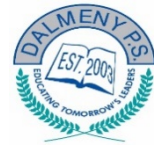# Dalmeny Public School

Literacy Programming

Textual Concepts

Teaching for high quality and deep understanding through textual concepts

Australian Curriculum Project

http://englishtextualconcepts.nsw.edu.au/content/argument

- What outcomes do students need to achieve? (What do the students need to learn and be able to do?)
- Which textual concepts are appropriate for this unit of learning or learning experience?
- What assessment allows students to best demonstrate their conceptual knowledge and understanding?
- How will each process shape the learning experience?
- What text/s will enable students to engage with, understand and appreciate the concept/s?

ARGUMENTS

K – 6 Scope and Sequence

ES1	Students have opinions about texts and issues.
S1	**Students understand that ideas, information and images are expressed in a clear and organised way.** They learn: • certain phrases (e.g. I think that…I know that…) project opinion • images can reinforce ideas • arguments are expressed through different types of texts, modes and media.
S2	**Students understand that opinions should be supported by information and ideas presented in a structured way.** They learn: • opinions can be refined through negotiation with others. • paragraphs contain a single idea • paragraphs are made up of topic sentences and evidence • certain language (e.g. description, modality, aspects of images) carries a persuasive force
S3	**Students understand that an argument takes into account audience, form and purpose.** They learn: • arguments can be objectively or subjectively presented • language choices (visual, spoken and written) can strengthen arguments • an argument may provide an informed assessment of a range of opinions.

AUTHORITY

K – 6 Scope and Sequence

ES1	Students understand that texts have authors who compose the contents.
S1	**Students understand authority and authorship are different aspects of texts.** They learn: • responses to and interpretations of a text may vary and may have more or less validity. • authors may shape interpretation of a text but may not be able to control it.
S2	**Students understand authority and authorship are different aspects of texts.** They learn: • responses to and interpretations of a text may vary and may have more or less validity. • authors may shape interpretation of a text but may not be able to control it.
S3	**Students understand that in different contexts, authority is conferred in different ways.** They learn: • texts have more authority with the use of appropriate language, spelling and punctuation. • authority is invested in a text by clearly expressed and substantiated argument and acknowledgement of accepted authorities. • popularity can become a form of authority. • authority is valued and questioned.

CHARACTER

K – 6 Scope and Sequence

ES1	Students understand that characters in imaginative texts are visual, verbal and aural representations of people who participate in the narrative.
S1	**Students understand that characters are composed of imagined thoughts, words and actions.** They learn that characters: • are constructed through different modes and media. • reflect lived experience. • invite positive or negative responses.
S2	**Students understand that characters are represented in such a way as to have motives for actions.** They learn that characters: • may be judged by the reader, the other character constructs in the text, the narrator or the 'author'. • are constructed in a such a way as to invite an emotional reaction such as identification, empathy or antipathy.
S3	**Students understand that characters trigger an imaginative response through identification.** They learn that characters may: • be complex having a range of characteristics or simple with one salient feature. • change as a result of events or remain unchanged. • have individual characteristics or be based on a stereotype.

CODE and CONVENTIONS
K – 6 Scope and Sequence

ES1	**Students understand that communication works through agreed codes and conventions.** They learn: • each of the modes: listening, speaking, reading, writing, viewing and representing communicates using its own codes. • particular letters, forms and combinations of words are used to achieve particular meanings.
S1	**Students understand that codes and conventions provide structures for making meaning.** They learn: • words fall into categories that make communication easier. • words are arranged in patterns which may make some meanings predictable. • patterns of words and images that are effective for making meaning become conventions.
S2	**Students appreciate that codes of communication are rules which provide access to information and ideas as well as opportunities for expression.** Students learn: • there are choices of language and structure for expressing information and ideas. • codes and conventions vary according to mode, medium and type of text. • all texts go through stages of refinement of language and structure for accuracy and effectiveness
S3	**Students understand that codes and conventions of each mode provide the foundation for innovation.** They learn: • knowledge of codes and conventions helps finding meaning in and through texts. • codes and conventions vary for different audiences and purposes. • choices of language and design have subtle differences and effects. • opportunities for innovation occur at all levels eg word, sentence, paragraph and whole text levels

