



English K–10

Australian Curriculum

Draft syllabus

Version 2

Consultation period
13 February – 30 April 2012

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Background information

The *English K–10 Syllabus* is being developed to deliver the Australian curriculum to NSW schools. The syllabus is being developed within the context of the NSW Board of Studies *K–10 Curriculum Framework*, using the Board’s syllabus development process.

A draft syllabus was developed and consultation occurred from June to September 2011. Based on this feedback, a second version of the draft has been prepared for a second round of consultation. The intention in 2012 is to deliver a final syllabus together with initial support materials as part of the Board’s syllabus handover processes.

The *English K–10 Syllabus* will challenge students to meet high, but realistic, expectations as they progress through the years of schooling. It clearly articulates standards that show what students are expected to know and be able to do at each stage from Kindergarten to Year 10. This provides the context for assessment for learning and meaningful reporting of student achievement.

The Board’s syllabus development process

This project commenced at the draft syllabus development phase of the Board’s syllabus development process. Broad consultation with teachers and other interest groups will precede the finalisation of the syllabus.



The process and timeline for the development of the syllabus follows.

Timeline for the development of the English K–10 Syllabus

Syllabus development	Date
Draft syllabus version 2 released	Term 1 2012
Consultation	Term 1 2012
Publication of the syllabus	Term 3 2012
Initial support materials released	Term 3 2012
Additional support materials released	Term 4 2012

How to respond

As you read the document you will notice the following icons:

 for your information	This icon indicates general information that assists in reading or understanding the information contained in the document. Text introduced by this icon will not appear in the final syllabus.
 consult	This icon indicates material on which responses and views are sought through consultation.

Consultation

The *English K–10 Draft Syllabus Version 2* is accompanied by an online consultation survey on the Board of Studies website. The purpose of the survey is to obtain detailed comments from individuals and systems/organisations on the draft syllabus version 2. Please comment on both the strengths and the weaknesses of the draft syllabus version 2. Feedback will be considered when the draft syllabus version 2 is modified.

The consultation period is from 13 February to 30 April 2012.

Written responses may be forwarded to:

Curriculum Support Officer, English
GPO Box 5300
Sydney NSW 2001

Or emailed to: irene.potts@bos.nsw.edu.au

Or faxed to: (02) 9367 8476

The draft syllabus

1 Introduction

1.1 The K–10 curriculum

Board of Studies syllabuses have been developed with respect to some overarching views about education. These include the *K–10 Curriculum Framework*, the Board’s *Statement of Equity Principles* and the *Melbourne Declaration on Educational Goals for Young Australians (December 2008)*.

In accordance with the *K–10 Curriculum Framework* and the Board’s *Statement of Equity Principles*, the *English K–10 Syllabus* takes into account the diverse needs of all students. It identifies essential knowledge, understanding, skills, values and attitudes. It outlines clear standards of what students are expected to know and be able to do in K–10. It provides structures and processes by which teachers can provide continuity of study for all students.

The framework also provides a set of broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes essential for all students in all learning areas to succeed in and beyond their schooling.

The continued relevance of the *K–10 Curriculum Framework* is consistent with the intent of the *Melbourne Declaration on Educational Goals for Young Australians (December 2008)* which sets the direction for Australian schooling for the next 10 years. There are two broad goals:

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

The way in which learning in the *English K–10 Syllabus* will contribute to the curriculum and to the student’s achievement of the broad learning outcomes is outlined in the draft syllabus rationale.

1.2 Students with special education needs

The rationale, aim, objectives, outcomes and content of the *English K–10 Syllabus* have been designed to accommodate teaching approaches that support the learning needs of all students. The stage statements and the continuum of learning can help teachers identify the starting point for instruction for every student, including those with special education needs.

Collaborative curriculum planning will determine the most appropriate curriculum options for students with special education needs in keeping with their learning needs, strengths, goals and interests.

Most students with special education needs will participate fully in learning experiences based on the regular syllabus outcomes and content. Students may require additional support, including adjustments to teaching, learning and assessment activities.

Adjustments are measures or actions taken in relation to teaching, learning and assessment that enable a student to access syllabus outcomes and content. These adjustments may involve:

- classroom organisation
- appropriate materials and resources to support teaching and learning activities

- the amount of content to be covered in a particular lesson or unit of work or the time allocated to complete work
- additional demonstration of key concepts and skills by the teacher, teacher's aide or a peer
- a range of appropriate learning activities with structured opportunities for guided and independent practice and effective feedback
- additional support through group work, peer or volunteer tutoring, and other individual assistance.

Kindergarten – Year 6

In Kindergarten to Year 6, it is important for all students to have the opportunity to participate fully in and progress through the curriculum. As they move through the developmental stages of learning, students demonstrate individual strengths and establish preferred ways of learning.

There are several curriculum options for students with special education needs in K–6. Students may:

- engage with selected outcomes and content appropriate to their learning needs
- engage with syllabus outcomes and content with adjustments
- engage with outcomes from an earlier stage, using age-appropriate content.

All decisions regarding curriculum options for students with special education needs should be made through the collaborative curriculum planning process, to ensure that syllabus outcomes and content reflect the learning needs and priorities of individual students.

In addition, the NSW K–6 curriculum provides for students with special education needs through:

- inclusive syllabus outcomes and content accessible by the full range of students
- additional advice and programming support for teachers on how to assist students to access the outcomes of the syllabus
- specific support documents for students with special education needs as part of the overall syllabus package.

Years 7–10

Students build on their achievement in Kindergarten to Year 6 as they undertake courses to meet the requirements of the Years 7–10 curriculum. Students with special education needs can access the Years 7–10 syllabus outcomes and content in a range of ways including:

- under regular course arrangements
- through outcomes from a different stage (Early Stage 1 to Stage 5), using age-appropriate content
- with adjustments to teaching, learning and/or assessment experiences
- through Years 7–10 Life Skills outcomes and content.


For some students with special education needs, particularly those students with an intellectual disability, it may be determined that the Stage 4 and Stage 5 outcomes are not appropriate to meet the needs of the student, even with adjustments to teaching, learning and assessment. For these students, the Years 7–10 Life Skills outcomes and content can provide the basis for developing a rigorous, relevant, accessible and meaningful age-appropriate program. A range of adjustments should be explored before a decision is made to access Years 7–10 Life Skills outcomes and content.

The Years 7–10 Life Skills outcomes and content are developed from the objectives of the *English K–10 Syllabus*. Further information about accessing and implementing English Years 7–10 Life Skills outcomes and content can be found in the English support document and *Life Skills Years 7–10: Advice on Planning, Programming and Assessment*.


School principals have the authority to approve student access to courses based on Years 7–10 Life Skills outcomes and content, and to determine the appropriateness of making adjustments to curriculum and assessment for individual students.

The Years 7–10 Life Skills outcomes and content are in section 8 of the syllabus. Assessment and reporting information for students with special education needs is in section 10.

2 Rationale

 for your information

The rationale describes the distinctive nature of the subject and outlines its relationship to the contemporary world and current practice. It explains the place and purpose of the subject in the curriculum and how English contributes to the achievement of the broad learning outcomes of the *K–10 Curriculum Framework*.

 consult

Language is central to the intellectual, social and emotional development of all students. Language shapes our understanding of ourselves and our world and is the primary means by which we relate to others. In the years of schooling from Kindergarten to Year 10, English is the study and use of the English language in its various textual forms encompassing spoken, written, multimedia and visual texts of varying complexity through which meaning is shaped, conveyed, interpreted and reflected.

In acknowledgement of its role as the national language, English is the mandatory subject from Kindergarten to Year 12 in the NSW curriculum. Skills, knowledge and understanding, values and attitudes acquired in English are central to the learning and development of students in NSW. Developing proficiency in English enables students to take their place as confident communicators, critical and imaginative thinkers, lifelong learners and informed, active participants in Australian society. It supports the development and expression of a system of personal values, based on students' understanding of moral and ethical matters, and gives expression to their hopes and ideals.


The study of English from Kindergarten to Year 10 should be both challenging and enjoyable. It develops skills to enable students to experiment with ideas and expression, to become active, independent and lifelong learners, to work with each other and to reflect on their learning.

Through responding to and composing texts from Kindergarten to Year 10, students learn about the power, value and art of the English language for communication, knowledge and enjoyment. They engage with and explore texts that include widely acknowledged quality literature of past and contemporary societies and engage with the literature and literary heritage of Aboriginal and Torres Strait Islander peoples. By composing and responding with imagination, feeling, logic and conviction, students develop understanding of themselves and of human experience and culture. They develop clear and precise skills in speaking, listening, reading, writing, viewing and representing, and knowledge and understanding of language forms and features and structures of texts.


The study of English in this syllabus is founded on the belief that language learning is recursive and develops through ever-widening contexts. Students learn English through explicit teaching of language and through their engagement with a diverse range of purposeful and increasingly demanding language experiences. The *English K–10 Syllabus* enables teachers to draw on the methods of different theoretical perspectives and models for teaching English to assist their students to achieve the syllabus outcomes at the highest levels. The syllabus is linked to the purpose statement and broad learning outcomes of the *K–10 Curriculum Framework*.

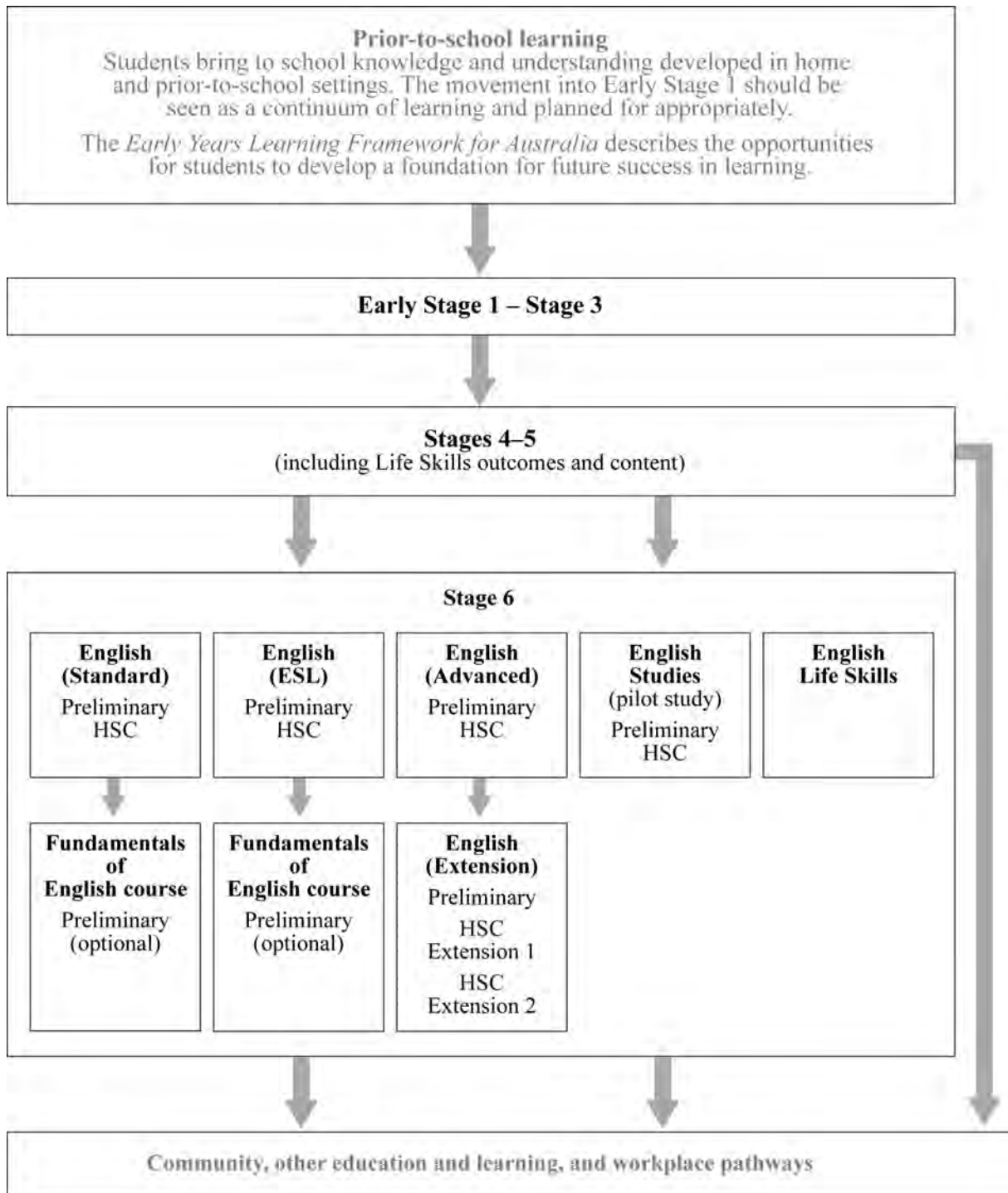
In their study of English, students continue to develop their critical and imaginative faculties and broaden their capacity for cultural understanding. They examine the contexts of language usage to understand how meaning is shaped by a variety of social factors. As students' command of English grows, they are able to question, assess, challenge and reformulate information and use creative and analytical language to identify and clarify issues and solve problems. They become imaginative and confident users of a range of electronic and digital technologies and understand and reflect on the ongoing impact of these technologies on society. These skills and understandings allow them to develop their control of language in ways that will help them in lifelong learning, in their careers and in life.

3 The place of the English K–10 Syllabus in the K–12 curriculum


 for your information

This section of the syllabus demonstrates the relationship between the K–10 syllabus and other associated courses. It shows the possible pathways of learning in the learning area.


 consult



4 Aim


 for your information

The aim provides a succinct statement of the overall purpose of the syllabus. It indicates the general educational benefits for students from programs based on the syllabus.

 consult

The aim of English in Years K–10 is to enable students to understand and use language effectively, appreciate, reflect on and enjoy the English language and to shape meaning in ways that are imaginative, interpretive, critical and powerful.


5 Objectives

 for your information

Objectives provide specific statements of the intention of a syllabus and amplify its aims. They act as organisers for the intended outcomes and define, in broad terms, the knowledge, understanding, skills and values and attitudes to be developed through study in the subject.

Objectives are organised under the areas of:

- knowledge, understanding and skills
- values and attitudes

 consult

Knowledge, understanding and skills

Through responding to and composing a wide range of texts and through the close study of texts, students will develop skills, knowledge and understanding in order to:


- communicate through speaking, listening, reading, writing, viewing and representing
- use language to shape meaning according to purpose, audience and context
- think in ways that are imaginative, creative, interpretive and critical
- express themselves and their relationships with others and their world
- learn and reflect on their learning through their study of English.

Values and attitudes

Students will value and appreciate:

- the importance of the English language as a key to learning
- the power of language to explore and express views of themselves, others and the world
- the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing
- the role of language in developing positive interaction and cooperation with others
- the diversity and aesthetics of language through literary and other texts
- the independence gained from thinking imaginatively, interpretively and critically
- the power of language to express the personal, social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences.

6 Outcomes

 for your information

Syllabus outcomes provide detail about what students are expected to achieve at the end of each stage in relation to the objectives. They indicate the knowledge, understanding and skills expected to be gained by most students as a result of effective teaching and learning by the end of a stage. They are derived from the objectives of the syllabus.

