# English K–10 Syllabus (2022): Early Stage 1Australian Curriculum mapping (Kindergarten)

The Australian Curriculum codes are listed under each syllabus focus area and its associated content groups.

| Oral language and communication | Vocabulary | Phonological awareness | Print conventions | Phonic knowledge | Reading fluency | Reading comprehension | Creating written texts | Spelling | Handwriting | Understanding and responding to literature |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Listening for understanding**AC9EFLY02 | **Learning and using words**AC9EFLA08 | **Words** AC9EFLE04AC9EFLY09AC9EFLY10 | **Features of print** AC9EFLA03AC9EFLA04 AC9EFLA09AC9EFLY01AC9EFLY11 | **Single-letter graphemes** AC9EFLY04 AC9EFLY10AC9EFLY12 | **Automaticity** AC9EFLY14 | **Activating word meaning**AC9EFLA08 | **Text features**AC9EFLY06 | **Integrated spelling components**AC9EFLY12AC9EFLY13AC9EFLY14 | **Handwriting**AC9EFLY08AC9EFLY11 | **Context**AC9EFLE02AC9EFLE03AC9EFLY01AC9EFLY03 |
| **Social and learning interactions**AC9EFLA01AC9EFLY02AC9EFLY07 |  | **Syllables**AC9EFLY10 | **Directionality of print**AC9EFLY04 | **Digraphs**AC9EFLY04AC9EFLY10 | **Prosody**No associated ACARA code | **Understanding and connecting sentences**AC9EFLA05AC9EFLA06 | **Sentence-level grammar**AC9EFLA05AC9EFLA06 | **Phonological component**AC9EFLY10AC9EFLY13 |  | **Narrative**AC9EFLE03AC9EFLE05 |
| **Understanding and using grammar when interacting** AC9EFLY04 |  | **Phonemes**AC9EFLY10 |  |  |  | **Understanding whole text**AC9EFLE03 | **Punctuation**AC9EFLA09 | **Orthographic component**AC9EFLA08AC9EFLY11 |  | **Character**AC9EFLE02 |
| **Oral narrative**AC9EFLE01AC9EFLY07 |  |  |  |  |  | **Monitoring comprehension**AC9EFLA07AC9EFLY04AC9EFLY05 | **Word-level language**AC9EFLA08 | **Morphological component**AC9EFLY13AC9EFLY14AC9EFLY15 |  | **Imagery, symbol and connotation**AC9EFLA04AC9EFLA07 |
|  |  |  |  |  |  | **Recalling details**AC9EFLE02AC9EFLE03AC9EFLE05 | **Planning and revising**No associated ACARA code |  |  | **Perspective**AC9EFLA02AC9EFLE01 |

# English K–10 Syllabus (2022): Stage 1Australian Curriculum mapping (Years 1–2)

The Australian Curriculum codes are listed under each syllabus focus area and its associated content groups.

| Oral language and communication | Vocabulary | Phonic knowledge | Reading fluency | Reading comprehension | Creating written texts | Spelling | Handwriting | Understanding and responding to literature |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Listening for understanding**AC9E1LA01 AC9E1LE04 AC9E1LY02AC9E2LY02 | **Learning and using words**AC9E1LA04AC9E1LA09AC9E2LA09AC9E1LY06AC9E2LY06 | **Single-syllable words**AC9E1LY04AC9E2LY04AC9E1LY09AC9E2LY10AC9E1LY09AC9E2LY10AC9E1LY13AC9E1LY14 | **Automaticity** AC9E1LY04AC9E2LY04 | **Activating word meaning**AC9E1LA09AC9E1LY05AC9E2LY05 | **Text features**AC9E2LA04AC9E2LE05AC9E2LY01AC9E1LY03AC9E1LY06 | **Phonological component**AC9E1LY09AC9E1LY10AC9E2LY10 | **Handwriting**AC9E1LY08AC9E2LY08 | **Context**AC9E1LA03AC9E2LA03AC9E1LE01AC9E2LE01AC9E2LE03AC9E1LY01AC9E2LY01AC9E2LY02 |
| **Social and learning interactions**AC9E1LA02 AC9E2LY02  |  | **Multisyllabic words**AC9E2LY04AC9E2LY09AC9E2LY10AC9E1LY11AC9E1LY12AC9E1LY13 | **Prosody**AC9E1LY04AC9E2LY04 | **Understanding and connecting sentences**AC9E2LA04AC9E2LA06 | **Sentence-level grammar**AC9E1LA04AC9E1LA06AC9E2LA06AC9E1LA07AC9E2LA07 | **Orthographic component**AC9E2LY10AC9E1LY11AC9E2LY11AC9E2LY12AC9E1LY13 |  | **Narrative**AC9E2LA04AC9E1LE01AC9E2LE01AC9E1LE03AC9E2LE05 |
| **Understanding and using grammar when interacting**AC9E1LA02 AC9E2LY07  |  |  |  | **Understanding whole text**AC9E2LA04AC9E1LA05AC9E2LA05AC9E1LA08AC9E2LA08AC9E1LE01AC9E1LY01AC9E2LY01 | **Punctuation**AC9E1LA10AC9E2LA10AC9E2LE05 | **Morphological component**AC9E2LY11AC9E2LY12AC9E1LY15 |  | **Character**AC9E1LE01AC9E2LE01AC9E1LE02AC9E2LE02AC9E1LE03AC9E2LE03 |
| **Oral narrative**AC9E1LE05AC9E1LY07AC9E2LE05AC9E2LY07 |  |  |  | **Monitoring comprehension**AC9E1LE02AC9E1LY05AC9E2LY05 | **Word-level language**AC9E1LA07AC9E1LA09AC9E2LA09AC9E1LA10AC9E2LA10AC9E2LE04AC9E2LE05AC9E2LY06 |  |  | **Imagery, symbol and connotation**AC9E1LA03AC9E2LA03AC9E1LA08AC9E2LA08AC9E1LE01AC9E2LE01 |
|  |  |  |  | **Recalling details**AC9E2LA03AC9E1LY05AC9E2LY05 | **Planning and revising**AC9E1LY06AC9E2LY06 |  |  | **Perspective and argument**AC9E1LA03AC9E2LA03AC9E1LE02AC9E2LE02 |
|  |  |  |  |  |  |  |  | **Representation**AC9E1LE01AC9E2LE01AC9E1LE02AC9E2LE02 |

# English K–10 Syllabus (2022): Stage 2Australian Curriculum mapping (Years 3–4)

The Australian Curriculum codes are listed under each syllabus focus area and its associated content groups.

| Oral language and communication | Vocabulary | Reading fluency | Reading comprehension | Creating written texts | Spelling | Handwriting and digital transcription | Understanding and responding to literature |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Interacting**AC9E3LA01AC9E4LA01AC9E3LY02AC9E4LY02 | **Learning and using words**AC9E3LA01AC9E4LA01AC9E3LA02AC9E3LA05AC9E4LA05AC9E3LA10AC9E4LA11AC9E3LE04AC9E4LE04AC9E3LY05AC9E4LY05 | **Reading automaticity and rate**AC9E3LA05AC9E4LA05AC9E3LY04AC9E4LY04AC9E3LY09AC9E4LY09  | **Reading for interest and wide purposes**AC9E3LY04AC9E4LY04AC9E3LY05AC9E4LY05  | **Imaginative purposes**AC9E4LA12AC9E4LE05AC9E3LY06AC9E4LY06  | **Phonological component**AC9E3LY09AC9E4LY09AC9E3LY11  | **Handwriting legibility and fluency**AC9E3LY08AC9E4LY08  | **Narrative**AC9E3LE01AC9E4LE01AC9E3LE02AC9E3LE03AC9E4LE03AC9E3LE04AC9E4LE04AC9E3LE05AC9E4LE05AC9E3LY02AC9E3LY03AC9E4LY03 |
| **Listening for understanding**AC9E4LE02AC9E3LY02AC9E4LY02AC9E3LY07AC9E4LY07  | **Defining and analysing words**AC9E4LA04AC9E3LA10AC9E3LE04AC9E4LE04AC9E3LY10AC9E4LY10 | **Prosody**AC9E3LY04AC9E4LY04  | **Comprehending text structures and features**AC9E3LA03AC9E4LA03AC9E3LA05AC9E4LA07AC9E3LA09 AC9E4LA10AC9E4LA12AC9E3LY03AC9E4LY03 | **Informative purposes**AC9E3LY06AC9E4LY06  | **Orthographic component**AC9E3LY10AC9E4LY10AC9E3LY11  | **Software functionalities and typing**No associated ACARA code  | **Characterisation**AC9E3LE03AC9E4LE03AC9E3LE05AC9E4LE05  |
| **Presenting**AC9E4LA04AC9E4LA08AC9E3LY02AC9E4LY02AC9E3LY07AC9E4LY07 |  | **Monitoring reading fluency**No associated ACARA code | **Comprehending language**AC9E3LA02AC9E4LA02AC9E4LA04AC9E3LA07 AC9E3LA08AC9E4LA09AC9E3LA11AC9E3LE02AC9E4LE02AC9E3LY04AC9E4LY04AC9E3LY05AC9E4LY05AC9E3LY06AC9E3LY09AC9E4LY09 | **Persuasive purposes**AC9E3LY06AC9E4LY06  | **Morphological component**AC9E3LY10AC9E4LY10AC9E4LY11AC9E3LY12  |  | **Imagery, symbol and connotation**AC9E3LA09AC9E4LA10AC9E3LE01AC9E4LE01AC9E4LE02AC9E3LE04AC9E4LY05  |
|  |  |  | **Monitoring comprehension**AC9E3LY04AC9E4LY04AC9E3LY05AC9E4LY05AC9E4LY06  | **Text features for multiple purposes**AC9E4LA04AC9E3LA06AC9E3LY06AC9E4LY06  |  |  | **Genre**AC9E3LA03AC9E4LA03  |
|  |  |  |  | **Sentence level grammar**AC9E4LA06AC9E3LA07AC9E4LY06 |  |  | **Theme**No associated ACARA code  |
|  |  |  |  | **Punctuation**AC9E3LA11AC9E4LA12AC9E3LY06AC9E4LY06  |  |  | **Perspective and context**AC9E3LE01AC9E4LE01AC9E3LY03AC9E4LY03  |
|  |  |  |  | **Word-level language**AC9E3LA02AC9E4LA11AC9E3LY06AC9E4LY06  |  |  | **Argument and authority**AC9E3LA03AC9E4LA03 AC9E3LE03AC9E4LE03AC9E4LY05 |
|  |  |  |  | **Planning, monitoring and revising**AC9E3LY06AC9E4LY06  |  |  |  |