CONNOTATIONS, IMAGERY and SYMBOLS
K – 6 Scope and Sequence

ES1	Students understand that language can represent more than the literal. Students learn: • words, signs and symbols can represent or suggest things • when used imaginatively can be enjoyable.
S1	Students understand that language can appeal to the senses. Students learn to: • use simple figurative language and word play • recognise some cultural symbols.
S2	Students understand that imagery is one way of connecting with an audience. They learn: • figurative language has an effect on meaning • imagery may be expressed through comparisons • there are different types of figurative language in different types of texts and media and for different audiences and purposes
S3	Students understand that richer meanings are produced when responders recognise and engage with imagery. They learn: • imagery prompts evocative comparisons which may add new meanings to a text • figurative language extends the meanings of words • figurative language compresses ideas through the connections it makes • figurative language can persuade, inform and engage audiences emotionally in different modes and media.

CONTEXT
K – 6 Scope and Sequence

ES1	**Students understand that language and action need to be appropriate to social situations.** Students learn: • different situations require different language and behaviour • texts reflect aspects of their own world • texts are composed for specified audiences and purposes.
S1	**Students understand that the communication of information and ideas varies according to purpose and audience and the mode and medium through which it is delivered.** Students learn: • language and forms of text vary according to audience and purpose • the language and forms of text vary according to mode and medium. • that different groups and cultures are represented in texts
S2	**Students understand that texts can be responded to and composed differently in different personal, social and cultural contexts.** Students learn: • contexts to be considered should include the context of composition and the context of response • the context of composition includes such elements as the purpose of the text, its intended audience, its mode and its medium • language and forms of texts vary according to the context of composition • responses are framed by the immediate context of the actual responder.
S3	**Students begin to recognise how context may be expressed in texts.** Students learn: • specific contexts require particular forms and language • their own context affects the way they respond to and compose texts • context includes clearly identifiable elements such as purpose, intended audience and medium as well as more complex and diffuse influences such as culture • culture, as a way of living, involves beliefs, customs, language and values and is reflected in texts • cultural context refers to the context of composition as well as to the context of response.

GENRE

K – 6 Scope and Sequence

ES1	**Students recognise that imaginative and informative texts have different features.**
S1	**Students recognise that particular types of texts can be identified through features and structures.**
S2	**Students understand that types of texts arise from similarity of purpose and vary according to the mode and medium of their delivery.**
S3	**Students understand that texts may be categorised into genres.** Students learn: • texts in the same genre have similar functions and ideas, forms and conventions and give rise to particular expectations • genres are not fixed categories but may be adapted for interesting effects. • context includes clearly identifiable elements such as purpose, intended audience and medium as well as more complex and diffuse influences such as culture • culture, as a way of living, involves beliefs, customs, language and values and is reflected in texts • cultural context refers to the context of composition as well as to the context of response.

INTERTEXTUALITY

K – 6 Scope and Sequence

ES1	**Students recognise that stories may be told in different ways.**
S1	**Students understand that some texts are connected with other texts.** Students learn: • some texts draw on other texts.
S2	**Students understand that when one text draws on another composing and responding are enriched.** Students learn: • stories may be changed for different situations • some aspects of stories may be inserted into other stories • they can see their own story in terms of other stories.
S3	**Students understand that intertextuality occurs across and within modes and media** Students learn: • intertextuality may occur through adaptation of structure and style • whole texts may be appropriated for different audiences and purposes, modes and media. • in transforming texts, there are opportunities for originality.

LITERARY VALUE

K – 6 Scope and Sequence

ES1	**Students understand that engagement with texts may be a source of pleasure.**
S1	**Students understand that there are specific aspects of texts that enhance enjoyment.** Students learn: • texts are a way into the world of the imagination • texts of literary value can be enjoyed many times.
S2	**Students understand that pleasure can be gained by sharing ideas and feelings about texts** Students learn: • texts are a way of encountering ideas • imaginative texts are expressions of real world ideas • texts can be a source of emotional satisfaction.
S3	**Students begin to understand that texts can be valued for the ways they convey experiences and ideas.** Students learn: • texts that have several layers of meaning or that can be interpreted in various ways can be satisfying • texts that are thought-provoking and extend one's understanding of the world are valued.