Years 7–10 Life Skills outcomes

For some students with special education needs, particularly those students with an intellectual disability, it may be determined that the Stage 4 and 5 outcomes and content are not appropriate. For these students, Life Skills outcomes and content can provide a relevant and meaningful program. Refer to section 1 for further information about curriculum options for students with special education needs. Years 7–10 Life Skills outcomes and content are in section 8.


 consult


Table of objectives and outcomes

Objectives: through responding to and composing a wide range of texts and through the close study of texts, students will develop skills, knowledge and understanding in order to:	Early Stage 1 outcomes	Stage 1 outcomes	Stage 2 outcomes	Stage 3 outcomes	Stage 4 outcomes	Stage 5 outcomes
	A student:	A student:	A student:	A student:	A student:	A student:
A <i>communicate through speaking, listening, reading, writing, viewing and representing*</i>	ENe-1A recognises that there are different kinds of spoken texts with specific language features and shows an emerging awareness of school purposes for spoken language	EN1-1A recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts	EN2-1A identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features	EN3-1A communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features	EN4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure	EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
	ENe-2A communicates with peers and known adults in informal and guided activities demonstrating emerging skills of classroom and group interaction	EN1-2A communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations	EN2-2A communicates in a range of informal and formal settings by adopting a range of roles in group, classroom, school and community contexts			
	ENe-3A demonstrates emerging skills and knowledge of concepts about print to read and view short, predictable texts on familiar topics	EN1-3A recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter	EN2-3A identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter	EN3-2A uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies	EN4-2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies	EN5-2A effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
	ENe-4A demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies	EN1-4A draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies	EN2-4A uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies			
B <i>use language to shape meaning according to purpose, audience and context</i>	ENe-5B recognises some different purposes for writing and that own texts differ in various ways	EN1-5B identifies how language use in their own writing differs according to their purpose, audience and subject matter	EN2-5B identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts	EN3-3B discusses how language is used in their own writing to achieve a widening range of purposes, audiences and contexts	EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts	EN5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
	ENe-6B demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts	EN1-6B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts	EN2-6B uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts	EN3-4B uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies		
	ENe-7B demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling	EN1-7B uses a variety of strategies, including knowledge of sight words and letter–sound correspondences, to spell familiar words	EN2-7B uses a range of strategies, including knowledge of letter–sound correspondences and common letter patterns, to spell familiar and some unfamiliar words	EN3-5B draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts	EN4-4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence	EN5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
	ENe-8B composes simple texts to convey an idea or message	EN1-8B plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers	EN2-8B plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language	EN3-6B composes, edits and presents well-structured and coherent texts		
	ENe-9B produces most lower case and upper case letters and uses digital technologies to construct texts	EN1-9B composes texts using letters of consistent size and slope and uses digital technologies	EN2-9B uses effective handwriting and publishes texts using digital technologies			
C <i>think in ways that are imaginative, creative, interpretive and critical</i>	ENe-10C thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts	EN1-10C thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts	EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts	EN3-7C thinks imaginatively, creatively, interpretively and critically about information and ideas and the connections between texts when responding to and composing texts	EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts	EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
					EN4-6C identifies and explains connections between and among texts	EN5-6C investigates the relationships between and among texts
D <i>express themselves and their relationships with others and their world</i>	ENe-11D responds to and composes simple texts about familiar aspects of the world and their own experiences	EN1-11D responds to and composes a range of texts about familiar aspects of the world and their own experiences	EN2-11D responds to and composes a range of texts that express viewpoints of the world similar to and different from their own	EN3-8D identifies and considers how different viewpoints of the world, including aspects of culture, are represented in texts	EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it	EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds
					EN4-8D identifies, considers and appreciates cultural expression in texts	EN5-8D questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
E <i>learn and reflect on their learning through their study of English</i>	ENe-12E demonstrates awareness of how to reflect on aspects of their own and others' learning	EN1-12E identifies and discusses aspects of their own and others' learning	EN2-12E recognises and uses an increasing range of strategies to reflect on their own and others' learning	EN3-9E recognises, reflects on and assesses their strengths as a learner	EN4-9E uses, reflects on and assesses their individual and collaborative skills for learning	EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

* Some students with special education needs communicate through a variety of verbal or non-verbal communication systems or techniques. It is important to take account of the individual communication strategies used by these students within the context of the *English K–10 Syllabus*.

