How content is presented in the English K–10 Draft Syllabus Version 2

- The knowledge, understanding and skills described in the content provide a sound basis for students to successfully move to the next stage of learning.
- Teachers will make decisions about the sequence of learning and the emphasis to be given to particular content, based on the needs of their students.

English • Stage 4

Outcome EN4-1A
A student:
• responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure


Students:
- engage personally with texts
  - recognise, reflect on, interpret and explain the connections between their own experiences and the world in texts
  - consider and analyse the ways their own experience affects their responses to texts
  - explore and appreciate the aesthetic qualities in their own and other texts and the power of language to communicate information, ideas, feelings and viewpoints
  - experiment with language forms and features to compose texts for pleasure and enjoyment

- develop and apply contextual knowledge
  - interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives (ACELY1730)

- understand and apply knowledge of language forms and features
  - apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (ACELY1733)
  - recognise that vocabulary choices contribute to the specificity, abstraction and style of texts (ACELA1547)
  - analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication (ACELA1543)
  - understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors (ACELA1531)
  - use increasingly sophisticated verbal, aural, visual and/or written techniques, such as imagery, figures of speech, selective choice of vocabulary, rhythm, sound effects, colour and design, to compose imaginative texts for pleasure
  - recognise when information is presented objectively and subjectively by examining the language of opinion, including modality, bias, personal pronouns and other semantic cues [CCT]

ESL scales links to the English syllabus

The levels on the ESL scales needed to achieve this English syllabus outcome are Writing level 7, Reading and Responding level 7 and Oral Interaction level 8.

An EAL student at this stage of schooling may be assessed at a range of levels on the ESL scales Writing and Reading and Responding strands from Beginning level 1 to level 7 and Oral Interaction strand from level 1 to level 8. Teachers plan a learning pathway for EAL students using the ESL scales outcomes and pointers. Teachers assess EAL students’ current level of English on the ESL scales then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.