

























Metalanguage







Term	Meaning
A  back	
active listening behaviours	listening skills that include: listening for specific information; valuing a speaker's contributions; responding to a speaker to confirm understanding
adjective	describes the qualities of people, things or ideas
adverb	a word class that may modify a verb (for example, 'beautifully' in 'she sings beautifully'), an adjective (for example 'really' in 'he is really interesting') or another adverb (e.g. 'very' in 'she walks very slowly') In English, many adverbs have an -ly ending. 
adverb group/phrase	adds meaning to a verb, adjective or other adverb indicating the manner, time, place, cause, or degree and answers questions such as 'how,' 'when,' 'where,' 'how much'; often have an -ly ending
alliteration	a recurrence of the same consonant sounds at the beginning of words in close succession (for example, 'ripe, red raspberry') 
analogy	comparing one thing to another to provide a clearer explanation
analyse	to separate into parts, and study and explore in detail to determine meaning and/or function
anthropomorphic story	story that includes characters or objects that are not human but that possess human qualities, e.g. an object's ability to speak
antonym	a word opposite in meaning to another (for example, 'empty' is an antonym for 'full'; 'cold' is an antonym for 'hot') 
article	a word used to specify a noun as either definite ('the') or indefinite ('a' or 'an')
articulation	saying words clearly to be heard and understood
asking for information, making offers and giving commands	interpersonal meanings are made between speakers and listeners, and readers and writers, as they exchange information through questions and statements and give or ask for goods and services through requests and commands
audience	an intended group of readers, listeners or viewers that a writer, designer, filmmaker or speaker is addressing 
author	a composer or originator of a work (for example, a novel, film, website, speech, essay, autobiography) 
B  back	
beginning writing knowledge	initial understandings about how English print works, e.g. where to start writing and how print travels from left to right across a page, that can be transferred into own writing attempts








blending	<p>a process of saying the individual sounds in a word then running them together to make the word</p> <p>The sounds must be said quickly so the word is clear (for example, sounding out /b/-i/-g/ to make 'big').</p>
body language	<p>movements or positions of a body, which express a person's thoughts or feelings</p>
C  back	
character	<p>the representation of a person or animal in a story conveyed through a selection of physical attributes and character traits</p>
characteristic refrains	<p>familiar repeated sections in a text</p>
clause	<p>a grammatical unit that refers to a happening or state (for example, 'the netball team won' [happening], 'the cartoon is an animation' [state])</p> <p>A clause usually contains a subject and a verb group/phrase (e.g. 'The team [subject] has played [verb group/phrase] a fantastic game'), which may be accompanied by an object or other complements (elements that are closely related to the verb — for example, 'the match' in 'the team lost the match') and/or adverbials (for example, 'on a rainy night' in 'the team won on a rainy night').</p> <p>A clause can be either a 'main' clause (also known as an 'independent' clause) or 'subordinate clause' (also known as an 'dependent' clause), depending on its function:</p> <p>A main clause does not depend on or function within the structure of another clause.</p> <p>A subordinate clause depends on or functions within the structure of another clause. It may function directly within the structure of the larger clause, or indirectly by being contained within a noun group/phrase.</p> <p>In these examples square bracket have been used to indicate the subordinate clause:</p> <ul style="list-style-type: none"> • I took my umbrella [because it was raining]. • [When I am studying Shakespeare], my time is limited. • The man [who came to dinner] is my brother.
closed question	<p>requiring a 'yes' or 'no' or short-answer response</p>
cohesion	<p>grammatical or lexical relationships that bind different parts of a text together and give it unity</p> <p>Cohesion is achieved through:</p> <ul style="list-style-type: none"> • various devices such as connectives, ellipses and word associations (sometimes called 'lexical cohesion'). These associations include synonyms, antonyms (for example, 'study/laze about', 'ugly/beautiful'), repetition (e.g. 'work, work, work — that's all we do!') and collocation (for example, 'friend' and 'pal' in, 'My friend did me a big favour last week. She's been a real pal.').




