



Australian
CURRICULUM
Review

CONSULTATION SURVEY QUESTIONS

LEARNING AREAS AND SUBJECTS

CONSULTATION SURVEY QUESTIONS

For the learning areas and subjects

Introduction

The learning area survey gives you the opportunity to provide feedback on the proposed changes to any of the following learning areas and subjects.

- Mathematics
- English
- Science
- Humanities and Social Sciences (HASS)
 - HASS Foundation – Year 6
 - History Years 7–10
 - Geography Years 7–10
 - Civics and Citizenship Years 7–10
 - Economics and Business Years 7–10
- Health and Physical Education
- Technologies
 - Digital Technologies
 - Design and Technologies
- The Arts
 - The Arts Foundation – Year 6
 - Dance Years 7-10
 - Drama Years 7-10
 - Media Arts Years 7-10
 - Music Years 7-10
 - Visual Arts Years 7-10
- Languages
 - French
 - Japanese
 - Chinese
 - Italian

The survey has three sections.

1. Background information:

The survey begins by gathering some demographic information and asking you to nominate the levels, and the specific subjects (where relevant) that you wish to comment on.

2. General questions

This is the main part of the survey. In this section you will be asked to respond to a number of statements about the different elements of the consultation curriculum:

- *Introductory elements* - the rationale, aims, organisation of the learning area, key connections and key considerations
- *Curriculum elements* - the level descriptions, achievement standards, content descriptions and content elaborations.

There is also a section called *Overall feedback*, where you will be asked to respond to some overall statements related to the terms of reference for the Review.

You will also be invited to add any general comments about what has improved and what needs further refinement.

3. Year/band level specific feedback

This section is optional and you can comment on as many levels as you wish. You will be able to add any comments about what has improved and what needs further refinement for the particular levels you select.

Section 1: Background information questions

Please select which levels you are giving feedback on (Note: options will vary depending on what learning area and subject survey you complete).

- Foundation - Year 6 curriculum
- Years 7 - 10 curriculum
- Foundation - Year 10 curriculum

Please indicate if you are answering the survey as an individual or as a group.

- Individual Group

Individual response follow up questions	Group response follow up questions
<p>In which state or territory are you based?</p> <ul style="list-style-type: none"> <input type="radio"/> Australian Capital Territory <input type="radio"/> New South Wales <input type="radio"/> Northern Territory <input type="radio"/> Queensland <input type="radio"/> South Australia <input type="radio"/> Tasmania <input type="radio"/> Victoria <input type="radio"/> Western Australia <input type="radio"/> National <input type="radio"/> Other 	<p>In which state or territory are you based?</p> <ul style="list-style-type: none"> <input type="radio"/> Australian Capital Territory <input type="radio"/> New South Wales <input type="radio"/> Northern Territory <input type="radio"/> Queensland <input type="radio"/> South Australia <input type="radio"/> Tasmania <input type="radio"/> Victoria <input type="radio"/> Western Australia <input checked="" type="radio"/> National <input type="radio"/> Other
<p>Which CATEGORY best describes you?</p> <ul style="list-style-type: none"> <input type="radio"/> Primary teacher* <input type="radio"/> Secondary teacher* <input type="radio"/> F-12 teacher* <input type="radio"/> School leader – Primary* <input type="radio"/> School leader – Secondary* <input type="radio"/> School leader – F-12* <input type="radio"/> Academic <input type="radio"/> Parent* <input type="radio"/> Student* <input type="radio"/> Employer / Business <input checked="" type="radio"/> Other <p><i>*If you select this category as an individual or group you will be asked two additional questions.</i></p>	<p>Which CATEGORY best describes you?</p> <ul style="list-style-type: none"> <input type="radio"/> School* <input type="radio"/> Professional association <input type="radio"/> University faculty <input type="radio"/> Education authority <input type="radio"/> Parent organisation <input checked="" type="radio"/> Community organisation <input type="radio"/> Other
<p>In which sector is your school?</p> <ul style="list-style-type: none"> <input type="radio"/> Government <input type="radio"/> Catholic <input type="radio"/> Independent 	<p>Please indicate the NAME of the group or institution below. (Note: Schools will not be asked to supply the school name).</p> <p>The Foundation for Learning and Literacy</p> <p>Describe the membership of your group</p> <p>Expert English and literacy educators</p> <p>Number of members/people represented in this response (approx.). Please use numerical values.</p> <p>18</p>
<p>What best describes your school's location?</p> <ul style="list-style-type: none"> <input type="radio"/> Metropolitan <input type="radio"/> Regional <input type="radio"/> Remote 	

