# Curriculum chart – Language

## Daily Writing & Editing Practice Book 1

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
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| **Language variation and change** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Language change (technology) (ACELA1528) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Language for interaction** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Personal and social identity through accent, style, idiom (ACELA1529) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | X | X | X | X | X | | | | | |
| Text evaluation and substantiating views (ACELA1782) | | | | | X | X | | | | | | | | | | | | | | | | | | | | | | | X | X | | | | | | | | | | |
| **Text structure and organisation** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Text structures (ACELA1531) | | | | | | | | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | | | X | X | X | X | | | | | | | | |
| Text structure and coherence (ACELA1763) | | | | | | | | | X | X | X | X | X | X | X | X | X | X | X | X | | | | | X | | | | | | | | | | | | | | | |
| Punctuation and qualifying statements (ACELA1532) | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| **Expressing and developing ideas** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Subordinate clauses to increase density (ACELA1534) | | | | X | X | X | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Modality / modal verbs (ACELA1536) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Visual texts: points of view (ACELA1764) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Vocabulary for specialised knowledge (ACELA1537) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | X | X | X | X | X | X | | | | |
| Spelling rules and word origins (ACELA1539) | X | | X | | X | | X | | | X | X | | X | | X | | X | X | | | X | | | | | | | X | | | X | | | X | | | X | | | X |

# Curriculum chart – Literature

## Daily Writing & Editing Practice Book 1

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
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| **Literature and context** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ideas and viewpoints in texts from different contexts (ACELT1619) | | | | | | | X | X | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Responding to literature** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reflect on ideas and opinions (characters, settings, events) (ACELT1620) | | | | | | | | | | | | | | | | | | | | | | | | | | X | | X | | X | | | | | | | | | | |
| Language and images to create character (ACELT1621) | | | | | | | | | | | | | | | | | | | | | | | | | | | X | X | | | | | | | | | | | X | |
| Aesthetic and social value of texts (incl. metalanguage) (ACELT1803) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Examining literature** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Purpose and appeal of ways to present character, event, settings (ACELT1622) | | | | | | | | X | | | | | | | | | | | | | | | | X | | X | | X | | | | | | | | | | | X | |
| Language for dramatic effect and layers (ACELT1623) | | | | | | | | X | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Creating literature** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Adaptation of stylistic features (ACELT1625) | | | | | | | X | X | | | | | | | | | | | | | | | | | | | | X | | | | | | | | | X | X | | X |
| Experiment with structure and language (ACELT1805) | | | | | | | X | X | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

# Curriculum chart – Literacy

## Daily Writing & Editing Practice Book 1

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Texts in context** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Effects of technological innovations on texts (ACELY1765) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Interacting with others** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Discuss and evaluate spoken texts (ACELY1719) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Interaction skills (ACELY1804) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Present views (plan and rehearse) using multimodal elements (ACELY1720) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Interpreting, analysing, evaluating** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Text structures and language features shaping meaning (audience and purpose) ACELY1721) | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Text processing strategies to interpret texts (ACELY1722) | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Comprehension strategies (ACELY1723) | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Compare text features and structures (ACELY1724) | X | | | | | | | X | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Creating texts** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Plan, draft and publish texts with carefully selected content, audio, visuals etc. (ACELY1725) | | | | | | | X | | | X | | | | | X | X | | X | X | X | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Edit for meaning (remove repetition, refine, reorder or substitute words) (ACELY1726) | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Handwriting: legible, fluent, automatic, for extended periods (ACELY1727) | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Software use (ACELY1728) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |