

Professional standards and training



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AITSL Professional Standards page 3

This section shows the particular Australian Professional Standards for Teachers fulfilled by LEM Phonics professional learning seminars.

Training Content page 4

This section outlines the full course details for both the one-day *Introduction to LEM Phonics* seminar and the four-day certified *LEM Phonics introductory course*. Information is also provided on further LEM Phonics training through the intermediate and advanced courses.

Alignment with the Australian Curriculum: achievement standards for English page 8

This section shows the full list of Australian Curriculum achievement standards in the English subject area, and highlights those standards that LEM Phonics fulfils in each year level.

Links to the Australian Curriculum: content descriptions for English page 11

This section lists the Australian Curriculum content descriptions for English that LEM Phonics fulfils for Language, Literature and Literacy in each year level.

AITSL Professional Standards

LEM Phonics professional learning seminars meet the following Australian Professional Standards for Teachers:

Standard 1

Know students and how they learn

- 1.1 Physical, social and intellectual development and characteristics of students
- 1.2 Understand how students learn
- 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
- 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities

Standard 2

Know the content and how to teach it

- 2.1 Content and teaching strategies of the teaching area
- 2.2 Content selection and organisation
- 2.3 Curriculum, assessment and reporting
- 2.5 Literacy and numeracy strategies

Standard 3

Plan for and implement effective teaching and learning

- 3.2 Plan, structure and sequence learning programs
- 3.3 Use teaching strategies
- 3.4 Select and use resources
- 3.5 Use effective classroom communication
- 3.6 Evaluate and improve teaching programs

Standard 4

Create and maintain supportive and safe learning environments

- 4.1 Support student participation
- 4.2 Manage classroom activities

Standard 5

Assess, provide feedback and report on student learning

- 5.1 Assess student learning
- 5.2 Provide feedback to students on their learning
- 5.4 Interpret student data
- 5.5 Report on student achievement

Standard 6

Engage in professional learning

- 6.3 Engage with colleagues and improve practice
- 6.4 Apply professional learning and improve student learning

Standard 7

Engage professionally with colleagues, parents/carers and the community

Training content

LEM Phonics overview (one-day course)

The **LEM Phonics overview** is a one-day course which shows the foundational principles and teaching content of the LEM Phonics program. It is useful for schools who are considering installing the program, and it can also be used as a refresher course for schools currently using LEM Phonics. The one-day course contains no assessed content or examinations, and certificates are not supplied.

The course provides **5 training hours** across **12 modules** and is conducted by an LEM Phonics Registered Instructor.

Module 1 LEM Phonics Overview and Philosophy

Module 2 LEM Phonics and the Brain

The Alphabetic Principle
The Brain
Automaticity
Phonological Awareness Stages

Module 3 Introduction to the Phonograms

Single Phonograms
Multiple Phonograms
Successive Seventeen
Vowel Sounds
Consonant Sounds

Module 4 Handwriting

Module 5 Teaching the Phonograms

Single Phonograms
Multiple Phonograms
Testing

Module 6 Introduction to the Rules

Why Do We Need Rules?
The Code
Teaching the Rules

Module 7 Introduction to the Word List

Prerequisites
Vowels and Consonants
Syllables
Finger Clues
Word Analysis
Explanation Marks
Word List Organisation

Module 8 Word List Sections A and B

Dictation Procedures
Word List Sections A and B with Rules

Module 9 Word List Section C

Word List Section C Words with Rules

Module 10 Rules for Adding Endings

Base Words and Derivatives
Ending Rules First Year

Module 11 Advanced Phonograms and Rules

Phonogram/Rules Revision
Phonograms Years 2–5
Rules Years 2–5
Computer Tools

Module 12 Fluency and Grammar

Stages of Literacy
Fluency
Grammar in the Workbooks
Comprehension
Pathway to Literacy

Training content

LEM Phonics introductory course (Level 1)

The **LEM Phonics introductory course** is a 3–5 day course which prepares teachers to instruct students in the LEM Phonics program. The course does not necessarily need to be held over consecutive days. Participants may take an assessment and are issued with an official certificate upon achieving a passing mark. Successful participants become eligible to apply for intermediate and in turn advanced level training.

The course provides **20 training hours** across **30 modules** and is conducted by an LEM Phonics Registered Instructor.

Mod 1 LEM Phonics Philosophy	Mod 9 Introduction to the Rules	Mod 20 Word List Sections C1–C2
Mod 2 LEM Phonics and the Brain	Phonogram Revision	Introduction to Base Words and Endings
The Alphabetic Principle	Why Do We Need Rules?	Word List Words and Rules
The Brain	The Code	Base Words and Derivatives
Automaticity	Teaching the Rules	Mod 21 Word List Sections C3–C5
Phonological Awareness	Mod 10 Introduction to the Word List	Mod 22 Word List Sections C6–C7
Stages	Prerequisites	Mod 23 Word List Presentation Practice
Mod 3 LEM Phonics Overview	Vowels and Consonants	Mod 24 Rules for Adding Endings
Distinctive Attributes	Syllables	Mod 25 Advanced Phonograms and Rules
Stages of LEM Phonics	Finger Clues	Phonogram/Rules Revision
Teacher Resources	Word Analysis	Phonograms Years 2–5
Student Resources	Explanation Marks	Rules Years 2–5
Mod 4 Introduction to the Phonograms	Word List Organisation	Computer Tools
Single Phonograms	Mod 11 Word List Section A1	Mod 26 Fluency and Grammar
Multiple Phonograms	Dictation Procedures	Stages of Literacy
Successive Seventeen	Word List Words and Rules	Fluency
Vowel Sounds	Mod 12 Word List Sections A2–A3	Grammar in the Workbooks
Consonant Sounds	Mod 13 Phonogram Games	Comprehension
Mod 5 Handwriting	Mod 14 Word List Sections A4–A5	Pathway to Literacy
Posture	Mod 15 Word List Sections A6–A7	Mod 27 Study time/individual help
Pencil Grip	Mod 16 Review	Mod 28 Assessment
Paper Position	Mod 17 Word List Sections B1–B2	Mod 29 Assessment Review
Letter Features	Phonogram/Rules Revision	Mod 30 Closing comments
Spacing Principles	Word List Words and Rules	
Mod 6 Teaching and Writing the Single Phonograms	Mod 18 Word List Sections B3–B5	
Mod 7 Teaching the Multiple Phonograms	Mod 19 Word List Sections B6–B7	
Mod 8 Testing		
Written Phonogram Tests		
Oral Phonogram Tests		
Progress Chart		

Training content

LEM Phonics intermediate course (Level 2)

The **LEM Phonics intermediate course** is conducted by a registered instructor on a one-to-one basis through correspondence (usually email). The course contains 15 modules which include study material and appendices, plus questions on the study material to assess the application of the concepts. Each module is returned to the instructor for assessment, and upon completion of all modules the participant may take a final assessment. An official certificate is issued to participants who obtain a passing mark and they become eligible to apply for the Level 3 advanced course.

Prerequisites

Introductory course certificate

Module list

- Module 1** Revision of the introductory course
- Module 2** Refining the rules
- Module 3** Rules for base words and endings
- Module 4** Syllables
- Module 5** Challenging rules and patterns
- Module 6** Teaching *Teacher Book B*
- Module 7** Teaching *Teacher Book C*
- Module 8** Teaching *Teacher Book D*
- Module 9** Analysing words beyond the lists
- Module 10** Using *The Reference*
- Module 11** Testing procedures
- Module 12** Writing
- Module 13** Moving from spoken to written English
- Module 14** Teaching LEM Phonics to older students
- Module 15** *The Book of Rules*

Advanced diploma in LEM Phonics (Level 3)

The **Advanced diploma in LEM Phonics** is available to participants who have successfully completed both Level 1 and Level 2 training. In addition, applicants must have been practically using LEM Phonics for a period of at least 2 years. The advanced course is 12 modules, covering all aspects of LEM Phonics instruction. The first 11 modules are done in a similar manner to the intermediate course (via email). The final module is a practical course presentation, where the participant will present an abbreviated version of the introductory course in front of a small class (and an examiner). Upon completion, successful participants are eligible to become registered instructors in LEM Phonics, conducting training and selling resources.

Prerequisites

Introductory course certificate

Intermediate course certificate

Practical use of LEM Phonics for a period of at least 2 years

Module list

- Module 1** Background
- Module 2** Philosophy
- Module 3** Phonological awareness
- Module 4** The 42 sounds
- Module 5** The phonograms
- Module 6** Handwriting
- Module 7** The word list
- Module 8** The rules
- Module 9** Reading
- Module 10** Written expression and grammar
- Module 11** Testing
- Module 12** Course presentation

Alignment with Australian Curriculum (Version 9)

Achievement standards: English

Highlighted areas are covered by LEM Phonics for each year level.