NARRATIVE

K – 6 Scope and Sequence

ES1	**Students understand that narrative is a way of sharing and learning about life experiences.** Students learn that stories: • can be real or imagined • can be told through different modes and media • have a beginning, a middle and an end.
S1	**Students understand that narrative is constructed for particular audiences and purposes.** Students learn that stories: • are usually made up of a sequence of events • have patterns that set up expectations and allow prediction of actions and attitudes • can have messages and evoke feelings • can be varied in the telling • present a view of their world.
S2	**Students understand that narratives may be interpreted in various ways.** Students learn: • characters and events may be drawn differently for different purposes audiences, modes and media • stories may be interpreted through action, character and setting • stories present a view of the world.
S3	**Students understand that there are conventions of the narrative form that combine to involve responders in the story.** Students learn that narrative engages responders through: • recognisable characters, events and places • skilful plot development • perceptible mood and atmosphere • evocative images and imagery that complement the story • narrative voice and voices of characters. They learn that these conventions are adapted to different modes and media.

PERSPECTIVE

K – 6 Scope and Sequence

ES1	**Students understand that opinions can be articulated in and through texts.** Students learn opinions, preferences for and ideas about texts and authors may differ.
S1	**Students understand that personal experience and interest shape their opinions and choices.** Students learn opinions can be shared, developed and questioned.
S2	**Students recognise that their understanding of the worlds in texts are shaped by their own personal experience and their own culture.** Students learn that views of the world in texts: • may differ from each other • are based on selections • may be represented in various ways in different modes and media.
S3	**Students understand that perspectives may differ and that these differences need to be considered** Students learn that perspective may be expressed in different ways including the values expressed and the form of expression

POINT of VIEW

K – 6 Scope and Sequence

ES1	Students recognise that different voices are represented in texts.
S1	Students understand that stories may be narrated through a character's point of view.
S2	**Students understand that point of view influences interpretation of texts.** Students understand that: • different points of view affect a story • different modes and media convey point of view in different ways. • meanings of stories may change when viewed through the eyes of different characters in the story or different responders to the story
S3	**Students understand that the narrator is different from the author and that point of view positions the reader to respond in a particular way.** Students learn that: • a narrator may be inside or outside the story, in fiction and non-fiction texts • point of view can create a more personal or distant relationship with the responder, evoking degrees of empathy or indifference • the author chooses the way a story is told and chooses language appropriate to that purpose in the different modes and media.

REPRESENTATION

K – 6 Scope and Sequence

ES1	**Students understand that aspects of the real world and of their imagination may be represented in different modes and media.**
S1	**Students understand that there may be different representations of the same objects, events, people, emotions and ideas.** Students learn differences in representation can occur through different contexts, modes and media or through different choices within these.
S2	**Students understand that representations are varied and reflect individual experiences and contexts.** Students learn that representations: • are deliberately constructed for particular audiences and purposes and vary according to the capabilities of mode or medium • may reflect stereotypic ideas rather than actuality. • vary because of different composers or situations
S3	Students understand that representations position audiences to adopt a particular response Students learn that: • information and ideas may be represented symbolically • representation in each mode operates according to its own codes and conventions. • representations may be adapted for different audiences • representations influence response.

STYLE

K – 6 Scope and Sequence

ES1	**Students understand that arrangements of words and /or images convey information and express feelings and thoughts.** Students learn that there are possibilities of choice of words.
S1	**Students understand that language and it patterns vary in the different modes and media.** Students learn that elements of language create effects in particular contexts, modes and media.
S2	**Students understand the impact of language choices and deliberately plan and refine their compositions accordingly.** Students learn that: • there are rules for the development of style • topics may invite particular words and images • words, sentences and images vary for particular purposes, audiences and effects.
S3	**Students understand that particular styles result from the use of identifiable language features appropriate to each mode and medium.** Students learn that: • style may be changed by manipulating certain elements • style creates connections between and among texts • literary devices such as sound, images and figurative language can enhance expression. • personal style can be cultivated.