Section 2: General feedback

Indicate your level of agreement with the following statements.

Introductory elements

Rationale

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The rationale is clear about the importance of the learning area/subject	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Aims

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The aims identify the major learning that students will demonstrate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Organisational structure

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The strands/sub-strands provide a coherent organisational structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The strands/sub-strands and core concepts are clear about what is important in the learning area/subject	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Key connections

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The key connections section identifies the most relevant general capabilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The key connections section identifies the most relevant cross-curriculum priorities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The key connections section identifies the key opportunities to connect with other learning areas.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Key considerations

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The key considerations section provides important information for planning teaching and learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Curriculum elements

Year/band level descriptions

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The year/band level descriptions provide a clear overview of the learning that students should experience at the year/band level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Achievement standards

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The achievement standards clearly describe the expected quality of learning students should typically demonstrate by the end of the year/band	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The achievement standards adequately reflect a clear developmental progression.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The learning described in the achievement standards aligns with the essential content students should be taught.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Content descriptions

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The content descriptions specify the essential knowledge, understanding and skills that should be learned.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The content descriptions make it clear to teachers what should be taught.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The amount of content can be covered in each year/band. <i>Note: If you answer disagree or strongly disagree to this statement you will be given this follow up question (see below).</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What content should be removed or what revisions are needed to make the content more manageable in the learning area/subject curriculum?					

Content elaborations

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The content elaborations provide useful illustrations and suggestions on how to plan and teach the content.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The content elaborations provide a range of contexts that support teachers to meaningfully integrate the general capabilities and cross-curriculum priorities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall feedback

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The introductory sections provide important information.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The quality of content descriptions has been improved.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The quality of achievement standards has been improved.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The quality of content elaborations has been improved.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum content has been refined, realigned and decluttered.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The revised Australian Curriculum in the learning area/subject is an improvement on the current version.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Optional comments:

If you would like to provide feedback about **general aspects** of the revised learning area/subject that **have improved**, please use the comments box.

- Overall, still a document that teachers can use effectively.
- English is complex and overall the former and proposed curriculum documents are not trying to dumb it down/take a reductive view which is good particularly F-2 however this is not always the case in some areas, eg phonics and word knowledge.
- The 3-6 descriptions, elaborations and achievement statements seem to be more expansive and inclusive.
- Leaves room for teachers to teach language and literacy across the curriculum.
- 'First Australians' addition is positive however somewhat token and could be more

richly described.

- The wording of the proposed achievement standard for years 3-6 creating texts (would have been productive modes) is an improvement and the full achievement standard is clear and not too prescriptive.
- In Years 4, 5, 6 Sub-strand: Creating texts, the addition of the word 'create' is a positive in the proposed with 'plan, create, draft and publish imaginative, informative and persuasive texts' etc.
- Agree with the removal of '*They write using joined letters ...*' for year 3.

If you would like to provide feedback about general aspects of the revised learning area/subject curriculum that **need further improvement**, please use the comments box.

