



English Curriculum for IDAT concise

| STAGE 1 | SKILL | CODE | OUTCOMES |
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| | Reading | RC1.2.1 | Can identify how pictures are associated with a story and how they clarify text. |
| | | RC2.2.1 | Phonics: Can recognise words that begin, end, or contain with the same phonemic sounds or phonics blend. |
| | Writing | W1.1.1 | Letters and words: Can hear and write letters and everyday words correctly, using knowledge of phonics. |
| | | W1.1.2 | Sentences: Can write sentences using a picture prompt. |
| | | W1.2.1 | Structure: Can write in short simple present tense or past simple sentences showing awareness of subject-verb-object formula and subject-verb agreement |
| | Grammar | GC1.1.1 | Can recognise correct use adjectives, adverbs and noun phrases that are common. |
| | | GC1.1.2 | Can recognise nouns and their uses in sentences correctly. |

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| | | GC1.1.3 | Can use common simple present and past tense verbs correctly. |
| | Vocabulary | VC1.1.1 | Can predict the meaning of unfamiliar words based on context. |
| | | VC1.1.2 | Can use simple everyday vocabulary related to school, food, everyday life, and home. |
| | | VC1.1.3 | Can use simple suffixes and prefixes to and understand how it changes meaning in words. |
| | | VC1.2.1 | Spelling: Can spell high frequency words. |
| | | VC1.2.2 | Can use phonics knowledge to spell one and two-syllable words correctly. |
| | Listening | LC1.1.1 | Can understand listen to stories and events and match to pictures and illustrations to show understanding of details and order of events. |

| STAGE 2 | SKILL | CODE | OUTCOMES |
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| | Reading | RC2.1.1 | Comprehension: Can answer questions about a text which show understanding of the content. |

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| | | RC2.1.2 | Can refer to details, inferences and language choice to understand characters feelings, thought or motives. |
| | | RC2.1.3 | Can identify the main ideas of a story and understand point of view. |
| | | RC2.2.1 | Phonics: Can read multisyllabic words using phonetic knowledge to find rhymes and similar sounds. |
| | Writing | WC2.1.1 | Words: Can recognise common everyday words by sound and write them correctly. |
| | | WC2.2.1 | Sentences: Can compose simple and some compound sentences using a picture prompt to write a short story. |
| | | WC2.2.3 | Punctuation: Can use basic punctuation, including apostrophe and speech marks, and capitalisation at the sentence level. |
| | Grammar | GC2.1.1 | Punctuation: Can identify and edit punctuation appropriately for the use of apostrophe and quotation marks. |
| | | GC2.1.2 | Can accurately use common and proper nouns and verbs in present, past and future tenses. |
| | | GC2.1.3 | Can use comparatives, superlative, adjectives and adverbs with accuracy. |
| | | GC2.1.4 | Can use pronouns effectively for clarity and cohesion. |

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| | | GC2.1.5 | Can use conjunctions and prepositions with accuracy in a familiar context. |
| | Vocabulary | VC2.1.1 | Demonstrate knowledge of adjective order in sentences. |
| | | VC2.1.2 | Can apply growing knowledge of suffixes and prefixes to words to change meaning. |
| | | VC2.1.3 | Can read and understand a large core of high frequency words |
| | | VC2.2.1 | Predict the meaning of unfamiliar words through knowledge of affix or etymology. |
| | Listening | LC2.1.1 | Spelling: Can correctly spell familiar words appropriate to stage and development (used widely in the curricula) |
| | | LC2.1.2 | Can listen for specific details as a speaker tells a short story in a familiar context and recognise pictures that match the story. |
| | | LC2.1.3 | Can listen for overall gist as a speaker tells a short story in a familiar context. |
| | | LC2.1.4 | Can listen and ascertain between three similar words or phrases that fit within Stage 2 level. |