comma	<p>form of punctuation that is used to separate words and sentence parts to make meaning clearer for the reader</p> <p>One function of the comma is to separate two or more elements in a list but is not used between the last two items where the word 'and' is used instead, e.g. I bought bread, milk, butter, tea and fish at the shop.</p>
compound sentence	<p>a sentence with two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as 'and', 'but' or 'or'</p> <p>In the following examples below, the main clauses are indicated by square brackets:</p> <ul style="list-style-type: none"> • [Jill came home this morning] [but she didn't stay long]. • [Kim is an actor], [Pat is a teacher], [and Sam is an architect].
comprehension strategy	<p>a set of processes used by readers to make meaning from texts</p> <p>Key comprehension strategies include:</p> <ul style="list-style-type: none"> • activating and using prior knowledge • identifying literal information explicitly stated in the text • making inferences based on information in the text and their own prior knowledge • predicting likely future events in a text • visualising by creating mental images of elements in a text summarising and organising information from a text • integrating ideas and information in texts • critically reflecting on content, structure, language and images used to construct meaning in a text.
concepts about print	<p>concepts about how English print works</p> <p>They include information about where to start reading and how the print travels from left to right across the page. Concepts about print are essential for beginning reading.</p>
conjunction	<p>a word that joins other words, phrases or clauses together in logical relationships such as addition, time, cause or comparison</p> <p>There are two types of conjunctions: coordinating conjunctions and subordinating conjunctions.</p> <p>Coordinating conjunctions are words that link words, groups/phrases and clauses in such a way that the elements have equal grammatical status. They include conjunctions such as 'and', 'or', 'but':</p> <ul style="list-style-type: none"> • Mum and Dad are here. (joining words) • We visited some of our friends, but not all of them. (joining noun groups/phrases) • Did he miss the train or is it just late? (joining clauses) <p>Subordinating conjunctions introduce certain kinds of subordinate clauses. They include conjunctions such as 'after', 'when', 'because', 'if' and 'that':</p> <ul style="list-style-type: none"> • When the meeting ended, we went home. (time) • That was because it was raining. (reason) • I'll do it if you pay me. (condition) • I know that he is ill. (declarative) • I wonder whether/if she's right. (interrogative).

consonant	all letters of the alphabet that are not vowels The 21 consonants in the alphabet are b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.	
consonant blend	a group of two or three consonants that are all pronounced individually (for example, /b/ and /l/ in the word 'black'; /g/ and /r/ in the word 'green')	
consonant cluster	groups of two or more consonants that can occur at the beginning, middle, or end of a word (for example, /sp/ in the word 'spot'; /nt/ in the word 'bent')	
context	an environment in which a text is responded to or created Context can include general social, historical and cultural conditions in which a text is responded to and created (context of culture) or specific features of its immediate environment (context of situation). The term is also used to refer to wording surrounding an unfamiliar word, which a reader or listener uses to understand its meaning.	
contextual [context], grammatical [grammar]; phonic [phonological] knowledge, semantic [knowledge]	see <i>context; grammar; phonological knowledge; semantic knowledge</i>	
create	develop and/or produce spoken, written or multimodal texts in print or digital forms	
cumulative storyline	story that builds on each element of itself, using repetition and rhythm	
D  back		
decodable	Decodable texts are texts that can be read using decoding skills a student has acquired. Decodable text is usually associated with beginning readers.	
decode	a process of working out a meaning of words in a text In decoding, readers draw on contextual, vocabulary, grammatical and phonic knowledge. Readers who decode effectively combine these forms of knowledge fluently and automatically, and self-correct using meaning to recognise when they make an error.	
digital technology	digital resources to effectively find, analyse, create, communicate, and use information in a digital context; may include digital text, images, audio and/ or video that can be shared over internet or computer networks	
digital text	an audio, visual or multimodal text produced through digital or electronic technology, which may be interactive and include animations and/or hyperlinks Examples of digital texts include DVDs, websites, e-literature.	
digraph	two letters that represent a single sound: <ul style="list-style-type: none"> vowel digraphs have two vowels (e.g. 'oo', 'ea') consonant digraphs have two consonants (e.g. 'sh', 'th') vowel/consonant digraphs have one vowel and one consonant (for example, 'er', 'ow'). 	