- Under 'General Capabilities' literacy development should be core to *all* key learning areas, not only English. All the capabilities are important for English.
- The additional material on First Nations Australians seems somewhat tokenistic and unauthentic and could be more richly described.
- In the rationale - 'links to Asia' but in all stages there is reference to reading texts from Asia – perhaps a stronger statement is needed.
- The 5th core concept, Oral language, early reading and writing skills, is questionable. Do they provide the foundation, or do they provide meaning making?
- In each Year level description - Foundation to Year 10, it states *Students engage with a variety of texts for enjoyment*. Change to *Students engage with a variety of texts for enjoyment and to build knowledge*.
- From Foundation to Year 10 there is inconsistency in terminology in the *Elaborations* for the sub strand, Analysing, interpreting and evaluating. For example:
 - AC9EFLY05 – reflecting on one or two key facts ...
 - AC9E1LY05 - building knowledge from the text ...
 - AC9E2LY05 – identifying the main idea of a text ...
 - AC9E3LY05 – learning new content from text ...
 - AC9E4LY05 – reading or listening to interpret the main idea and supporting ideas ...
 - AC9E5LY05 – no mention
 - AC9E6LY05 – finding the main idea of a text ...
 - AC9E7LY05 – determine and synthesise the key idea(s) ...

- AC9E8LY05 - AC9E10LY05 – no mention
- AC9EFLY05
- In the sub strand Interacting with others, reference to justifying a perspective is only made at level 5 - *use interaction skills including paraphrasing, questioning and interpreting non-verbal cues to clarify content and meaning, to connect ideas to own experiences, and to present and justify a perspective (AC9E5LY02)*
- In Writing there is a lack of clarity that students are writing with a clear purpose and audience in mind.
- There is no reference to writing used for thinking. That is low stakes writing – Writing to Learn – this could be added under Elaborations.
- Reference to the writing process does not include ‘revision’.
- In F-2 there is now more emphasis on ‘decodable’ or ‘predictive’ texts as in the Year 1 description: *Texts that support and extend Year 1 students as independent readers may include decodable texts and predictable texts that present a small range of language features, including simple and compound sentences, some unfamiliar vocabulary, a small number of high-frequency words and words that need to be decoded phonically, as well as illustrations and diagrams that support the printed text.*
- In any case the use of ‘decodable’ is a nonsense. Good to see predictable texts back.
- *Use of word ‘texts’ only rather than decodable and predictable would create a neutral space leading to appropriate choice of texts for students at point of need. This also avoids a deficit model and promotion of commercial programs.*
- Levels 1 and 2 do not have reference to the 3-cueing system. Some inconsistencies with terms mostly due to the narrowing away from a broader notion of reading and writing.
- Insufficient emphasis on morphological and etymological knowledge throughout the F-2 section. No mention of the fact that morphology and etymology are required for phonology to make sense.
- Clarification needed about the use of ‘fluency’ twice *in Key considerations, Literacy is language in use*. The term needs to be questioned and defined. *The Australian Curriculum: English* draws broadly from a ‘range of approaches and emphasises’:
 - ‘fluency’ in grapheme–phoneme (letter–sound) correspondences of English
 - ‘fluency’ and innovation in listening, reading, viewing and creating texts for different purposes and contexts
- In the Foundation curriculum, the removal of representing graphemes is needed for Phonics and Word Knowledge.

- Significant errors, e.g., why ‘phonics and word knowledge’ has to be separated out.
- The importance of imaginative literature in developing understanding and compassion of ourselves and others - despite the mention of imagination in the rationale etc - has been de-emphasised.
- The Arts disciplines are other forms of meaning-making, therefore other forms of literacy. There is no mention of the use of drama-rich processes to understand communication of emotions etc.
- No reference to students building an understanding of their own reading and writing identities.
- The expectations for year 6 are high! If most Australian adults could actually meet the year 6 achievement standard it would be amazing. The standard is high and requires a lot of ‘teaching up’ to access, analyse, understand and create complex texts for our year 6 students to reach this. We need to build capability in our teachers of middle and upper primary to be able to do this well.
- The standard keeps getting higher and higher in years 7 and 8. Teachers are not supported across the disciplines to be able to teach the complexity of texts at this level in their discipline. *Secondary teachers need the time to work collaboratively in their disciplines to build a deep understanding of the literacy of their discipline and the pedagogical practices to teach these. This is demanding but achievable with significant professional development for teachers and a deep cultural change.*

