

# The Australian Curriculum V8.3 Content Comparison with Jolly Phonics/ Jolly Grammar

Foundation Year Level Description	
Expressing and developing ideas	
Content Description	Elaboration
<ul style="list-style-type: none"> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>recognising the most common sound made by each letter of the alphabet, including consonants and short vowel sounds</li> <li>writing consonant-vowel-consonant words by writing letters to represent the sounds in the spoken words</li> <li>knowing that spoken words are written down by listening to the sounds heard in the word and then writing letters to represent those sounds</li> </ul>
<ul style="list-style-type: none"> <li>Know how to use onset and rime to spell words (ACELA1438)</li> </ul>	<ul style="list-style-type: none"> <li>breaking words into onset and rime, for example c/at</li> <li>building word families using onset and rime, for example h/ot, g/ot, n/ot, sh/ot, sp/ot</li> </ul>
Sound and letter knowledge	
<ul style="list-style-type: none"> <li>Recognise rhymes, syllables and sounds (phonemes) in spoken words (ACELA1439)</li> </ul>	<ul style="list-style-type: none"> <li>listening to the sounds a student hears in the word, and writing letters to represent those sounds</li> <li>identifying rhyme and syllables in spoken words</li> <li>identifying and manipulating sounds (phonemes) in spoken words</li> <li>identifying onset and rime in one-syllable spoken words</li> </ul>
<ul style="list-style-type: none"> <li>Recognise the letters of the alphabet and know there are lower and upper case letters (ACELA1440)</li> <li>Know how to <u>read</u> and <u>write</u> some <u>high-frequency words</u> and other familiar words (ACELA1817)</li> <li>Understand that words are units of meaning and can be made of more than one meaningful part (ACELA1818)</li> <li>Segment sentences into individual words and orally blend and segment <u>onset</u> and <u>rime</u> in single <u>syllable</u> spoken words, and isolate, blend and manipulate phonemes in single <u>syllable</u> words (ACELA1819)</li> <li><u>Write</u> consonant-vowel-consonant (CVC) words by representing some sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words (ACELA1820)</li> </ul>	<ul style="list-style-type: none"> <li>identifying familiar and recurring letters and the use of upper and lower case in written texts in the classroom and community</li> <li>using familiar and common letters in handwritten and digital communications</li> </ul>
	<p><b>Foundation Grammar</b></p> <ul style="list-style-type: none"> <li><b>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)</b></li> <li><b>Recognise that texts are made up of words and groups of words that make meaning (ACELA1434)</b></li> <li><b>Recognise that sentences are key units for expressing ideas (ACELA1435)</b></li> </ul>

<p><b>Jolly Phonics</b></p> <ul style="list-style-type: none"> <li>Introduce 42 letter sounds for reading and writing.</li> <li>Blends sounds to read CVC, CCVC, CVCC words.</li> <li>Segment sounds to write CVC, CCVC, CVCC words.</li> <li>Introduce simple alternate digraphs e.g. ay, a-e, ai and begin the process of learning when to use each.</li> <li>Introduce oy, oi and ai, ay and begin the process of learning when to use each. (Shy I Toughy y)</li> <li>Recognise and write lower case and upper case letters – preferably in link script but up to school choice.</li> <li>Differentiate short vowel and long vowel sounds.</li> <li>Introduce the doubling rule.</li> <li>Introduce concept of when to use c, k or ck.</li> <li>Introduce 72 non-phonetic words – initially for reading- later for writing.</li> <li>Manipulation of sounds both in oral and written format to create new words.</li> <li>Word families and rhyming words</li> <li>Understand that a sentence is the basis of writing and that it begins with a capital and ends with a full stop.</li> </ul> <p><i>(Concepts are introduced in Jolly Phonics/ Jolly Grammar then constantly revised throughout successive years. They are only mentioned at the initial introductory level.)</i></p>
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Year 1	Year 1 Level Description	
	<b>Expressing and developing ideas</b>	
	Content Description	Elaboration
	<ul style="list-style-type: none"> <li>Understand how to spell one and two <u>syllable</u> words with common letter patterns (<a href="#">ACELA1778</a>)</li> </ul>	<ul style="list-style-type: none"> <li>writing one-syllable words containing known blends, for example 'bl', 'st'</li> <li>learning an increasing number of high frequency sight words recognised in shared texts and in texts being read independently (for example 'one', 'have', 'them', 'about')</li> </ul>
	<ul style="list-style-type: none"> <li>Recognise and know how to use morphemes in word families for example 'play' in 'played' and 'playing' (<a href="#">ACELA1455</a>)</li> </ul>	<ul style="list-style-type: none"> <li>building word families from common morphemes (for example 'play', 'plays', 'playing', 'played', 'playground')</li> <li>using morphemes to read words (for example by recognising the 'stem' in words such as 'walk/ed')</li> </ul>
	<b>Sound and letter knowledge</b>	
	<ul style="list-style-type: none"> <li>Manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (<a href="#">ACELA1457</a>)</li> <li>Understand that a letter can represent more than one sound and that a <u>syllable</u> must contain a <u>vowel</u> sound (<a href="#">ACELA1459</a>)</li> </ul>	<ul style="list-style-type: none"> <li>recognising words that start with a given sound, end with a given sound, have a given medial sound, rhyme with a given word</li> <li>recognising and producing rhyming words</li> <li>replacing sounds in spoken words (for example replace the 'm' in 'mat' with 'c' to form a new word 'cat')</li> <li>saying sounds in order for a given spoken word (for example f/i/sh, th/i/s)</li> </ul>
	<ul style="list-style-type: none"> <li>Use short vowels, common long vowels, <u>consonant</u> digraphs and <u>consonant</u> blends when writing, and blend these to <u>read</u> single <u>syllable</u> words (<a href="#">ACELA1458</a>)</li> </ul>	<ul style="list-style-type: none"> <li>saying words with the same onset as a given word (for example words that begin like 'd/og', 'bl/ue')</li> <li>saying words with the same rime as a given word (for example words that end like 'c/at', 'pl/ay')</li> </ul>
	<ul style="list-style-type: none"> <li>Use visual memory to <u>read</u> and <u>write</u> <u>high-frequency words</u> (<a href="#">ACELA1821</a>)</li> <li>Segment <u>consonant</u> blends or clusters into separate phonemes at the beginnings and ends of one <u>syllable</u> words (<a href="#">ACELA1822</a>)</li> </ul>	<ul style="list-style-type: none"> <li>recognising that letters can have more than one sound (for example 'u' in 'cut', 'put', 'use' and a in 'cat', 'father', 'any')</li> <li>recognising sounds that can be produced by different letters (for example the /s/ sound in 'sat', 'cent', 'scene')</li> </ul>

**Jolly Grammar 1**

**Spelling**

- Digraphs: – when to use each option.
- *As each digraph is reintroduced students are now expected to use correct spelling for that sound instead of a phonic representation.*
- Short vowels long vowels
- Double letters on end of short words.
- Doubling rule.
- More alternate vowel digraphs.

**Grammar**

- Nouns:- common nouns, proper nouns, pronouns
- Verbs:-simple past, present and future
- Conjugating verbs
- Adverbs
- Adjectives
- Definite / Indefinite Articles – a, an, the
- Plurals:- s and es
- Compound Words
- Antonyms
- Speech Marks
- Questions/ Statements Question Marks

### Grammar Year 1

1. Recognise that different types of punctuation, including full stops, question marks and exclamation marks JG2, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449)
2. Identify the parts of a simple sentence that represent 'What's happening?', 'What state is being described?', 'Who or what is involved?' and the surrounding circumstances (ACELA1451)
3. Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452)
1. 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)
2. Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation (ACELY1662)

### General Comments re comparison between the Australian National Curriculum and the Jolly Phonics / Jolly Grammar Curriculum

- In general, the Jolly Phonics/ Grammar curriculum is more detailed and specific re points to be covered.
- Because the Australian Curriculum is less definitive it is sometimes difficult to make direct comparisons.
- In most areas, the Jolly Phonics/ Grammar is ahead of the Australian requirements per year level. Areas where the Jolly Grammar Curriculum is behind Australian requirements have been highlighted in green.
- The Jolly Grammar curriculum only goes to the end of Year 6 but covers all requirements for Australian Year 7 curriculum.
- Following the Jolly Phonics / Grammar course makes programming easier and more specific for teachers.