direction of print	see <i>concepts about print</i>
directionality	left-to-right direction of print and return sweep
E  back	
editing	process by which students check their writing for meaning, appropriate structure, grammatical choices, spelling and punctuation
emotion	a feeling (e.g. love or hate)
evaluative language	positive or negative language that judges the worth of something It includes language to express feelings and opinions, to make judgments about aspects of people such as their behaviour, and to assess quality of objects such as literary works. Evaluations can be made explicit (for example, through the use of adjectives as in: 'she's a lovely girl', 'he's an awful man', or 'how wonderful!'), however, they can be left implicit (for example, 'he dropped the ball when he was tackled', or 'Mary put her arm round the child while she wept'). 
event	a significant occurrence in a text; anything that has happened or is assumed to have happened
exposition	text that tries to persuade the reader/listener on an issue
expressing emotions	language to express feelings — includes verbal, visual, body language and/or facial expression
eye contact	looking at others, as appropriate, when speaking and listening
F  back	
fable	literary text that usually includes animal characters with human qualities; often contains a moral lesson
facial expression	an emotion being shown on a person's face such as a smile to express happiness or a frown to express sadness
fluency	being able to read, write and speak easily, effortlessly, smoothly and with expression (as opposed to word-by-word reading)
formal and informal/terms of address	the way the use and formality of language varies according to the social context to help signal social roles and relationships
G  back	
gesture	a movement of the body that conveys non-verbal meaning or emotion, e.g. hand or head movements to support listening and speaking interactions
giving commands	to give an instruction or order
grammar	a description of a language as a system In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, a sentence and a text. 
grapheme	a letter or group of letters that spell a phoneme in a word (for example, /f/ in the word 'fog'; /ph/ in the word 'photo') 






graphophonic knowledge	a knowledge of how letters in printed English relate to the sounds of the language	
H  back		
high-frequency words	<p>the most common words used in written English text</p> <p>They are sometimes called ‘irregular words’ or ‘sight words’. Many common or high-frequency words in English cannot be decoded using sound–letter correspondence because they do not use regular or common letter patterns. These words need to be learnt by sight (for example, ‘come’, ‘was’, ‘were’, ‘one’, ‘they’, ‘watch’, ‘many’).</p>	
I  back		
illustrator	a person who creates the pictures for a story	
image	a picture	
imaginary character	a fictional character; a made-up person, animal or being in a novel, play or movie	
imaginative texts	see <i>types of texts</i>	
inference	the result of combining what the text says with what you already know and making meaning; inferring is a thinking skill, where students look beyond what the text specifically says (inferential: adjective)	
informative texts	see <i>types of texts</i>	
instruction	a type of informative text that gives information about how to do or make something	
interaction skills	social communication skills; skills for listening and speaking to others in various contexts	
intonation	variation of pitch when speaking, e.g. the ways in which the voice rises and falls	
invitation	a request, either written or spoken, for someone to be part of an event or activity	
L  back		
language	a particular country’s or community’s methods of human communication, either spoken, written or signed, consisting of the use of words in a structured and conventional way	
language features	<p>features of language that support meaning (for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language)</p> <p>Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production.</p>	