Foundation Achievement standard

- Change needed to - They use words and phrases acquired from learning and texts. They listen for and identify rhyme, letter patterns and sounds (phonemes) in words and can ‘orally segment one- ~~and two~~-syllable words’. Remove ‘and two’.
- Change needed to - They read high-frequency words and ‘orally blend and segment ~~regular~~ one-syllable words with ‘taught’ grapheme–phoneme correspondences’. Remove ‘regular’ and issues with what is meant by ‘taught’.

Year 1 Achievement standard

- Questioning of some terminology, spelling typos and turn of phrases. Some concepts are conflated.
- Question the meaning of ‘manipulate speech sounds (phonemes) to generate words’ in, By the end of Year 1, students listen to texts and ask questions to understand ideas in those texts. They participate in spoken interactions with peers and known adults, taking turns, sharing ideas and responding to the comments of others. They use vocabulary, background knowledge, and predicting and questioning strategies to

make connections to personal experiences and learned content. They can 'manipulate speech sounds (phonemes) to generate words'. They present short, spoken and multimodal texts on familiar topics to a known audience.

- Change needed to choices and edit 'patterns' - They 'write and create' informative and persuasive texts and innovate on imaginative texts on familiar topics, using familiar vocabulary and multimodal elements. They use simple sentences, correct sentence boundary punctuation and capital letters for proper nouns. They spell high-frequency words and words with 'regular single syllable words with common letter patterns' spelling patterns. They write words using unjoined upper-case and lower-case letters.
- Unclear in the achievement standards for Year 1, why learners won't also write imaginative texts? Why only innovate on imaginative texts: *They write and create informative and persuasive texts and innovate on imaginative texts on familiar topics, using familiar vocabulary and multimodal elements.*
- In addition the content descriptor (AC91LY06) reads, " create short imaginative, informative and persuasive .." is inconsistent with Achievement Standard. To set a higher standard and have consistency with the content descriptor, rewrite the Achievement Standard.

Year 2 Achievement standard

- Achievement Standard for Year 2 – hard to assess based on some of the terminology. Some concerns with sound matches, knowledge of letter patterns and morphology.
- Change needed to cohesion and choice of statements - By the end of Year 2, students participate in discussions about topics, sharing personal responses, initiating and responding to comments, asking for clarification or details and extending on others' ideas. They explain and discuss their responses to a range of texts they have heard or viewed. They identify and discuss the purpose of texts and compare texts on similar topics. 'They listen for and manipulate sound combinations and produce rhythmic sound patterns.' They present organised spoken and multimodal texts that may be imaginative, informative or persuasive.
- They listen for and manipulate sound combinations and produce rhythmic sound patterns. – not in the appropriate place.

Year 3 Achievement standard

- Nothing in Year 3 Achievement Standards about reading to build knowledge, shape their understanding of their world and beyond.

Year 3-5 Achievement standards

- In Achievement standard Year 3 to Year 5 and Year 6, the sub headings of Receptive modes (listening, reading and viewing) and Productive modes (speaking, writing and creating) don't appear in what is proposed. That is probably easier for teachers so not a problem.

Section 3: Band/level specific feedback (optional)

Would you like to give feedback on a specific year or band level?

- Yes
- No

If you answer No, you will be asked to SUBMIT the survey.

If you answer Yes, you will be asked which year or band levels you would like to provide feedback on.

Then you will be invited to provide specific feedback in comments boxes for the following two questions.

Please add your comments about aspects of the revised learning area/subject for **band/level** curriculum that **have improved**. If you comment on specific content descriptions or elaborations please reference the **code number**.