Foundation/Prep/Kindergarten

By the end of Foundation, students listen to texts, interact with others and create short spoken texts, including retelling stories. They share thoughts and preferences, retell events and report information or key ideas to an audience.

They use language features including words and phrases from learning and texts. They listen for and identify rhymes, letter patterns and sounds (phonemes) in words. They orally blend and segment phonemes in single-syllable words.

They read, view and comprehend texts, making connections between characters, settings and events, and to personal experiences. They identify the language features of texts including connections between print and images. They name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs). They read words including consonant–vowel–consonant words and some high-frequency words.

They create short written texts, including retelling stories using words and images where appropriate. They retell, report information and state their thoughts, feelings and key ideas. They use words and phrases from learning and texts. They form letters, spell most consonant–vowel–consonant words and experiment with capital letters and full stops.

Year 1

By the end of Year 1, students interact with others, and listen to and create short spoken texts including recounts of stories. They share ideas and retell or adapt familiar stories, recount or report on events or experiences, and express opinions using a small number of details from learnt topics, topics of interest or texts. They sequence ideas and use language features including topic-specific vocabulary and features of voice.

They read, view and comprehend texts, monitoring meaning and making connections between the depiction of characters, settings and events, and to personal experiences.

They identify the text structures of familiar narrative and informative texts, and their language features and visual features. They blend short vowels, common long vowels, consonants and digraphs to read one-syllable words. They read one- and two-syllable words with common letter patterns, and an increasing number of high-frequency words. They use sentence boundary punctuation to read with developing phrasing and fluency.

They create short written and/or multimodal texts including recounts of stories with events and characters. They report information and experiences, and express opinions. Ideas in their texts may be informative or imaginative and include a small number of details from learnt topics, topics of interest or texts. They write simple sentences with sentence boundary punctuation and capital letters for proper nouns. They use topic-specific vocabulary. They write words using unjoined upper-case and lower-case letters. They spell most one- and two-syllable words with common letter patterns and common grammatical morphemes.

Year 2

By the end of Year 2, students interact with others, and listen to and create spoken texts including stories. They share ideas, topic knowledge and appreciation of texts when they recount, inform or express an opinion, including details from learnt topics, topics of interest or texts. They organise and link ideas, and use language features including topic-specific vocabulary and features of voice.

They read, view and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through characters and events. They describe how similar topics and information are presented through the structure of narrative and informative texts, and identify their language features and visual features. They use phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words. They use punctuation for phrasing and fluency.

They create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences. They use text structures to organise and link ideas for a purpose. They punctuate simple and compound sentences. They use topic-specific vocabulary. They write words using consistently legible unjoined letters. They spell words with regular spelling patterns, and use phonic and morphemic knowledge to attempt to spell words with less common patterns.

Year 3

By the end of Year 3, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They relate ideas; express opinion, preferences and appreciation of texts; and include relevant details from learnt topics, topics of interest or texts. They group, logically sequence and link ideas. They use language features including topic-specific vocabulary, and/or visual features and features of voice.

They read, view and comprehend texts, recognising their purpose and audience. They identify literal meaning and explain inferred meaning. They describe how stories are developed through characters and/or events. They describe how texts are structured and presented. They describe the language features of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning.

They read fluently, using phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns.

They create written and/or multimodal texts including stories to inform, narrate, explain or argue for audiences, relating ideas including relevant details from learnt topics, topics of interest or texts. They use text structures including paragraphs, and language features including compound sentences, topic-specific vocabulary and literary devices, and/or visual features. They write texts using letters that are accurately formed and consistent in size. They spell multisyllabic words using phonic and morphemic knowledge, and high-frequency words.

Year 4

By the end of Year 4, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts. They use text structures to organise and link ideas. They use language features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice.

They read, view and comprehend texts created to inform, influence and/or engage audiences. They describe how ideas are developed including through characters and events, and how texts reflect contexts. They describe the characteristic features of different text structures. They describe how language features including literary devices, and visual features shape meaning.

They read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge.

They create written and/or multimodal texts including stories for purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts. They use paragraphs to organise and link ideas. They use language features including complex sentences, topic-specific vocabulary and literary devices, and/or visual features. They write texts using clearly formed letters with developing fluency. They spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge.

Year 5

By the end of Year 5, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop and expand on ideas and opinions, using supporting details from topics or texts. They use different text structures to organise, develop and link ideas. They use language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.