language patterns	<p>an arrangement of identifiable repeated or corresponding elements in a text</p> <p>These include patterns of repetition or similarity (for example, a repeated use of verbs at the beginning of each step in a recipe, or a repetition of a chorus after each verse in a song). The patterns may alternate (for example, a call and response pattern of some games, or a to-and-fro of a dialogue). Other patterns may contrast (for example, opposing viewpoints in a discussion, or contrasting patterns of imagery in a poem). Language patterns of a text contribute to the distinctive nature of its overall organisation and shape its meaning.</p>	
layout	<p>a spatial arrangement of print and graphics on a page or screen including size of font, positioning of illustrations, inclusion of captions, labels, headings, bullet points, borders and text boxes</p>	
letter	<p>a form of communication, usually written on paper and placed in an envelope to be sent by post</p>	
listen	<p>to use the sense of hearing as well as a range of active behaviours to comprehend information received through gesture, body language and other sensory systems</p>	
literal meaning	<p>the meaning is directly stated in the text</p>	
literary text	<p>a piece of writing that tells a story or entertains, such as a picture book, novel or poem</p>	
literature	<p>written texts, e.g. poetry and novels</p>	
M  back		
making offers	<p>a type of question that gives an opportunity to someone; often begins with ‘<i>Can I ...</i>’, ‘<i>Shall I ...</i>’, ‘<i>Would you like ...</i>’; ‘<i>How about ...</i>’.</p>	
modes of communication	<p>written, spoken and visual forms of communication</p>	
morpheme	<p>the smallest meaningful or grammatical unit in language</p> <p>Morphemes are not necessarily the same as words. The word ‘cat’ has one morpheme, while the word ‘cats’ has two morphemes: ‘cat’ for the animal and ‘s’ to indicate that there is more than one. Similarly, ‘like’ has one morpheme, while ‘dislike’ has two: ‘like’ to describe appreciation and ‘dis’ to indicate the opposite. Morphemes are very useful in helping students work out how to read and spell words.</p>	
morphemic knowledge	<p>a knowledge of morphemes, morphemic processes and different forms and combinations of morphemes (for example, the word ‘unfriendly’ is formed from the stem ‘friend’, the adjective-forming suffix ‘-ly’ and the negative prefix ‘un-’)</p>	
multimodal element	<p>a component of a multimodal text (e.g. the text, images, sound or digital features)</p>	
multimodal text	<p>a combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations)</p>	

<p>narrative</p>	<p>a story of events or experiences, real or imagined</p> <p>In literary theory, narrative includes a story (what is narrated) and a discourse (how it is narrated).</p> 
<p>noun</p>	<p>a word class that includes all words denoting physical objects such as ‘man’, ‘woman’, ‘boy’, ‘girl’, ‘diamond’, ‘car’, ‘window’ etc</p> <p>These are called ‘concrete nouns’. ‘Abstract nouns’ express intangibles such as ‘democracy’, ‘courage’, ‘success’, ‘fact’, ‘idea’. The most important grammatical property of nouns concerns their function. A noun group/phrase, which contains a noun as its major element, can function as:</p> <ul style="list-style-type: none"> • subject (for example, ‘(the sun) was shining’) • object (for example, ‘I’d like (an apple)’). • as part of a prepositional phrase (for example, ‘they arrived (on time)’). <p>Most nouns can be marked for plural (for example, ‘dog’–‘dogs’, ‘woman’–‘women’), and for possessive (for example, ‘dogs’–‘dog’s’, ‘woman’–‘woman’s’).</p> <p>There are three major grammatical types of nouns: common nouns, proper nouns and pronouns.</p> <ul style="list-style-type: none"> • common nouns include words such as ‘hat’, ‘phone’, ‘pollution’ that do not name a particular person, place, thing, quality and so on. They can be concrete or abstract nouns. • proper nouns include words such as ‘Australia’, ‘Mary Smith’, ‘October’, which serve as the names of particular persons, places, days/months and festivals. They usually occur without a determiner, such as ‘the’. 
<p>noun group</p>	<p>consists of a noun as the major element, alone or accompanied by one or more modifiers</p> <p>A noun functioning as a major element may be a common noun, proper noun or pronoun. Expressions belonging to a range of classes may function as modifiers:</p> <p>Those that precede the main noun include:</p> <ul style="list-style-type: none"> • determiners (for example, ‘the car’, ‘a disaster’, ‘some people’, ‘many mistakes’) • possessive noun groups/phrases and pronouns (for example, ‘the old man’s house’, ‘Kim’s behaviour’, ‘my father’) • numerals (for example, ‘two days’, ‘thirty casualties’, ‘a hundred students’) • adjectives (for example, ‘grave danger’, ‘a nice day’, ‘some new ideas’, ‘poor Tom’) • nouns (for example, ‘the unemployment rate’, ‘a tax problem’, ‘a Qantas pilot’) <p>Those that follow the main noun usually belong to one or other of the following classes:</p> <ul style="list-style-type: none"> • prepositional phrases (for example, ‘a pot of tea’, ‘the way to Adelaide’, ‘work in progress’) • subordinate clauses (for example, ‘the woman who wrote it’, ‘people living near the coast’). 