THEME

K – 6 Scope and Sequence

ES1	**Students understand that texts can convey a message.**
S1	**Students understand that the ideas in texts invite them to reflect on their own behaviour and values.** Students learn that: • the purpose of a text can be to convey a message • the main idea of a text can be a moral
S2	**Students understand that ideas in texts may be made into thematic statements that tell us about human experience.** Students learn that: • the ideas of a text are suggested through particular details such as events, character behaviour and relationships • some ideas are so powerful that they reappear in many texts
S3	**Students understand that thematic statements may be interrogated** Students learn that themes: • are different from subjects or topics • arise out of the actions, feelings and ideas of people or characters • may be explored in different ways by different texts • relate to social, moral and ethical questions in the real world

TEXTUAL CONCEPTS

EARLY STAGE 1 SCOPE AND SEQUENCE

TEXTUAL CONCEPTS	LEARNING POINTS
ARGUMENT **Students have opinions about texts and issues.**	• express a point of view about texts read and/or viewed • respond to simple questions either verbally or non-verbally • use questions and statements appropriately in class discussions • compose texts to communicate feelings, needs, opinions and ideas • identify some differences between imaginative and informative texts (ACELY1648) • recognise key differences between imaginative and informative texts • identify the intended audience for a particular text and give reasons
AUTHORITY **Students understand that texts have authors who compose the contents.**	• develop an awareness of issues relating to the responsible use of digital communication • demonstrate a developing understanding of language used at school and expectations for using spoken language according to audience and purpose • recognise parts of print and digital texts, eg front and back covers, title and author, layout and navigation • respond to texts, identifying favourite stories, authors and illustrators (ACELT1577) • recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (acelt1575)
CHARACTER **Students understand that characters in imaginative texts are visual, verbal and aural representations of people who participate in the narrative.**	• identify literal meanings presented in texts, eg character, setting and events • identify literal meanings presented in texts, eg character, setting and events • create visuals that reflect character, setting and events • identify that imaginative texts are about 'characters' that are represented by nouns and noun groups • identify some features of texts including events and characters and retell events from a text (ACELT1578) • share feelings and thoughts about the events and characters in texts (ACELT1783)

CODE and CONVENTION

Students understand that communication works through agreed codes and conventions.

Students learn that:

• each of the modes: listening, speaking, reading, writing, viewing and representing communicates using its own codes

• particular letters, forms and combinations of words are used to achieve particular meanings.

CODE and CONVENTION

Learning Points

- begin to identify some language features of familiar spoken texts in classroom interactions
- communicate appropriately and effectively within the classroom using agreed conventions, eg staying on topic, asking for and offering assistance
- recognise how 'and', 'but', 'then' link ideas in spoken texts
- attempt to match noun to pronoun in spoken text, eg 'My brother has a pet. He feeds his pet.'
- replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579)
- use questions and statements appropriately in class discussions
- use correct intonation when asking questions and making statements
- carry out instructions involving one step *
- know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words (ACELA1758)
- compose texts using some sight words and known words
- participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (ACELY1652)
- understand foundation movements that underpin NSW Foundation Style
- begin to understand the sequence of letters through structured and guided activities
- use foundation movements as a basis for the introduction of formal letters when composing simple imaginative and other texts for enjoyment or to convey an idea or experience
- develop basic skills of writing, including correct pencil grip, good posture, handwriting movements and accurate use of alternative writing tools, to form some lower case and upper case letters
- write from left to right and leave spaces between words
- produce some lower case and upper case letters using learned letter formations (ACELY1653)
- use simple functions of keyboard and mouse, including typing letters, scrolling, selecting icons and dropdown menus
- identify some familiar written symbols in context, eg logos, computer icons and commands, labels of package signs
- understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality (ACELA1433)
- recognise basic book conventions, eg open and hold books correctly, turn pages
- understand direction of print, return sweeps and spaces between words
- identify a sentence in imaginative and informative texts and understand its meaning
- recognise the letters of the alphabet and know there are lower and upper case letters (ACELA1440)
- recognise grammatical patterns when reading to assist in making meaning, eg locating words that tell who, what, when or where in texts
- join in rhymes and chants
- understand that spoken words are made up of sounds