7 Content

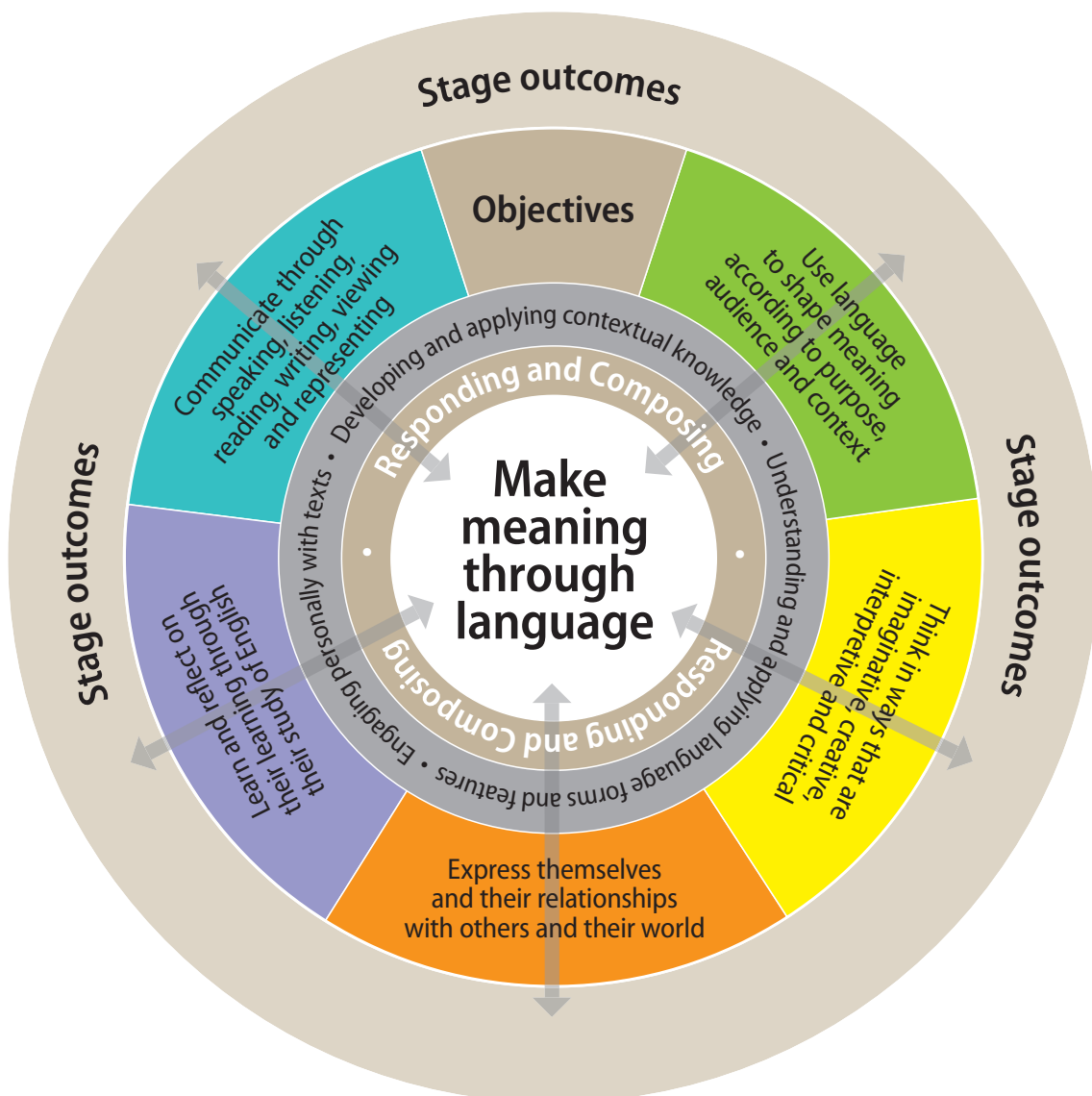
7.1 Organisation of content

 for your information

Content specifies the expected learning for students as they work to achieve the outcomes and describes the subject matter that is to be studied. Syllabus content reflects a balance between the acquisition of knowledge and the specific processes of learning in English so that students are encouraged to engage in, take responsibility for, and continue their own learning.