*Jan Polkinghorne 13/1/2017*

Year 2	Year 2 Level Description	
	Expressing and developing ideas	
	Content Description	Elaboration
	<ul style="list-style-type: none"> <li>Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two <u>syllable</u> words including some compound words (ACELA1471)</li> </ul>	<ul style="list-style-type: none"> <li>drawing on knowledge of high frequency sight words</li> <li>drawing on knowledge of sound–letter relationships (for example breaking words into syllables and phonemes)</li> <li>using known words in writing and spell unknown words using developing visual, graphophonic and morphemic knowledge</li> </ul>
	<ul style="list-style-type: none"> <li>Build morphemic <u>word</u> families using knowledge of prefixes and suffixes (ACELA1472)</li> </ul>	<ul style="list-style-type: none"> <li>joining discussion about how a prefix or suffix affects meaning, for example uncomfortable, older, and division</li> </ul>
	Sound and letter knowledge	
<ul style="list-style-type: none"> <li>Orally manipulate more complex sounds in spoken words through knowledge of <u>blending</u> and <u>segmenting</u> sounds, <u>phoneme deletion</u> and substitution in combination with use of letters in reading and writing (ACELA1474)</li> <li>Use knowledge of letter patterns and morphemes to <u>read</u> and <u>write high-frequency words</u> and words whose spelling is not predictable from their sounds (ACELA1823)</li> <li>Use most letter-sound matches including <u>vowel digraphs</u>, less common long <u>vowel</u> patterns, letter clusters and silent letters when reading and writing words of one or more <u>syllable</u>(ACELA1824)</li> <li>Understand that a sound can be represented by various letter combinations (ACELA1825)</li> </ul>	<ul style="list-style-type: none"> <li>recognising when some letters are silent, for example knife, listen, castle, and providing the sound for less common sound-letter matches, for example ‘tion’</li> </ul>	
<b>Year 2 Grammar</b> <ol style="list-style-type: none"> <li>Understand how texts are made cohesive through <u>language features</u>, including <u>word</u> associations, <u>synonyms</u>, and <u>antonyms</u> (ACELA1464, 1465, 1466, 1467)</li> <li>Recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465)</li> <li>Know some features of <u>text</u> organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466)</li> <li>Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (ACELA1467)</li> <li>Understand that nouns represent people, places, concrete objects and <u>abstract concepts</u> <b>JG4</b> ; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives(ACELA1468)</li> </ol>		

- Jolly Grammar 2**
- Spelling**
- silent letters:- b,w,k,h,c
  - soft c, soft g
  - air, are, ear
  - ch for k sound
  - ey
  - tion, sion
  - eigh
  - ture
  - ore
  - le
- Grammar**
- Commas in lists
  - **Exclamation Marks AYr1**
  - Possessive Adjectives
  - Homophones
  - Irregular past tense
  - Verb ‘to be’ past tense
  - Conjunctions
  - ies plurals
  - Prefixes
  - **Apostrophe ‘s’ A Yr**
  - Contractions
  - Prepositions
  - Suffix ‘ing’
  - Comparative/ Superlative
  - **Commas in Speech**

<b>Year 3</b>	<b>Year 3 Level Description</b>	
	<b>Expressing and developing ideas</b>	
	Content Description	Elaboration
	<ul style="list-style-type: none"> <li>Understand how to use letter-sound relationships and less common letter patterns to spell words (ACELA1485)</li> <li>Recognise and know how to <u>write</u> most high frequency words including some homophones (ACELA1486)</li> <li>Understand how to apply knowledge of letter-sound relationships, syllables, and <u>blending</u> and <u>segmenting</u> to fluently <u>read</u> and <u>write</u> multisyllabic words with more complex letter patterns (ACELA1826)</li> <li>Know how to use common prefixes and suffixes, and generalisations for adding a <u>suffix</u> to a <u>base word</u> (ACELA1827)</li> </ul>	<ul style="list-style-type: none"> <li>using spelling strategies such as: phonological knowledge (for example diphthongs and other ambiguous vowel sounds in more complex words); three-letter clusters (for example 'thr', 'shr', 'squ'); visual knowledge (for example more complex single syllable homophones such as 'break/brake', 'ate/eight'); morphemic knowledge (for example inflectional endings in single syllable words, plural and past tense); generalisations (for example to make a word plural when it ends in 's', 'sh', 'ch', or 'z' add 'es') <b>JG 1</b></li> </ul>

