

The table below highlights some examples, within the subject English that embed the use of Information Communication Technologies (ICT) skills.

Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality ACELA1433 – the elaboration says: learning about simple functions of keyboard and mouse including typing letters, scrolling, selecting icons and dropdown menu	Understand concepts about print and screen, including how different types of text are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links ACELA1450 – the elaborations say: learning about how books and digital texts are organised including page numbers, table of contents, headings, images with captions and the use of scrolling to access digital texts	Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines ACELA1466 – the elaborations say: learning about features of screen texts including menu buttons, drop down menus, links and live Connections	Identify the features of online texts that enhance navigation ACELA1790 – the elaborations say: becoming familiar with the typical features of online texts, for example navigation bars and buttons, hyperlinks and sitemaps	Identify features of online texts that enhance readability including text, navigation, links, graphics and layout ACELA1793 – the elaborations say: participating in online searches for information using navigation tools and discussing similarities and differences between print and digital information	Understand how texts vary in purpose, structure and topic as well as the degree of formality ACELA1504 – the elaborations say: becoming familiar with the typical stages and language features of such text types as: narrative, procedure, exposition, explanation, discussion and informative text and how they can be composed and presented in written, digital and multimedia forms	Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways ACELT1618 – the elaborations say: creating narratives in written, spoken or multimodal/digital format for more than one specified audience, requiring adaptation of narrative elements and language features
Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences ACELT1575 – the elaboration says: <ul style="list-style-type: none"> viewing stories by Aboriginal and Torres Strait Islander storytellers from online sources engaging with texts that reflect the social and cultural groups to which students belong 	Recreate texts imaginatively using drawing, writing, performance and digital forms of communication ACELT1586 – the elaborations say: retelling key events in stories using oral language, arts, digital technologies and performance media	Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created ACELT1587 – the elaborations say: recognising recurring characters, settings and themes in Dreaming stories experienced through texts, films and online sources	Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue ACELT1791 – the elaborations say: creating multimodal texts that combine visual images, sound effects, music and voice overs to convey settings and events in a fantasy world	Explore the effect of choices when framing an image, placement of elements in the image, and on composition of still and moving images in a range of types of text ACELA1496 – the elaborations say: examining visual and multimodal texts, building a vocabulary to describe visual elements and techniques such as framing, composition and visual point of view and beginning to understand how these choices impact on viewer response	Investigate how the organisation of texts into chapters, headings, subheadings, home pages and subpages for online texts and according to chronology or topic can be used to predict content and assist navigation ACELA1797	Compare texts including that represent ideas and events in different ways, explaining the effects of the different approaches ACELY1708
Retell familiar literary texts through performance, use of illustrations and images ACELT1580 – the elaborations says: using digital technologies to retell events and recreate characters from favourite print and film texts	Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features ACELY1660 – the elaborations say: using elements in books and screen texts, for example illustrations, diagrams, sound and movement, to support reading retelling the events or key information in the text orally, in writing and/or through digital or arts media	Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences ACELT1590 – the elaborations say: drawing, writing and using digital technologies to capture and communicate favourite characters and events	Plan and deliver short presentations, providing some key details in logical sequence ACELY1677	Discuss literary experiences with others, sharing responses and expressing a point of view ACELT1603 – the elaborations say: drawing comparisons between multiple texts and students' own experiences. Commenting orally, in written form and in digital reviews on aspects such as: 'Do I recognise this in my own world?'; 'How is this text similar to or different from other texts I've read?'; 'How common is it to human experience in the real world?'; 'What new ideas does it bring?'; 'How do they fit with what I believe?'	Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations ACELA1511 – the elaborations say: identifying and comparing sequences of images revealed through different hyperlink choices	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for and emphasis ACELY1710 – the elaborations say: using technologies to collaboratively prepare a humorous, dynamic group view on a debatable topic, such as 'Kids should be allowed to read and view what they like,' to be presented to teachers and parents
Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact ACELY1784 – the elaboration says: listening and responding to oral and multimodal texts including rhymes and poems, texts read aloud and various types of digital texts	Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams ACELY1661 Construct texts that incorporate supporting images using software including processing programs ACELY1664 – the elaborations say: creating digital images and composing a story or information sequence on screen using images and captions adding images to digital written communications such as emails with pictures of self, classmates or location	Discuss the characters and settings of different texts and explore how language is used to present these features in different ways ACELT1591 – the elaborations say: investigating Aboriginal stories, found from online sources, that explain physical features of the landscape and identify and describe the common features of language used	Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features -ACELY1680 – the elaborations say: using text features and search tools to locate information in written and digital texts efficiently	Create literary texts by developing storylines, characters and settings ACELT1794 – the elaborations say: collaboratively plan, compose, sequence and prepare a literary text along a familiar storyline, using film, sound and images to convey setting, characters and points of drama in the plot	Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences ACELT1795 – the elaborations say: orally, in writing or using digital media, giving a considered interpretation and opinion about a literary text, recognising that a student's view may not be shared by others and that others have equal claims to divergent views	Analyse how text structures and language features work together to meet the purpose of a text ACELY1711 – the elaborations say: comparing the structures and features of different texts, including print and digital sources on similar topics, and evaluating which features best aid navigation and clear communication about the topic
Create texts short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge ACELY1651 – the		Create events and characters using different media that develop key events and characters from literary texts ACELT1593 – the	Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features	Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and	Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have	Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of