# English K–10 Syllabus (2022): Stage 3Australian Curriculum mapping (Years 5–6)

The Australian Curriculum codes are listed under each syllabus focus area and its associated content groups.

| Oral language and communication | Vocabulary | Reading comprehension | Creating written texts | Spelling | Handwriting and digital transcription | Understanding and responding to literature |
| --- | --- | --- | --- | --- | --- | --- |
| **Interacting**AC9E5LA01AC9E6LA01AC9E5LE02AC9E6LE02AC9E5LY02AC9E6LY02  | **Learning and using words**AC9E6LA02AC9E5LA08AC9E6LA08AC9E5LE05AC9E6LE05AC9E5LY06AC9E6LY06  | **Reading fluently**AC9E5LY04AC9E6LY04AC9E5LY08AC9E6LY08  | **Imaginative purposes**AC9E5LE05AC9E6LE05AC9E5LY06AC9E6LY06 | **Phonological component**AC9E5LY06AC9E6LY06AC9E5LY08AC9E6LY08 | **Handwriting legibility and fluency**AC9E5LY06AC9E6LY06 | **Narrative**AC9E5LE01AC9E6LE01AC9E5LE05AC9E6LE05AC9E5LY03AC9E6LY03AC9E5LY06AC9E6LY06 |
| **Listening for understanding**AC9E5LY02AC9E6LY02AC9E5LY07AC9E6LY07  | **Defining and analysing words**AC9E6LA08AC9E5LE04 AC9E5LY06AC9E6LY06 AC9E5LY09AC9E6LY09 | **Reading for interest and wide purposes**AC9E6LY04AC9E5LY05AC9E6LY05AC9E5LY06 | **Informative purposes**AC9E5LY06AC9E6LY06 | **Orthographic component**AC9E5LY06AC9E6LY06AC9E5LY08AC9E6LY08AC9E5LY09AC9E6LY09 | **Software functionalities and typing**No associated ACARA code  | **Characterisation**AC9E5LE01AC9E6LE01AC9E5LE02AC9E6LE02AC9E5LE05AC9E6LE05AC9E5LY01AC9E6LY01AC9E5LY03AC9E6LY03AC9E5LY06AC9E6LY06 |
| **Presenting**AC9E5LA01AC9E6LA01AC9E5LA06AC9E6LA06 AC9E5LY07AC9E6LY07  |  | **Comprehending text structures and features**AC9E5LY03AC9E6LY03AC9E5LY04AC9E6LY04 | **Persuasive purposes**AC9E5LY06AC9E6LY06 | **Morphological component**AC9E5LY06AC9E6LY06AC9E5LY09AC9E6LY09 |  | **Imagery, symbol and connotation**AC9E5LA08AC9E6LA08AC9E5LE01AC9E6LE01AC9E5LE02AC9E6LE02AC9E5LE04AC9E6LE04AC9E5LY06AC9E6LY06 |
|  |  | **Comprehending language**AC9E6LA02AC9E5LA04AC9E6LA04AC9E5LY04AC9E6LY04AC9E5LY08AC9E6LY09 | **Text features for multiple purposes**AC9E6LA04AC9E5LE05AC9E6LE05AC9E5LY06AC9E6LY06 |  |  | **Genre**AC9E5LA03AC9E6LA03AC9E5LE03AC9E6LE03AC9E5LY03AC9E6LY03 |
|  |  | **Monitoring comprehension**AC9E5LY05AC9E6LY05  | **Sentence-level grammar**AC9E5LA05AC9E6LA06AC9E5LY06AC9E6LY06 |  |  | **Theme**AC9E5LE01AC9E6LE01AC9E5LE02AC9E6LE02 AC9E5LY01AC9E6LY01 |
|  |  |  | **Punctuation**AC9E5LY06AC9E6LY06 |  |  | **Perspective and context**AC9E5LE01AC9E6LE01AC9E5LE02AC9E6LE02AC9E5LE03AC9E6LE03 |
|  |  |  | **Word-level language**AC9E6LA04AC9E6LA06AC9E5LA08AC9E5LY06AC9E6LY06  |  |  | **Argument and authority**AC9E6LA03AC9E5LE01AC9E6LE01AC9E5LE02AC9E6LE02AC9E5LE03AC9E6LE03AC9E5LY05AC9E6LY05 |
|  |  |  | **Planning, monitoring and revising**AC9E5LE05AC9E6LE05AC9E5LY05AC9E6LY05AC9E5LY06AC9E6LY06 |  |  |  |