The knowledge, understanding and skills described 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 areas of content, based on the needs of their students.

The *English K–10 Syllabus* draws on different theoretical perspectives to emphasise students making meaning as they respond to and compose texts. The following diagram indicates the integrated relationship between objectives, learning outcomes and key processes that allow students to use language meaningfully in a range of contexts.





Content and the use of terminology

Responding and composing

In the *English K–10 Syllabus*, the study of English is an active pursuit where students use language to learn about language. The processes of responding to and composing texts are central to students using language purposefully and meaningfully and engaging with a wide range of texts.

In this syllabus, ‘composing’ is the activity that occurs when students produce written, spoken or visual texts. Composing typically involves:

- shaping and arranging textual elements to explore and express ideas, emotions and values
- processes of imagining, drafting, appraising, reflecting and refining
- knowledge, understanding and use of the language forms, features and structures of texts.

‘Responding’ is the activity that occurs when students read, listen to or view texts. It encompasses the personal and intellectual connection a student makes with texts. It also recognises that students and the texts to which they respond reflect social contexts.

Responding typically involves:

- shaping and arranging textual elements to explore and express ideas, emotions and values
- identifying, comprehending, selecting, articulating, imagining, critically analysing and evaluating.

As students respond to and compose texts in their study of English, they undertake a number of integrated and concurrent processes which include:

- engaging personally with texts
- developing and applying contextual knowledge
- understanding and applying knowledge about language forms and features.

These processes highlight the student as an active language user and learner and also help to organise and emphasise content in this syllabus. The *English K–10 Syllabus* organises content under each of the staged outcomes.

Use of terminology

The generic terms ‘composer’ and ‘compose’ can be used in preference to ‘author’ and ‘create’ as used in the Australian curriculum. The use of the terms ‘composer’ and ‘compose’ does not preclude use of specific nomenclature such as ‘poet’, ‘writer’, ‘novelist’ or ‘playwright’ by teachers and students where appropriate.

Content and text requirements for Early Stage 1 to Stage 3

In this syllabus, the study of a wide range of texts is central to the study of English. This includes the study of texts which are widely regarded as quality literature, providing students with the opportunity for aesthetic experience and to develop an appreciation of the artistic expression found in texts.

In the primary years of schooling, the study of text types, as part of a broader study of texts, is intended to facilitate student literacy skills and help to establish knowledge about the purpose and audience, structures and language features of a broader range of texts. In the categorisation of texts into ‘text types’, it is important to note that any such classification is to some extent arbitrary and that there is always likely to be overlap between ways of grouping and defining texts.

While delivering courses that reflect the outcomes and content, the following text requirements should be addressed.

Students in K–6 **must** read, listen to and view a variety of texts that are appropriate to their needs, interests and abilities. These texts become **increasingly sophisticated** as students move from Kindergarten to Year 6.

In **each Year** students **must** study examples of:

- spoken texts
- print texts
- visual texts
- media, multimedia and digital texts.

Across a stage of learning, the selection of texts **must** give students experience of:

- texts which are widely regarded as quality literature
- a widely defined Australian literature, including texts that give insights into Aboriginal experiences in Australia
- a wide range of literary texts from other countries and times, including poetry, drama scripts, prose fiction and picture books
- texts written about intercultural experiences
- texts that provide insights about the peoples and countries of Asia, including texts written by Asian Australians
- everyday and community texts
- a wide range of factual texts that present information, issues and ideas
- texts that include aspects of environmental and social sustainability
- an appropriate range of digital texts, including film, media and multimedia.