- Jolly Grammar 3**
- Spelling**
- tch
  - dge
  - s, se and ze for s sound
  - suffixes, less and able
  - a,e,i,o,u for long vowels (e.g .iron, apron)
  - a for ar (past, last, fast)
  - ie for ee
  - aw, au, al, for or sound
  - ear, ere
  - gn, ph, gh
  - prefix ex
- Grammar**
- Syllables
  - Verb 'to be' past, present, future
  - Present Participles
  - Continuous Tenses- past, present and future
  - Proper Adjectives
  - Paragraphs
  - Suffix 'ful'
  - Adjective + 'ly' = adverb
  - Nouns as adjectives
  - Subjects and Objects in Sentences
  - Irregular Plurals
  - Possessive Pronouns
  - Collective Nouns
  - Phrases

- Year 3 Grammar**
1. Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)
  2. Understand that paragraphs are a key organisational feature of written texts (ACELA1479)
  3. Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480) **JG2**
  4. Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (ACELA1481) **JG 4**
  5. Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense (ACELA1482)
  6. Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484)
  7. Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia **JG4** in poetry and prose (ACELT1600)

Year 4	<b>Year 4 Level Description</b>	
	<b>Expressing and developing ideas</b>	
	Content Description	Elaboration
	<ul style="list-style-type: none"> <li>Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)</li> <li>Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic <u>word</u> families, common prefixes and suffixes and <u>word</u> origins to spell more complex words (ACELA1779) <b>JG1&amp;2</b></li> </ul>	<ul style="list-style-type: none"> <li>building etymological knowledge about word origins (for example 'thermometer') and building vocabulary from research about technical and subject specific topics</li> <li>using phonological knowledge (for example long vowel patterns in multi-syllabic words); consonant clusters (for example 'straight', 'throat', 'screen', 'squawk') <b>JG 1</b></li> <li>using visual knowledge (for example diphthongs in more complex words and other ambiguous vowel sounds, as in 'oy', 'oi', 'ou', 'ow', 'ould', 'u', 'ough', 'au', 'aw'); silent beginning consonant patterns (for example 'gn' and 'kn') <b>JG 1 &amp; 2</b></li> <li>applying generalisations, for example doubling (for example 'running'); 'e'-drop (for example 'hoping') <b>JG 1&amp;2</b></li> </ul>
	<ul style="list-style-type: none"> <li>Recognise homophones and know how to use context to identify correct spelling (ACELA1780)</li> <li>Understand how to use <u>phonic</u> knowledge to <u>read</u> and <u>write</u> multisyllabic words with more complex letter combinations, including a variety of <u>vowel</u> sounds and known prefixes and suffixes (ACELA1828)</li> </ul>	<ul style="list-style-type: none"> <li>using meaning and context when spelling words (for example when differentiating between homophones such as 'to', 'too', 'two')</li> </ul>
<div style="border: 1px solid black; padding: 5px;"> <p><b>Year 4 Grammar</b></p> <ol style="list-style-type: none"> <li>Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491)</li> <li>Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech(ACELA1492)</li> <li>Understand that the meaning of sentences can be enriched through the use of <u>noun</u> groups/phrases and <u>verb</u> groups/phrases and prepositional phrases (ACELA1493) <b>JG2</b></li> <li>Investigate how quoted (direct) and reported (indirect) speech work in different types of <u>text</u>(ACELA1494)</li> <li>Understand how <u>adverb</u> groups/phrases and <u>prepositional phrases</u> <b>JG5</b> work in different ways to provide circumstantial details about an activity (ACELA1495)</li> </ol> </div>		

