2 (clause and sentence level)

Identifying and writing different types of sentences		Identifying and completing sentences	Changing sentence beginnings (adverbs, adverbial phrases and clauses)	Topic sentences	Writing better sentences (including use of and, but, or, so, nor, for)	Adding detail to sentences (including adding dependent clauses)
Language: expressing and developing ideas – Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts	ACELA 1569	✓	✓		✓	✓
Language: text structure and organisation – Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives	ACELA 1809		✓		✓	
Language: expressing and developing ideas – Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause	ACELA 1545				✓	✓
Language: text structure and organisation – 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	ACELA 1763			✓		
Language: text structure and organisation – 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	ACELA 1505		✓		✓	
Language: expressing and developing ideas – 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	ACELA 1534					✓
Language: expressing and developing ideas – Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement	ACELA 1481	✓				
Language: expressing and developing ideas – 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	ACELA 1467				✓	✓

Vocabulary ▷ Spelling ▷ Punctuation ▷ Grammar 1 ▷ **Grammar 2** ▷ Metalanguage

AC

Metalanguage

Using words and phrases to respond to and create texts in the English classroom*

		Key words and phrases related to literary texts	Key words and phrases related to non-fiction texts	Key words and phrases related to essays	Key words and phrases related to print and online media texts	Key words and phrases related to visual texts
*A number of key terms have been selected for practice in this app, as they are relevant to the study and use of literary, non-fiction, print, online and visual texts. Terms related to essay writing are also included in this app.		moral dilemma anti-hero persona stylistic features allegory tragedy extended metaphor poetic device omnipresent narrator foil character	social values cultural assumptions positioning represented reliable source gender assumptions implied reader allusion tone irony	critique critically analyse due to accordingly to reiterate despite this evidence shows alternatively conversely namely	flame web syndication media release newsworthy opinion piece political cartoon social commentary political commentary dominant values webliography	spoof intertextual references mise en scène cinematography point-of-view shot sub-genre arthouse hyperfiction documentary editing
Language: expressing and developing ideas – Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences	ACELA 1571	✓	✓	✓	✓	✓
Language: expressing and developing ideas – Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness	ACELA 1561	✓	✓	✓	✓	✓
Language: expressing and developing ideas – Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts	ACELA 1547	✓	✓	✓	✓	✓
Language: text structure and organisation – Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication	ACELA 1543		✓		✓	
Literature: examining literature – Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays	ACELT 1767	✓		✓		
Literacy: creating texts – Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate	ACELT 1736			✓		

Vocabulary > **Spelling** > **Punctuation** > **Grammar 1** > **Grammar 2** > **Metalanguage**