| STAGE 3 | SKILL | CODE | OUTCOMES |
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| | Reading | RC3.1.1 | Comprehension: Can read a text and understand the key ideas, the summary of events and supporting details. |
| | | RC3.1.2 | Can identify how language used can change the purpose or feel of a text and contribute to the meaning of the story. |
| | | RC3.1.3 | Text Types: Can use conventions of basic text types (recount and narrative) to structure and organise ideas. |
| | Writing | WC3.1.1 | Punctuation: Can use appropriate punctuation to show sentence boundaries, dialogue, and expression. |
| | | WC3.1.2 | Editing: Can recognise correct punctuation including commas to separate items, ideas or clauses and punctuation for direct and indirect speech. Can identify errors relevant to level, including verb tenses, verb forms and verb patterns. |
| | Grammar | G3C.1.1 | Can use present, past, future and perfect verbs with reasonable level of accuracy in usage and high levels of accuracy in formation. |
| | | G3C.1.2 | Can use conjunctions, subordinate clauses and adverb phrases to communicate meaning. |
| | | GC3.1.3 | Can use personal, possessional and reflexive pronouns with accuracy. |
| | | GC3.1.4 | Can understand formation of passive verbs. |

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| | | GC3.1.5 | Can use modal verbs to indicate possibility |
| | Vocabulary | VC3.1.1 | Can use knowledge of root words, affixes, etymology and morphology to understand meaning of increasingly complex words. |
| | | VC3.1.2 | Can recognise and use common idioms and noun phrases. |
| | | VC3.1.3 | Can use a wide variety of vocabulary with understanding of root words and affixes to know meaning and usage. |
| | | VC3.1.4 | Can understand and use a wide variety of vocabulary which show shades of meaning, feeling or opinion. |
| | | VC3.2.1 | Spelling Can spell familiar words correctly according to grade level and can attempt unfamiliar words with some accuracy with knowledge of letter patterns and morphology. |
| | Listening | LC3.1.1 | Can listen for specific details as a speaker tells a short story in a familiar context. |
| | | LC3.1.2 | Can listen for overall gist as a speaker tells a short story in a familiar context. |
| | | LC3.1.3 | Can listen and ascertain between three similar words or phrases that fit within Stage 3 level. |

| STAGE 4 | SKILL | CODE | OUTCOMES |
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| | Reading | RC4.1.1 | Comprehension: Demonstrates understanding of increasingly complex texts identifying summaries, central themes and viewpoints. |
| | | RC4.1.2 | Understands the purpose of a text. Employs various comprehension strategies to interpret and evaluate texts and connect with own ideas. |
| | | RC4.1.3 | Can make a critical comparison of two texts explaining how various elements and attributed of the text contribute to effectiveness. |
| | Writing | WC4.1.1 | Text Types: Can use conventions of basic text types (informative and narrative) to structure and organise ideas. |
| | | WC4.1.2 | Punctuation: Can use appropriate punctuation to show sentence boundaries and dialogue and to make information clear. |
| | Grammar | GC4.1.1 | Understands appropriate subject/verb agreements with use of pronouns and use of appropriate tense. |
| | | GC4.1.2 | Demonstrates understanding of gerunds, infinitives and participles. |
| | | GC4.1.3 | Demonstrates basic understanding of active and passive voice. |
| | Vocabulary | VC4.1.1 | Can read and understand most words in a wide range of contexts and/or use context to decipher meaning in unfamiliar words. |

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| | | VC4.1.2 | Demonstrates understanding of that words with similar meanings can be nuanced as positive or negative. |
| | | VC4.2.1 | Spelling: Can spell a variety of multisyllabic words using prefixes and suffixes that are appropriate to age and stage of development. |
| | Listening | LC4.1.1 | Can listen for specific details as a speaker gives an informational account. |
| | | LC4.1.2 | Can listen for overall gist as a speaker gives an informational account. |
| | | LC4.1.3 | Can listen and ascertain between three similar words or phrases that fit within Stage 4 level. |

| STAGE 5 | SKILL | CODE | OUTCOMES |
|---------|---------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Reading | RC5.1.1 | Comprehension: Can use comprehension strategies to compare and contrast, recognise point of view and recognise cultural influences within a text. |
| | | RC5.1.2 | Can identify the main/central theme or idea of a text and 2 or 3 of the supporting details in a simple or complex text. |
| | | RC5.1.3 | Can identify validity of arguments and supporting evidence in a writing for possible biased, facts and influences of viewpoint. |