They read, view and comprehend texts created to inform, influence and/or engage audiences. They explain how ideas are developed including through characters, settings and/or events, and how texts reflect contexts. They explain how characteristic text structures support the purpose of texts. They explain how language features including literary devices, and visual features contribute to the effect and meaning of a text.

They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing and expanding on ideas with supporting details from topics or texts. They use paragraphs to organise, develop and link ideas. They use language features including complex sentences, tenses, topic-specific vocabulary and literary devices, and/or multimodal features. They spell using phonic, morphemic and grammatical knowledge.

Year 6

By the end of Year 6, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop, explain and elaborate on ideas from topics or texts. They use and vary text structures to organise, develop and link ideas. They use and vary language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.

They read, view and comprehend different texts created to inform, influence and/or engage audiences. They identify similarities and differences in how ideas are presented and developed including through characters, settings and/or events, and how texts reflect contexts. They identify how texts have similar and different text structures to reflect purpose. They explain how language features including literary devices, and visual features influence audiences.

They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing, explaining and elaborating on relevant ideas from topics or texts. They use text structures and vary paragraphs to organise, develop and link ideas. They use and vary language features including sentence structures, topic-specific vocabulary and literary devices, and/or multimodal features. They spell using phonic, morphemic and grammatical knowledge.

Alignment with Australian Curriculum (Version 9)

Content descriptions: English

Foundation/Prep/Kindergarten

- | | |
|-------------------|--|
| LANGUAGE | <p>AC9EFLA02 explore different ways of using language to express preferences, likes and dislikes</p> <p>AC9EFLA04 understand conventions of print and screen, including how books and simple digital texts are usually organised</p> <p>AC9EFLA05 recognise that sentences are key units for expressing ideas</p> <p>AC9EFLA07 explore the contribution of images and words to meaning in stories and informative texts</p> <p>AC9EFLA08 recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school</p> <p>AC9EFLA09 identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end</p> |
| LITERATURE | <p>AC9EFLE03 recognise different types of literary texts and identify features including events, characters, and beginnings and endings</p> <p>AC9EFLE04 explore and replicate the rhythms and sound patterns of literary texts such as poems, rhymes and songs</p> |
| LITERACY | <p>AC9EFLY03 identify some differences between imaginative and informative texts</p> <p>AC9EFLY04 read decodable and authentic texts using developing phonic knowledge, and monitor meaning using context and emerging grammatical knowledge</p> <p>AC9EFLY05 use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently</p> <p>AC9EFLY06 create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly</p> <p>AC9EFLY08 form most lower-case and upper-case letters using learnt letter formations</p> <p>AC9EFLY09 recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness)</p> <p>AC9EFLY10 segment sentences into individual words; orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness)</p> <p>AC9EFLY12 write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words</p> <p>AC9EFLY13 use knowledge of letters and sounds to spell words</p> <p>AC9EFLY14 read and write some high-frequency words and other familiar words</p> <p>AC9EFLY15 understand that words are units of meaning and can be made of more than one meaningful part</p> |

Year 1

- LANGUAGE**
- AC9E1LA06** understand that a simple sentence consists of a single independent clause representing a single event or idea
 - AC9E1LA07** understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs)
 - AC9E1LA08** compare how images in different types of texts contribute to meaning
 - AC9E1LA09** recognise the vocabulary of learning area topics
 - AC9E1LA10** understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns

- LITERATURE**
- AC9E1LE04** listen to and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme

- LITERACY**
- AC9E1LY04** read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and monitoring meaning using context and grammatical knowledge
 - AC9E1LY05** use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures
 - AC9E1LY06** create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words.
 - AC9E1LY09** segment words into separate phonemes (sounds) including consonant blends or clusters at the beginnings and ends of words (phonological awareness)
 - AC9E1LY10** orally manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness)
 - AC9E1LY11** use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words
 - AC9E1LY12** understand that a letter can represent more than one sound and that a syllable must contain a vowel sound
 - AC9E1LY13** spell one- and two-syllable words with common letter patterns
 - AC9E1LY14** read and write an increasing number of high-frequency words
 - AC9E1LY15** recognise and know how to use grammatical morphemes to create word families

Year 2

- LANGUAGE**
- AC9E2LA06** understand that connections can be made between ideas by using a compound sentence with 2 or more independent clauses usually linked by a coordinating conjunction
 - AC9E2LA07** understand that in sentences nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups
 - AC9E2LA09** experiment with and begin to make conscious choices of vocabulary to suit the topic
 - AC9E2LA10** recognise that capital letters are used in titles and commas are used to separate items in lists

