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**ICT Capabilities**
**ENGLISH**

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| NSW Syllabus for the Australian Curriculum**Stage 3** | **Content Strand** | **ICT Strand** | **ICT Activities** |
| Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis ***(ACELY1700, ACELY1710)***    | [***Speaking & listening***](http://syllabus.bos.nsw.edu.au/english/english-k10/content/892)  | **Creating****Managing/Operating** |  |
| Identify and summarise key ideas and information from guest speakers, eg note-taking or using digital technologies  | [***Speaking & listening***](http://syllabus.bos.nsw.edu.au/english/english-k10/content/892)  | **Investigating****Managing/Operating** |  |
| Recognise and discuss issues related to the responsible use of digital communication | [***Writing & representing***](http://syllabus.bos.nsw.edu.au/english/english-k10/content/897)  | **Ethics/Cybersafety** |  |
| Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience ***(ACELY1704, ACELY1714)***   | [***Writing & representing***](http://syllabus.bos.nsw.edu.au/english/english-k10/content/897)  | **Creating****Managing/Operating** |  |
| Compose increasingly complex print, visual, multimodal and digital texts, experimenting with language, design, layout and graphics  | [***Writing & representing***](http://syllabus.bos.nsw.edu.au/english/english-k10/content/897)  | **Creating****Managing/Operating** |  |
| Use increasingly complex research data from print and digital sources to compose short and sustained texts   | [***Writing & representing***](http://syllabus.bos.nsw.edu.au/english/english-k10/content/897)  | **Investigating****Creating****Managing/Operating** |  |
| Assess the reliability of resources, including digital resources, when researching topics   | [***Writing & representing***](http://syllabus.bos.nsw.edu.au/english/english-k10/content/897)  | **Ethics/Cybersafety** |  |
| Use a range of software, including word processing programs, learning new functions as required to create texts ***(ACELY1707, ACELY1717)*** | [***Writing & representing***](http://syllabus.bos.nsw.edu.au/english/english-k10/content/897)  | **Creating****Managing/Operating** |  |
| Explain & justify responsible use of digital technologies   | [***Reading & viewing***](http://syllabus.bos.nsw.edu.au/english/english-k10/content/893) | **Ethics/Cybersafety** |  |
| Compare texts including media texts that represent ideas and events in different ways, explaining  the effects of the different approaches ***(ACELY1708)***   | [***Reading & viewing***](http://syllabus.bos.nsw.edu.au/english/english-k10/content/893) | **Investigating****Managing/Operating** |  |
| Recognise the effect of multimedia elements, eg film techniques, animation, voice-overs, sound effects, framing, close-ups | [***Reading & viewing***](http://syllabus.bos.nsw.edu.au/english/english-k10/content/893) | **Investigating****Managing/Operating** |  |
| Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations ***(ACELA1511)***    | [***Reading & viewing***](http://syllabus.bos.nsw.edu.au/english/english-k10/content/893) | **Investigating****Managing/Operating** |  |
| Interpret picture books, comic strips and sequences of digital images which do not contain written text | [***Reading & viewing***](http://syllabus.bos.nsw.edu.au/english/english-k10/content/893) | **Investigating****Managing/Operating** |  |
| Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts ***(ACELY1703, ACELY1713)***   | [***Reading & viewing***](http://syllabus.bos.nsw.edu.au/english/english-k10/content/893) | **Investigating****Managing/Operating** |  |
| Demonstrate an awareness of the limitations of spell check features in digital communication | [***Spelling***](http://syllabus.bos.nsw.edu.au/english/english-k10/content/896) | **Investigating****Managing/Operating** |  |
| Investigate how the organisation of texts into chapters, headings, subheadings, home pages and subpages for online texts and according to chronology or topic can be used to predict content and assist navigation ***(ACELA1797)***   | [***Responding & composing***](http://syllabus.bos.nsw.edu.au/english/english-k10/content/894) | **Investigating****Managing/Operating** |  |
| Discuss the conventions of a range of complex texts, eg act and stage directions in plays, literary devices in poems and stories, layout conventions in print and digital texts | [***Responding & composing***](http://syllabus.bos.nsw.edu.au/english/english-k10/content/894) | **Investigating****Managing/Operating** |  |