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| | | RC5.3.1 | Literary Conventions: Can analyse a writer's choice of form, structure, language features of events to evaluate effectiveness of the text. |
| | | RC5.3.2 | Can read high-quality, challenging or classic literature and comprehend order of events and meaning. |
| | Writing | WC5.1.1 | Text Types: Can use conventions of relevant text types (explanation and persuasive) to structure and organise ideas logically and cohesively. |
| | | WC5.1.2 | Punctuation: Can use appropriate punctuation to organise ideas clearly and present arguments or information effectively. |
| | Grammar | GC5.1.1 | Understand grammar conventions correctly and their use in sentence structures, transitional words and coherent paragraphs and sentences to enhance clarity and style. |
| | | GC5.1.2 | Understand the use of transitional words and how they relate to grammar and time |
| | Vocabulary | VC5.1.1 | Can identify and correctly use patterns of word changes to indicate different meanings or parts of speech (e.g. character, characterize, characteristic) |
| | | VC5.1.2 | Can refine and choose vocabulary with similar meaning to suit purpose of the text with attention effect on audience. |
| | | VC5.1.3 | Can recognise idioms, euphemisms and slang words necessary to communicate in a high school classroom setting. |
| | | VC5.2.1 | Spelling: Demonstrates understanding of spelling rules and patterns to spell words correctly in a longer writing piece and make it understood even if not spelled entirely correctly. |

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| | Listening | L5.1.1 | Can listen for specific details as a speaker gives a descriptive account. |
| | | L5.1.2 | Can listen for overall gist as a speaker gives a descriptive account. |
| | | L5.1.3 | Can listen and ascertain between three similar words or phrases that fit within Stage 5 level. |

| STAGE 6 | SKILL | CODE | OUTCOMES |
|---------|----------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Reading | RC6.1.1 | Comprehension: Can recognise main points of story and identify accurate summaries, point of view or structural elements of a complex and challenging text. |
| | | RC6.1.2 | Analyse a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) |
| | | RC6.3.1 | Literary Conventions: Can identify themes or central idea in a complex and challenging text. |
| | | RC6.3.2 | Can identify literary devices in complex writing. |
| | Writing | W6.1.1 | Text Types: Can use conventions of relevant text types (descriptive and review/critique) to structure and organise ideas, convey detailed descriptions, and evaluate or express opinions effectively. |

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| | | W6.1.2 | Punctuation: Can use a range of appropriate punctuation to describe ideas vividly and express opinions clearly. |
| | | GC6.1.1 | use grammar conventions correctly and appropriately to communicate their intended meaning clearly and effectively |
| | | GC6.1.2 | use pronoun case, number, and person correctly; use verb tenses correctly for reported dialogue; use active and passive voice appropriately for the purpose and audience; use unconventional grammar for effect |
| | Vocabulary | VC6.1.1 | Uses decoding strategies to understand words of increasing difficulty. |
| | | VC6.1.2 | Identify patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable) . |
| | | VC6.1.3 | Identify nuances in in meaning of similar words. |
| | | V6.2.1 | Spelling: Employs known spelling rules and patterns to edit and correct spelling errors |
| | Listening | L6.1.1 | Can listen for specific details as a speaker details a controversial opinion. |
| | | L6.1.2 | Can listen for overall gist as a speaker details a controversial opinion. |
| | | L6.1.3 | Can listen and ascertain between four similar words or phrases that fit within Stage 6 level. |