Please add your comments about aspects of the revised learning area/subject for **band/level** curriculum that **need further improvement**. If you comment on specific content descriptions or elaborations please reference the **code number**.

Foundation

Language for expressing and developing ideas

- understand that punctuation is a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters and punctuation marks signal the beginning and end of sentences (AC9EFL11)
- Existing elaboration - commenting on punctuation encountered in everyday texts; for example, 'That's the letter that starts my name', 'The name of my family and my town have capital letters' (AC9EFL11_E1). Consider adding - learning that ending punctuation is used by the author to convey meaning and denote the end of the sentence.

Phonics and word knowledge

- Recognise and name all upper- and lower-case letters (graphemes) and know the most common sound that each consonant letter represents (AC9EFL14). Remove 'graphemes'. It's really impossible to talk about the "most common sound" for the vowel letters. Eg. the most common 'sound' for the letter <a> is not the so-called short /a/. In the 100 most frequently used words, the letter <a> represents the so-called short /o/ (as in was, want, what, etc) -- and then you have Mrs Wishy-Washy!!! Add - Understands that the vowel letters represent many different sounds. (May stick with the use of the word 'sounds' even though it is not linguistically correct. We're not really asking learners to hear and distinguish all the 'sounds' or phones. Nearly half of our phonemes consist of TWO sounds or phones. Apart from the vowel diphthongs, there are also consonant phonemes that consist of two sounds (eg. /j/).
- Understand how to use knowledge of letters and sounds to spell words (AC9EFL16). Add - e.g. Using some letter sound correspondences in messages created. Building words using knowledge of 'onset and rime' letter patterns, if I can spell 'cat', I can spell 'bat' and 'mat'.
- Understand that words are units of meaning and can be made of more than one meaningful part (AC9EFL18). Add- learning that words are made up of meaningful parts, for example 'dogs' has two meaningful parts 'dog' and 's' meaning more than one (AC9EFL18_E1)
- Need to be using the word 'morpheme' and 'phoneme' (instead of sound) and grapheme when we mean grapheme and not letter. Letters do NOT always act as a grapheme representing a phoneme. They have other functions. Foundation students have no difficulty learning that! Eg. the <e> on the end of <please> is NOT a grapheme -- it's added because <pleas> is the plural of <plea>. So the <e> in this case is a plural cancelling marker.

Analysing, interpreting and evaluating texts

- Edit - read texts which may be 'decodable and/or predictable' using developing grapho-phonetic knowledge, practising phrasing and fluency, and monitoring meaning using concepts about print and emerging contextual, semantic, grammatical knowledge (AC9EFLY04). All texts are decodable (as long as correct orthographic conventions are used). Remove 'which may be decodable and/or predictable'.

Year 1

Phonics and word knowledge

- use ‘short vowels, common long vowels’, ‘consonant blends’ and ‘diagraphs’ to write words, and blend these to read one-syllable words (AC9E1L15) Incorrect: spelling diagraphs. Vowels are all different lengths (some very long, some long, some average length, some short, some very short, and then the schwa which can disappear altogether). And what are COMMON long vowels??? Also, consonants do not blend. <fr> represents two distinct phonemes, /f/ and /r/. Consonant blends is the common, incorrect term, and everyone will know what is meant. However, it would have been a wonderful opportunity to be technically correct and start referring to CONSONANT CLUSTERS instead!
- understand that a letter can represent more than one sound and that a syllable must contain a vowel sound (AC9E1L16). Elaborations (errors) - recognising that letters can ~~have~~ represent more than one sound; for example, the letter ‘u’ in ‘cut’, ‘put’, ‘use’ and the letter ‘a’ in ‘cat’, ‘father’, ‘any’ (AC9E1L16_E1). Remove ‘have’. There’s a lot mixed up in this statement. Would have been better as two dot points with extra information about syllables. It’s true that every syllable contains a vowel phoneme, but NOT every syllable contains a vowel letter. Eg: in <rhythm> the second syllable contains the schwa phoneme without a letter to represent it, unless, as some linguists assert, the final <m> is acting as a vowel (but who wants to go there when more basic concepts such as the difference between a sound and a phoneme is ignored or confused).
- Edit - recognising sounds ~~that~~ can be ~~produced~~ represented by different letters; for example, the ‘s’ sound in ‘sat’ and ‘cent’ (AC9E1L16_E2). Remove ‘produced’. The revision should include the use of correct conventions as well as correct terminology. Eg: the /s/ phoneme in <sat> and <cent> .
- recognise and know how to use grammatical morphemes to create word families (AC9E1L19). Incorrect terminology: grammatical morphemes. The whole dot point really needs rewriting. Word Families have a common BASE (sign, signal, assign, design two, twin, twice, twenty). A base is a morpheme, but not all morphemes are bases (some morphemes are prefixes or suffixes).