onset	separate phonemes in a syllable can normally be broken into two parts An onset is the initial consonant (for example, in 'cat' the onset is /c/); or consonant blend (for example, in 'shop' the onset is /sh/). Word families can be constructed using common onsets such as /t/ in 'top', 'town'.
open question	a question requiring an answer that cannot be answered with a 'yes' or 'no' response, e.g. Why did the wolf eat Red Riding Hood's grandmother?
opening statements	introductory sentences that guide the reader towards understanding the purpose of what will be discussed in the written piece or presentation
opinion	what someone thinks; a personal view or thought
oral presentation	sharing a text or personal experience orally with an audience

pace	how quickly or slowly a text is written or delivered
patterns of repetition and contrast	patterns of vocabulary items in texts (for example, class/subclass patterns, part/whole patterns, compare/contrast patterns, cause-and-effect patterns, word associations/collocation)
pencil hold	the way a pencil is held to assist with legible, fluent handwriting
performance	to present or perform a text to a familiar or unfamiliar audience
persuasive texts	see <i>types of texts</i>
phoneme	the smallest unit of sound in a word (for example, the word 'is' has two phonemes: /i/ and /s/; the word 'ship' has three phonemes: /sh/, /i/, /p/)
phoneme deletion	involves forming a different word by removing a phoneme (for example, take the /t/ away from the word 'train' to make a new word 'rain')
phoneme substitution	involves students manipulating spoken words by substituting certain phonemes for others (for example, changing the /r/ in the word 'rat' to /b/ to make new word 'bat'.) Phoneme substitution can occur with middle and final phonemes (for example, changing the /a/ in 'cat' to /o/ to make new word 'cot')
phonemic awareness	an ability to hear, identify and manipulate separate, individual phonemes in words
phonic	term used to refer to the ability to identify the relationships between letters and sounds when reading and spelling
phonological awareness	a broad concept that relates to the sounds of spoken language It includes understandings about words, rhyme, syllables and onset and rime. NOTE: the term 'sound' relates to a sound we make when we say a letter or word, not to a letter in print. A letter may have more than one sound, such as the letter 'a' in 'was', 'can' or 'father', and a sound can be represented by more than one letter such as the sound /k/ in 'cat' and 'walk'. The word 'ship' had three sounds /sh/, /i/, /p/, but has four letters 's', 'h', 'i', 'p'. Teachers should use the terms 'sound' and 'letter' accurately to help students clearly distinguish between the two items.



phonological knowledge	information about the sounds of language and letter–sound relationships when comprehending a text (for example, single sounds, blends) 
phrasing	putting the right words together (in meaningful chunks) and using pauses when reading A fluent reader is able to focus on the meaning of the text rather than on decoding words.
pitch	the range of the voice, from high to low, varied during speaking for effect
plot	the sequence of events that occur in a story
poetry	see <i>types of texts</i>
point of view	refers to the viewpoint of an author, audience or characters in a text A narrative point of view refers to the ways a narrator may be related to a story. A narrator, for example, might take a role of first or third person, omniscient or restricted in knowledge of events, reliable or unreliable in interpretation of what happens. 
predictable text	a text that is easily navigated and read by beginning readers because it contains highly regular features such as familiar subject matter, a high degree of repetition, consistent placement of text and illustrations, simple sentences, familiar vocabulary and a small number of sight words 
prediction	an informed presumption about something that might happen Predicting at the text level can include working out what a text might contain by looking at the cover, or working out what might happen next in a narrative. Predicting at the sentence level is identifying what word is likely to come next in a sentence. 
prepositional phrase	typically consists of a preposition followed by a noun group/phrase Prepositional phrases occur with a range of functions, including: <ul style="list-style-type: none"> • adverbial in clause structure (for example, ‘on the train’ in ‘we met on the train’) • modifier in noun group/phrase structure (for example, ‘with two children’ in ‘a couple with two children’) • modifier in adjective group/phrase structure (for example, ‘on golf’ in ‘keen on golf’). 
presentation	a formal oral or spoken response; often requires an address to an audience and may be supported by visual information
prior and learned knowledge	the personal experiences and understandings students bring to learning opportunities