<p><b>Jolly Grammar 4</b></p> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li><b>schwa vowels</b>:- a,o,u, ar, or,er, al, el, il, ery, ory, ary</li> <li>ear for 'or'</li> <li>u for long oo</li> <li>ough</li> <li>augh</li> <li><b>suffixes</b>:- ic, ically,ant, ent, ist</li> <li><b>prefixes</b>:- pre, sub, anti, trans, inter, tele</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Grammatical agreement</li> <li>Grammatical Person</li> <li>Synonyms / antonyms</li> <li>Concrete/ Abstract Nouns <b>Ayr2</b></li> <li>Present Participles as adjectives</li> <li>Phrases, Clauses, Sentences</li> <li>Independent and subordinate clauses</li> <li>Simple and Compound Sentences</li> <li>Infinitives</li> <li>Onomatopoeia <b>A Yr3</b></li> <li>Hyphens</li> </ul>
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Year 5	Year 5 Level Description	
	Language variation and change	
	Content Description	Elaboration
	<ul style="list-style-type: none"> <li>Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)</li> </ul>	<ul style="list-style-type: none"> <li>recognising that a knowledge of word origins is not only interesting in its own right, but that it extends students' knowledge of vocabulary and spelling</li> <li>exploring examples of words in which pronunciation, writing and meaning has changed over time, including words from a range of cultures</li> </ul>
	Expressing and developing ideas	
<ul style="list-style-type: none"> <li>Understand how to use knowledge of known words, base words, prefixes and suffixes, <u>word</u> origins, letter patterns and spelling generalisations to spell new words (ACELA1513)</li> </ul>	<ul style="list-style-type: none"> <li>learning that many complex words were originally hyphenated but have become 'prefixed' as in 'uncommon', 'renew' 'email' and 'refine'</li> <li>talking about how suffixes change over time and new forms are invented to reflect changing attitudes to gender, for example 'policewoman', 'salesperson'; 'air hostess'/'steward' or 'flight attendant'</li> </ul>	
<ul style="list-style-type: none"> <li>Explore less common plurals, and understand how a <u>suffix</u> changes the meaning or grammatical form of a <u>word</u> (ACELA1514)</li> <li>Understand how to use <u>phonic</u> knowledge to <u>read</u> and <u>write</u> less familiar words that share common letter patterns but have different pronunciations (ACELA1829)</li> </ul>		