Analysing, interpreting and evaluating texts

- read texts which may be decodable and/or predictable using developing phonic knowledge, using phrasing and fluency, and monitoring meaning using contextual, semantic and grammatical knowledge and emerging text processing strategies (AC9E1LY04). Remove ‘decodable and/or predictable’.
- *Elaboration* - recognising most high-frequency ~~sight~~ words when reading text (AC9E1LY04_E2). Remove ‘sight’.

- attempting to work out unknown words by combining emerging phonic, contextual, semantic and grammatical knowledge (AC9EFLY04_E2). Why is this in foundation but not in year 1?

Creating texts

- applying learnt knowledge of text structure and grammar when creating text (AC9E1LY06_E1) Remove 'learnt'.
- using learnt vocabulary appropriately when creating text (AC9E1LY06_2) Remove learnt. Remove 'learnt'.
- It is not necessary to use the term 'learnt'. Meaning is unclear and unhelpful.

Year 2

Phonics knowledge

- blending and segmenting sounds in words; for example, 'b-r-o-th-er' or 'c-l-ou-d-y' (AC9E2L12_E1). Incorrect examples that are confusing and unhelpful..
- deleting and substituting 'sounds (phonemes)' in spoken words to form new words; for example, delete the initial 'scr' in 'scratch' and substitute new initial sounds (phonemes) to form words such as 'catch', 'batch' and 'hatch'; substituting a medial sound (phoneme) to form a new word; for example, 'stack' becomes 'stick' (AC9E2L12_E2) This is onset and rime – has been removed from the curriculum. Onset and Rime has been removed, but all the illustrations are examples of these so the term must be used. The document still confuses sound and phoneme, and incorrectly refers to them as alternative labels for one concept. But they are different things and the correct terminology should be used.
- use phoneme–grapheme (sound–letter) matches, including vowel digraphs, 'less common' long vowel patterns, 'consonant clusters' and 'silent letters' when reading and writing words of 'one or more syllables', including compound words (AC9E2L13). Unclear as to what 'less common' means. Incorrect inclusion of 'silent letters'. ALL words contain one or more syllables, so why include 'one or more syllables'? 'Consonant clusters' is the correct term here but the incorrect term consonant blends' has been used elsewhere.
- Also in elaboration- recognising silent letters in words; for example, 'knife' and 'thumb', when reading and using them in writing (AC9E2L13_E1)
providing the sounds for less common letter–sound matches; for example, 'ight', and using them in writing (AC9E2L13_E2) Letter-sound matches is an incorrect term. This whole point could be deleted. Incorrect and unnecessary.