pronoun	<p>a word that takes the place of a noun (for example, I, me, he, she, herself, you, it, that, they, few, many, who, whoever, someone, everybody, and many others)</p> <p>There are different types of pronouns:</p> <ul style="list-style-type: none"> • personal pronouns represent specific people or things (for example, I, he, she, it, they, we, you, me, him, her, them). Example of personal pronoun use: David and Max (proper nouns) went to school. They went to school. Personal pronouns can also be objective (for example, David kicked the ball to Max. David kicked the ball to him.) • demonstrative pronouns represent a thing or things (for example, this, these, that, those). Example of demonstrative pronoun use: ‘Who owns these?’ • possessive pronouns to refer to the belonging of one thing or person to another person or thing (for example, mine, hers, his, ours, yours, theirs). Examples of possessive pronoun use: ‘Max looked for the book. He could not find his own book but he did find yours.’ • reflexive pronouns refer back to the subject of a sentence or clause. Reflexive pronouns end in ‘-self’ (singular) or ‘-selves’ (plural) (for example, myself, yourself, himself, herself, itself, ourselves, yourselves themselves). Example of possessive pronoun use: ‘David looked at himself in the mirror.’ • reciprocal pronouns refer to two subjects acting in the same way toward each other. There must be two or more subjects involved and they must be doing the same thing (for example, each other, one another). Example of reciprocal pronoun use: David and Max like each other. • relative pronouns introduce a relative clause. They are called relative because they relate to the words that they modify. There are five relative pronouns: who, whom, whose, which, that. Example of relative pronoun use: ‘The car, which was in the garage, was damaged.’ • interrogative pronouns represent things that we do not know and are asking the questions about (for example, who, whom, whose, which, what). Some interrogative pronouns can also function as relative pronouns. Examples of interrogative pronoun use: ‘Who told David?’ ‘Which of these would David like?’ • indefinite pronouns do not refer to any specific person, thing or amount (for example, all, another, anybody, anyone, anything, each, everybody, everyone, everything, many, nobody, none, one, several, some, somebody, someone). Example of relative pronoun use: ‘Have you taken anything from the cupboard?’
pronunciation	the way that a word is spoken or articulated
proper noun	see <i>noun</i>
punctuation	the symbols used to structure writing and to guide the reader (e.g. capitals, full stops, question marks, exclamation marks)
purpose	<p>an intended aim of text to achieve a particular outcome, for example:</p> <ul style="list-style-type: none"> • A procedure is written to give step-by-step instructions on how to do something. • A film review is written to evaluate a film and influence possible audiences. • A multimodal narrative is created to entertain and engage a young audience.









R  back


read	to process words, symbols or actions to derive and/or construct meaning Reading includes interpreting, critically analysing and reflecting upon the meaning of a wide range of written and visual, print and non-print texts. 
recounts	see <i>types of texts</i>
rehearsal	a practice or trial performance usually in private in preparation for a later public performance
repetition	repeated words, lines or sentences
representation	the particular way people, events and issues in a text are portrayed by the author of the text
retell	to tell a story again using own words
return sweep	the way English print travels from left to right and then returns to the left of the page for the next and each subsequent line 
rhyme	the repetition of sounds at regular intervals, usually at the end of a line of verse
rhythm	the pattern of stressed and unstressed syllables in verse
rime	separate phonemes in a syllable can normally be broken into two parts The rime is a vowel and any subsequent consonants (for example, in the word 'cat' the rime is /at/). Word families can be constructed using common rimes such as /at/ in 'cat', 'pat'. 

S  back





segmenting	recognising and separating out phonemes in a word Students may say each sound as they tap it out. Stretching (for example, mmmmaaannn) is an example of segmenting. When segmenting words, there is a pause between each phoneme (for example, /m/-/a/-/n/ is an example of segmenting). 
self-correcting	see <i>text processing strategies</i>
semantic knowledge or information	information related to meanings used when reading Semantic information includes a reader's own prior knowledge and the meanings embedded in a text. Readers use semantic information to assist in decoding and to derive meanings from a text. 