<p>elaboration says: using image-making and beginning writing to represent characters and events in written, film and web-based texts Construct texts using software including word processing programs ACELY1654 – the elaborations says: using simple functions of keyboard and mouse including typing letters, scrolling, selecting icons and drop-down menu</p>		<p>elaborations say: creating imaginative reconstructions of stories and poetry using a range of print and digital media orally, in writing or using digital media, constructing a sequel to a known story</p>	<p>and selecting print, and multimodal elements appropriate to the and purpose ACELY1682</p>	<p>analysing and evaluating texts ACELY1692 – the elaborations say: inferring meaning from the ways communication occurs in digital environments including the interplay between words, images, and sounds</p>	<p>experienced ACELT1612 – the elaborations say: using texts with computer based graphics, animation and 2D qualities, consider how and why particular traits for a character have been chosen</p>	<p>contents, glossary, chapters, headings and subheadings ACELY1712 – the elaborations say: using research skills including identifying research purpose, locating texts, gathering and organising information, evaluating and using information</p>
		<p>Rehearse and deliver short presentations on familiar and new topics ACELY1667 – the elaborations say: listening and responding to presentations, including those using multimedia, on familiar and learned topics, recording key information, and connecting new and existing knowledge about a topic</p>	<p>Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation ACELY1683 – the elaborations say: using glossaries, print and digital dictionaries and spell check to edit spelling, realising that spell check accuracy depends on understanding the word function, for example there/their; rain/reign</p>	<p>Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features ACELY1694 – the elaborations say: using research from print and digital resources to gather ideas, integrating information from a range of sources; selecting text structure and planning how to group ideas into paragraphs to sequence content, and choosing vocabulary to suit topic and communication purpose</p>	<p>Create literary texts that experiment with structures, ideas and stylistic features of selected authors ACELT1798 – the elaborations say: drawing upon fiction elements in a range of model texts for example main idea, characterisation, setting (time and place), and narrative point of view; and devices, for example figurative language (simile, metaphor, personification), as well as nonverbal conventions in digital and screen texts in order to experiment with new, creative ways of communicating ideas, experiences and stories in literary texts</p>	<p>Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts ACELY1713</p>
		<p>Re-read and edit text for spelling, sentence-boundary punctuation and text structure ACELY1672 – the elaborations say: making significant changes to their texts using a word processing program (for example add, delete or move sentences)</p>	<p>Use software including processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements ACELY1685 – the elaborations say: using features of relevant technologies to plan, sequence, compose and edit multimodal texts</p>	<p>Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements ACELY1697- the elaborations say: identifying and selecting appropriate software programs for constructing text</p>	<p>Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements ACELY1700</p>	<p>Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience ACELY1714</p>
		<p>Construct texts featuring print, visual and audio elements using software, including processing programs ACELY1674 – the elaborations say: experimenting with and combining elements of software programs to create texts</p>			<p>Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources ACELY1703 – the elaborations say: using research skills including identifying research purpose, locating texts, gathering and organising information, evaluating its relative value, and the accuracy and currency of print and digital sources and summarising information from several sources</p>	<p>Use a range of software, including word processing programs, learning new functions as required to create texts ACELY1717 – the elaborations say: selecting and combining software functions as needed to create texts</p>
					<p>Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience ACELY1704</p>	
					<p>Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements ACELY1707 – the elaborations say: writing letters in print and by email, composing with increasing fluency, accuracy and legibility and demonstrating understanding of what the audience may want to hear</p>	