- understand how to use knowledge of digraphs, long vowels, 'blends' and silent letters to spell one and two-syllable words (AC9E2L14) - how is this different to the one above? *Elaboration* - using knowledge of known words to spell unknown words, for example using the word 'thumb' to spell the word 'crumb' (AC9E2L14_E1) onset and rime?? Need to use the term onset and rime. Back to the term "blend" again, when the correct term "cluster" was used just two points before.
- use knowledge of letter patterns and morphemes to read and write high frequency words and words whose spelling is not predictable from their sounds (AC9E2L15). *Elaboration* - using known words in writing and spelling unknown words using 'morphemic knowledge of letter patterns and morphemes', for example the words 'one', 'once', 'only' and 'lone' (AC9E2L15_E1) Check examples, remove 'lone'. Words make no sense. What is "morphemic knowledge of letter patterns??? Why say "morphemic knowledge and morphemes"??? It's VERY confused.

Literacy

Interacting with others

- Add the elaboration to those below - Reflecting on how the interaction with others deepened understanding.
- use interaction skills when engaging with topics, listening to others and extending own ideas, expressing and responding to opinions, making statements, and receiving and giving instructions (AC9E2LY02)
- exploring ways to comment on what others say, including using sentence starters such as 'I like the way you...', 'I agree that ...', 'I have a different thought...', 'I'd like to say something different...' (AC9E2LY02_E1)
- demonstrating appropriate listening behaviour, responding to and paraphrasing a partner's contribution to a discussion; for example, in Think Pair Share activities (AC9E2LY02_E2)
- asking relevant questions and making connections with personal experiences and the contributions of others (AC9E2LY02_E3)
- understanding how to disagree with a perspective or respectfully offer an alternative idea (AC9E2LY02_E4)

Creating texts

- Question – where is the reference to crafting from a mentor text / peer feedback etc? No evidence in content descriptors below.

- create short imaginative, informative and persuasive texts, to use growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the purpose and audience
- creating texts with purpose and audience in mind - is this message getting across?
- creating spoken and written texts so that listeners and readers follow the sequence of ideas or events (AC9E2LY06_E1)
- using vocabulary, including technical vocabulary, appropriate to text type and purpose (AC9E2LY06_E2)
- creating texts that include two or three related ideas or points (AC9E2LY06_E3) experimenting with and combining elements of software programs, including word processing, to create texts (AC9E2LY06_E4)
- using simple and compound sentences correctly and flexibly to express and combine ideas (AC9E2LY06_E5)
- reread, revise and edit texts to improve meaning, text structure, spelling and punctuation (AC9E2LY08)
- adding, deleting or changing vocabulary to improve a text; for example, replacing an everyday noun with a technical one (AC9E2LY08_E1)
- reviewing and developing sentences; for example, adding phrases such as ‘with a long tail’ to improve meaning (AC9E2LY08_E2)
- reviewing sentences for grammatical correctness; for example, use of pronouns (AC9E2LY08_E3)
- making changes to texts using a word processing program (AC9E2LY08_E4)

Year 3

Phonics and word knowledge

- Very wordy - understand how to apply knowledge of common ‘base words’ and prefixes and suffixes to read and comprehend new multimorphemic words (AC9E3L14). Also, can NOT refer to “base words”. Some bases do happen to be free-standing bases as words in their own right, but some bases are NOT words that can stand in their own right. Eg. <struct> is a base but it is not a word. It is the base in words such as structure, instructor, structural, construction,

Understand how to use knowledge of prefixes to change the meaning of a base word for example, ‘undone’, ‘remove’, ‘misunderstand’ (AC9E3L14_E1) Add - Understand how to use knowledge of how many words in the English language are constructed to arrive at the meaning of a word. Also, Understand that the written morphemes (bases, prefixes and suffixes) are the basic elements of spelling.

- There is nothing in the strand about students building their knowledge of the etymology of a word to support their spelling or getting the meaning of an unknown while reading.

Creating texts

- Reread and edit their own texts and the texts of others for meaning, structure, grammar, spelling and punctuation (AC9E3LY08). Include the word revise so that the content descriptor describes the full writing process. Change to – Reread, revise and edit their own texts and the texts of others for meaning, structure, grammar, spelling and punctuation (AC9E3LY08)
- This should be the same for all year levels.