- recognise rhymes, syllables and sounds (phonemes) in spoken words

- consistently identify words that start with the same initial sound

- segment words into onset and rime

- identify the beginning and end sounds of words

- orally blend two or three sounds to make a word

- segment simple spoken words into separate sounds

- identify the new word when asked to delete or add a phoneme (sound) to an existing spoken word

- recognise high-frequency words, including own name

- read and understand some sight words in simple, predictable texts

- identify most of the sounds and name all letters in a given word

- use phonological strategies when reading, including letter–sound relationships

- use knowledge of letters and sounds to decode words, including those in initial, final and medial positions

- manipulate letters to assist reading, eg delete an onset to make a new word, delete a rime to say an onset

- read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649)

- predict meaning using elements of texts prior to reading

- read one or more sentences correctly and for meaning in environmental/print texts

- identify literal meanings presented in texts, eg character, setting and events

- retell a familiar story in sequence and identify main idea

- use context to predict meaning in written texts to supplement decoding attempts
- make acceptable substitutions when reading simple texts
- spell unknown words phonetically with closer approximations
- know how to use onset and rime to spell words (ACELA1438)
- identify patterns in words leading to the identification of word families
- use and write beginning and ending sounds of spoken words
- know that letters are used to represent sounds when writing words
- use approximations and some conventional spelling
- attempt to spell unknown words using simple strategies, eg segmenting
- spell some common words accurately in their own writing
- vocalise or subvocalise words when trying to write them
- use plural form when spelling some words
- begin to identify some language features of familiar spoken texts

- identify the difference between a question and a statement

- make simple requests using appropriate word order

- recognise and interpret a simple instruction from teachers and peers

- understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430)

- understand that some language in written texts is unlike everyday spoken language (ACELA1431)

- demonstrate an awareness of written forms of communication, including labels, symbols, emails, letters and photographs

- recognise parts of print and digital texts, eg front and back covers, title and author, layout and navigation

- distinguish print from drawings

- understand that words can be spoken or written

- identify some features of texts including events and characters and retell events from a text (ACELT1578)

- explore sequencing of a story, focusing on the beginning, middle and end and recognise cultural patterns of storytelling, eg 'Once upon a time', the Dreaming

- begin to understand that grammar, punctuation and vocabulary are needed to achieve the purpose of the text

- recognise that texts are made up of words and groups of words that make meaning (ACELA1434)

- recognise that sentences are key units for expressing ideas (ACELA1435)

- identify statements. questions. commands and exclamations and their functions in texts

- experiment with adverbial phrases in structured and guided activities to indicate when. where and how actions occurred. eg last week. at home

- demonstrate an awareness of nouns. pronouns and conjunctions

- recognise simple pronoun references to maintain meaning

- understand that punctuation is a feature of written text different from letters: recognise how capital letters are used for names. and that capital letters and full stops signal the beginning and end of sentences (ACELA1432)

- identify features of sentence punctuation. eg question marks and exclamation marks. when reading and composing

- compose effective sentences in writing using appropriate word order

- begin to use statements and questions with appropriate punctuation

- recognise some different types of literary texts and identify some characteristic features of literary texts. for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785)

- understand that language can be used to describe likes and dislikes

CONNOTATION, IMAGERY & SYMBOL

ES1 Scope and Sequence

CONNOTATION, IMAGERY & SYMBOL **Students understand that language can represent more than the literal.** Students learn: • words, signs and symbols can represent or suggest things • when used imaginatively can be enjoyable.	**Learning Points** • identify some familiar written symbols in context, eg logos, computer icons and commands, labels of packages, signs • engage with and appreciate the imaginative use of language through storytelling • discuss creative language features in imaginative texts that can enhance enjoyment, eg illustrations, repetition