sentence	<p>In writing, a sentence is marked by punctuation, but in speech the boundaries between sentences are not always so clear.</p> <p>There are different types of sentences:</p> <ul style="list-style-type: none"> • simple sentence — has the form of a single clause (for example, ‘David walked to the shops.’ or ‘Take a seat.’) • compound sentence — has two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as ‘and’, ‘but’ or ‘or’. In the following examples below, the main clauses are indicated by square brackets: <ul style="list-style-type: none"> ○ [Jill came home this morning] but [she didn’t stay long]. ○ [Kim is an actor], [Pat is a teacher], and [Sam is an architect]. • complex sentence — has one or more subordinate clauses. In the following examples, the subordinate clauses are indicated by square brackets: <ul style="list-style-type: none"> ○ I took my umbrella [because it was raining]. ○ [Because I am reading Shakespeare], my time is limited. ○ The man [who came to dinner] is my brother.
sentence boundary punctuation	deciding where sentences begin and end and using punctuation to define choice (full stop, capital letter)
sentence-level grammar	rules that apply to structure and meaning at the level of the sentence (e.g. subject–verb agreement)
setting	the time in history and the place or geographical location where the story takes place
silent letter	a letter that is in the written form of a word but is not pronounced in the spoken form (e.g. ‘t’ in the word ‘listen’ or ‘k’ in the word ‘knew’)
simple sentence	has the form of a single clause (for example, ‘David walked to the shops.’ or ‘Take a seat.’)
sound-letter correspondence	the relationship of spoken sounds of English to letters of the alphabet or to letter clusters
speak	<p>convey meaning and communicate with purpose</p> <p>Some students participate in speaking activities using communication systems and assistive technologies to communicate wants and needs, and to comment about the world.</p>
Standard Australian English	<p>the variety of spoken and written English language in Australia used in more formal settings such as for official or public purposes, and recorded in dictionaries, style guides and grammars</p> <p>While it is always dynamic and evolving, it is recognised as the ‘common language’ of Australians.</p>
stories	see <i>types of texts</i>
storyteller	one who tells or retells a story
suffix	<p>a meaningful element added to the end of a word to change its meaning (for example, to show its tense: ‘-ed’ in ‘passed’)</p> <p>Common suffixes are ‘-ing’; ‘-ed’; ‘-ness’; ‘-less’; ‘-able’.</p>

syllabification	the process of dividing words into syllables	
syllable	a unit of sound within a word (for example, 'bat' has one syllable; 'bat-ting' has two syllables)	
symbol	a mark or a character used to represent an object, function or process, for example, exit signs, logos, hearts and flowers on greeting cards	
synonym	a word having nearly the same meaning as another (for example, synonyms for 'old' would be 'aged' 'venerable', 'antiquated')	
syntax	ways in which sentences are formed from words, group/phrases and clauses In some education settings, the terms 'syntax' and 'grammar' are used interchangeably.	
systems of communication	signs and symbols used in the student's school and community; Auslan for deaf people and Braille for people who are blind or have low vision	
<p>T  back</p>		
terms of address	a word or phrase used to address someone without using his/her name, for example: <ul style="list-style-type: none"> • Formal terms of address — Good morning, sir. • Informal terms of address — Hi, mate! 	
text	a means for communication Their forms and conventions have developed to help us communicate effectively with a variety of audiences for a range of purposes. Texts can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word as in film or computer presentation media.	
text processing strategies	strategies readers use to decode a text These involve drawing on contextual, semantic, grammatical and phonic knowledge in systematic ways to work out what a text says. They include predicting, recognising words and working out unknown words, monitoring the reading, identifying and correcting errors, reading on and rereading.	
text structure	a way in which information is organised in different types of texts (for example, chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect) Choices in text structures and language features together define a text type and shape its meaning.	
theme	refers to the main idea or message of a text Grammatical theme indicates importance both within a clause and across a text. In a clause the theme comes in first position and indicates what the sentence is about. Theme is important at different levels of text organisation. A topic sentence serves as a theme for the points raised in a paragraph. A pattern of themes contributes to the method of development of the text as a whole.	