<p><b>Year 5 Grammar</b></p> <ol style="list-style-type: none"> <li>Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (ACELA1505)</li> <li>Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (ACELA1506) <b>JG2</b></li> <li>Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507)</li> <li>Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508)</li> <li>Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)</li> </ol>
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<p><b>Jolly Grammar 5</b></p> <p><b>Spelling</b></p> <p>age, ege nge ch for sh sure, ture words ending in l (irregular plurals) sch</p> <p><b>Suffixes:-</b></p> <p>ance, ancy ence, ency tion, sion, cian, ation, ible, ate, ise, ize, ify, ous, ious, tious, cial, tial, graph, ology, ment, ship, ward</p> <p><b>Prefixes:-</b></p> <p>multi, auto, mega, micro, supa, cent, kilo, milli, post</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Verb 'to have' past, present, future.</li> <li>Simple &amp; continuous tense.</li> <li>Adverb placement</li> <li><b>Prepositions &amp; prepositional phrases,</b> prepositional phrases as adverbs.</li> <li>Noun phrases as subjects and objects</li> <li>Compound subjects and objects.</li> <li>Transitive &amp; intransitive verbs</li> <li>Phrasal verbs</li> <li>Making verbs from nouns and adjectives.</li> <li>Adjectival order</li> <li>Adverbs of:- manner, degree &amp; place, time &amp; frequency.</li> <li>Adverbs describing other adverbs or adjectives</li> <li>Colon &amp; bullet points in lists</li> <li>Parentheses (Round Brackets)</li> <li>Homographs</li> <li>Homonyms</li> <li>Heteronyms</li> <li>Antonyms</li> <li>Synonyms</li> </ul>
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Year 6	Year 6 Level Description		<b>Jolly Grammar 6</b> <b>Spelling</b> numerical prefixes 1-10 ei & eigh for ai sound ei & ie for ee sound ei, eigh & eir ci for sh sound cious, eous cc for c sound doubling rule for fer silent p and silent h digraphs variations for long ai and oo sounds. bt, te, tte, th, cht mb, mn, me for m sound ui and u for i sound gh, gue, gu, ough schwa ure, our <b>suffixes</b> ity, ety, ial, able, ly que for k sound ne for n sound ere and oa  <b>Grammar (See Next Page)</b>
	Expressing and developing ideas		
	Content Description	Elaboration	
	Phonics and word knowledge		
<ul style="list-style-type: none"> <li>Understand how to use knowledge of known words, <u>word</u> origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words (<a href="#">ACELA1526</a>)</li> <li>Understand how to use <u>phonic</u> knowledge and accumulated understandings about <u>blending</u>, letter-sound relationships, common and uncommon letter patterns and <u>phonic</u> generalisations to <u>read</u> and <u>write</u> increasingly complex words (<a href="#">ACELA1830</a>)</li> </ul>			
<div style="border: 1px solid black; padding: 5px;"> <b>Year 6 Grammar</b> <ol style="list-style-type: none"> <li>Understand that different social and geographical dialects or accents are used in Australia in addition to <u>Standard Australian English</u> (<a href="#">ACELA1515</a>)</li> <li>Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (<a href="#">ACELA1516</a>)</li> <li>Understand the uses of commas to separate clauses (ACELA1521)</li> <li>Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522)</li> <li>Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523)</li> <li>Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)</li> </ol> </div>			

<b>Year 7</b>	<b>Year 7 Level Description</b>	
	<b>Language variation and change</b>	
	Content Description	Elaboration
	<ul style="list-style-type: none"> <li>Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating (ACELA1528)</li> <li>Understand how accents, styles of speech and idioms express and <u>create</u> personal and social identities (ACELA1529)</li> <li>Understand and explain how the <u>text</u> structures and <u>language features</u> of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors (ACELA1531)</li> <li>Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language (ACELA1537)</li> <li>Understand how to use spelling rules and <u>word</u> origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them (ACELA1539)</li> </ul>	<ul style="list-style-type: none"> <li>exploring languages and dialects through building webcam relationships with schools across Australia and Asia</li> <li>investigating changes in word use and meaning over time and some of the reasons for these changes, for example the influence on spelling and vocabulary of new forms of communication like texting, emoticons and email</li> </ul>

**Jolly Grammar 6**

**Grammar**

- Simple, continuous tense and perfect tenses.
- Definite & indefinite articles.
- Countable & uncountable nouns
- Direct & indirect objects.
- Linking verbs 'to be'.
- Prepositional phrases as Adverbs & Adjectives
- Relative Clauses in Sentences
- Coordinating Conjunctions
- Semicolons & Compound Sentences
- Colons in Sentences
- **Subordinating Conjunctions Ayr7**
- Complex Sentences
- Simple, Compound and Complex Sentences
- Adverbials
- Past Participles as Adjectives
- Active & Passive Voice
- Gerunds
- Idioms
- Verb 'To Do' Past, Present & Future
- Statements & Questions & Verb 'To Do'
- **Modal Verbs & Adverbs A Yr7**
- Imperatives
- Paragraphs & Cohesion
- Formal & Informal Writing
- Alliteration

- Year 7 Grammar**
1. Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information (ACELA1534)
  2. Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (ACELA1536)
  3. Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language (ACELA1537)

**NB**

- There is no Jolly Grammar 7 and there is no intention to create one because most departments of education worldwide are now reverting to an R-6 model.
- Both Jolly Grammar 5 and Jolly Grammar 6 are very full courses. Many schools with year 7 classes are choosing to take 3 years to cover Jolly Grammar 5 & 6.
- The content of Jolly Grammar 6 more than adequately covers the Year 7 ACELA requirements for both spelling & grammar.