- LITERATURE**
- AC9E2LE04** identify, reproduce and experiment with rhythmic sound and word patterns in poems, chants, rhymes or songs

- LITERACY**
- AC9E2LY04** read texts with phrasing and fluency, using phonic and word knowledge, and monitoring meaning by re-reading and self-correcting
 - AC9E2LY06** create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic- specific vocabulary, simple punctuation and common 2-syllable words
 - AC9E2LY09** manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words
 - AC9E2LY11** use knowledge of spelling patterns and morphemes to read and write words whose spelling is not completely predictable from their sounds, including high-frequency words
 - AC9E2LY12** build morphemic word families using knowledge of prefixes and suffixes
 - AC9E1LY13** spell one- and two-syllable words with common letter patterns
 - AC9E1LY14** read and write an increasing number of high-frequency words
 - AC9E1LY15** recognise and know how to use grammatical morphemes to create word families

Year 3

- LANGUAGE**
- AC9E3LA04** understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together
 - AC9E3LA06** understand that a clause is a unit of grammar usually containing a subject and a verb that need to agree
 - AC9E3LA07** understand how verbs represent different processes for doing, feeling, thinking, saying and relating
 - AC9E3LA08** understand that verbs are anchored in time through tense
 - AC9E3LA10** extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts
 - AC9E3LA11** understand that apostrophes signal missing letters in contractions, and apostrophes are used to show singular and plural possession

- LITERATURE**
- AC9E3LE04** discuss the effects of some literary devices used to enhance meaning and shape the reader’s reaction, including rhythm and onomatopoeia in poetry and prose

- LITERACY**
- AC9E3LE05** create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts
 - AC9E3LY06** plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic- specific vocabulary and correct spelling of most high-frequency and phonetically regular words
 - AC9E3LY09** understand how to apply knowledge of phoneme–grapheme (sound–letter) relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns
 - AC9E3LY10** understand how to apply knowledge of common base words, prefixes, suffixes and generalisations for adding a suffix to a base word to read and comprehend new multimorphemic words
 - AC9E3LY11** use phoneme–grapheme (sound–letter) relationships and less common letter patterns to spell words
 - AC9E3LY12** recognise and know how to write most high-frequency words including some homophones

Year 4

- LANGUAGE**
- AC9E4LA06** understand that complex sentences contain one independent clause and at least one dependent clause typically joined by a subordinating conjunction to create relationships, such as time and causality
 - AC9E4LA07** investigate how quoted (direct) and reported (indirect) speech are used
 - AC9E4LA08** understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity
 - AC9E4LA09** understand past, present and future tenses and their impact on meaning in a sentence
 - AC9E4LA11** expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources
 - AC9E4LA12** understand that punctuation signals dialogue through quotation marks and that dialogue follows conventions for the use of capital letters, commas and boundary punctuation
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- LITERATURE**
- AC9E4LE04** examine the use of literary devices and deliberate word play in literary texts, including poetry, to shape meaning
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- LITERACY**
- AC9E4LY06** plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation
 - AC9E4LY08** write words using clearly formed joined letters, with developing fluency and automaticity
 - AC9E4LY09** understand how to use and apply phonological and morphological knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes
 - AC9E4LY10** understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, common prefixes and suffixes, and word origins, to spell more complex words
 - AC9E4LY11** read and write high-frequency words including homophones and know how to use context to identify correct spelling

Year 5

- LANGUAGE**
- AC9E5LA05** understand that the structure of a complex sentence includes a main clause and at least one dependent clause, and understand how writers can use this structure for effect
 - AC9E5LA06** understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea
 - AC9E5LA08** understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of words
 - AC9E5LA09** use commas to indicate prepositional phrases, and apostrophes where there is multiple possession

- LITERACY**
- AC9E5LY06** plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation
 - AC9E5LY08** use phonic, morphemic and vocabulary knowledge to read and spell words that share common letter patterns but have different pronunciations
 - AC9E5LY09** build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations
 - AC9E5LY10** explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word

Year 6

- LANGUAGE**
- AC9E6LA09** understand how to use the comma for lists, to separate a dependent clause from an independent clause, and in dialogue

- LITERACY**
- AC9E6LY08** use phonic knowledge of common and less common grapheme–phoneme relationships to read and write increasingly complex words
 - AC9E6LY09** use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words



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