time-order words	words used to describe where something sits in time, for example, first, next, earlier, seldom, soon, commence, eventually
title	the name of the text
tone	<p>the way the writer or speaker expresses an attitude through the text</p> <p>Tone is achieved by the degree of formality, point of view, language choices (figurative, evaluative or descriptive), sentence length and, in the case of speech, speaking skills, such as volume, pitch, pace and pausing. For example, a positive tone could be described as calm or confident; a negative tone could be described as anxious or aggressive.</p>
traditional text	see <i>types of texts</i>
turn-taking patterns	the way that two or more speakers take a turn during a conversation
types of texts	<p>Texts can be classified as belonging to one of three types: imaginative, informative or persuasive, although it is acknowledged that these distinctions are neither static nor watertight and particular texts can belong to more than one category.</p> <p>Imaginative texts — their primary purpose is to entertain through their imaginative use of literary elements. They are recognised for their form, style and artistic or aesthetic value. These texts include novels, traditional tales/stories, poetry, stories, plays, fiction for young adults and children including picture books and multimodal texts such as film.</p> <p>Informative texts — their primary purpose is to provide information. They include texts that are culturally important in society and are valued for their informative content, as a store of knowledge and for their value as part of everyday life. These texts include explanations and descriptions of natural phenomena, recounts of events, instructions and directions, rules and laws and news bulletins.</p> <p>Persuasive texts — their primary purpose is to put forward a point of view and persuade a reader, viewer or listener. They form a significant part of modern communication in both print and digital environments. They include advertising, debates, arguments, discussions, polemics and influential essays and articles. </p>

<p>verb</p>	<p>a word class that describes a kind of situation such as a happening (for example, ‘climbed’ in ‘she climbed the ladder’) or a state (for example, ‘is’ in ‘a koala is an Australian mammal’)</p> <ul style="list-style-type: none"> • verbs are essential to clause structure: all clauses contain a verb, except in certain types of ellipsis (for example, ‘Sue lives in Sydney, her parents in Melbourne’, where there is ellipsis of ‘live’ in the second clause). • virtually all verbs have contrasting past and present tense forms. Some are signalled by inflections such as ‘-s’ and ‘-ed’. For example: <ul style="list-style-type: none"> ○ walk/walks (present tense) ○ walked (past tense). • other verbs have irregular forms that signal a change in tense. For example: <ul style="list-style-type: none"> ○ present — ‘am/is/are’ and past — ‘was/were’ ○ present participle ‘being’ and past participle ‘been’. <p>Auxiliary verbs and modal verbs are two types of verbs:</p> <ul style="list-style-type: none"> • auxiliary verbs are also referred to as ‘helping’ verbs. They precede the main verb — for example, ‘draw’ (main verb) ‘has drawn’ (auxiliary verb assisting) • modal verbs express a degree of probability (for example, ‘I might come home’) or a degree of obligation (for example ‘You must give it to me’, ‘You are not permitted to smoke in here’).
<p>verse forms — poem</p>	<p>can be a single line of poetry or a stanza</p>
<p>view</p>	<p>observe with purpose, understanding and critical awareness</p> <p>Some students participate in viewing activities by listening to an adult or peer describing the visual features of text, diagrams, pictures and multimedia.</p>
<p>visual cue</p>	<p>picture or word cue to assist with visual memory</p>
<p>visual features</p>	<p>visual components of a text include placement, salience, framing, representation of action or reaction, shot size, social distance and camera angle</p>
<p>visual representation</p>	<p>see <i>visual features</i></p>
<p>vocabulary</p>	<p>the words or language used in texts</p>
<p>voice levels</p>	<p>see <i>volume</i></p>
<p>volume</p>	<p>the loudness or softness of a voice</p>
<p>vowel</p>	<p>letters of the alphabet (a, e, i, o, u, and sometimes y) that represent a speech sound created by the relatively free passage of breath through the larynx and oral cavity</p> <p>Letters that are not vowels are consonants.</p>

vowel digraphs	two successive vowels that represent a single phoneme (for example, /ai/ in the word 'rain'; /ea/ in the word 'beach'; /ee/ in the word 'free')	
W  back		
word	a single distinct element of speech or writing that communicates meaning	
word families	families of words that have a common pattern; see <i>onset</i> and <i>rime</i>	
word-level grammar	in describing a language, attention is paid to both structure (form) and meaning (function) at the level of a word, a sentence and a text; see <i>grammar</i>	
write	plan, compose, edit and publish texts in print or digital forms Writing usually involves activities using pencils, pens, word processors; and/or using drawings, models, photos to represent text; and/or using a scribe to record responses or produce recorded responses.	