In selecting specific texts for study in English, teachers should consider the needs, interests and abilities of their students and the ethos of the school and its local community.

Note: students with special education needs may not be able to use all or some of the language modes. Some students with special education needs communicate through a variety of verbal or non-verbal communication systems or techniques.

It is important to take account of the individual communication strategies used by these students and make appropriate curriculum adjustments.

Content and text requirements for Stage 4

Over Stage 4, students **must** read, listen to and view a variety of texts that are appropriate to their needs, interests and abilities. These texts become **increasingly sophisticated** as students move from Stage 3 to Stage 4 and Stage 4 to Stage 5.

Students will undertake the essential content and work towards course outcomes through close reading of, listening to or viewing the following:

Stage 4	
Fiction	at least two works
Poetry	a wide range of types of poems
Film	at least two works
Nonfiction	at least two works
Drama	at least two works

The following specifications may be fulfilled through the required types of texts outlined above and/or through other texts.

In **each Year** of Stage 4 students **must** study examples of:

- spoken texts
- print texts
- visual texts
- media and multimedia which should, over Stages 4 and 5, include texts drawn from radio, television, newspapers, the worldwide web and digital texts.

Across the stage, the selection of texts **must** give students experience of:

- texts which are widely regarded as quality literature
- a widely defined Australian literature, including texts that give insights into Aboriginal experiences in Australia
- a wide range of literary texts from other countries and times, including poetry, drama scripts, prose fiction and picture books
- texts written about intercultural experiences
- texts that provide insights about the peoples and countries of Asia, including texts written by Asian Australians
- everyday and workplace texts
- a wide range of cultural, social and gender perspectives, popular and youth cultures
- texts that include aspects of environmental and social sustainability
- nonfiction, picture books, graphic novels
- an appropriate range of digital texts, including film, media and multimedia.

In selecting specific texts for study in English, teachers should consider the needs, interests and abilities of their students and the ethos of the school and its local community.

Note: students with special education needs may not be able to use all or some of the language modes. Some students with special education needs communicate through a variety of verbal or non-verbal communication systems or techniques.

It is important to take account of the individual communication strategies used by these students and make appropriate curriculum adjustments.

Content and text requirements for Stage 5

Over Stage 5, students **must** read, listen to and view a variety of texts that are appropriate to their needs, interests and abilities. These texts become **increasingly sophisticated** as students move from Stage 4 to Stage 5.

Students will undertake the essential content and work towards course outcomes through close reading of, listening to or viewing the following:

Stage 5	
Fiction	at least two works
Poetry	a variety drawn from different anthologies and/or study of one or two poets
Film	at least two works
Nonfiction	at least two works
Drama	at least two works

The following specifications may be fulfilled through the required types of texts outlined above and/or through other texts.

In **each Year** of Stage 5 students **must** study examples of:

- spoken texts
- print texts
- visual texts
- media and multimedia which should, over Stages 4 and 5, include texts drawn from radio, television, newspapers, the worldwide web and digital texts.

Across the stage, the selection of texts must give students experience of:

- texts which are widely regarded as quality literature
- a widely defined Australian literature, including texts that give insights into Aboriginal experiences in Australia
- a wide range of literary texts from other countries and times, including poetry, drama scripts, prose fiction and picture books
- texts written about intercultural experiences
- texts that provide insights about the peoples and countries of Asia, including texts written by Asian Australians
- Shakespearean drama
- everyday and workplace texts
- a wide range of cultural, social and gender perspectives, popular and youth cultures
- texts that include aspects of environmental and social sustainability
- nonfiction, picture books, graphic novels
- an appropriate range of digital texts, including film, media and multimedia.

In selecting specific texts for study in English, teachers should consider the needs, interests and abilities of their students and the ethos of the school and its local community.

Note: students with special education needs may not be able to use all or some of the language modes. Some students with special education needs communicate through a variety of verbal or non-verbal communication systems or techniques.

It is important to take account of the individual communication strategies used by these students and make appropriate curriculum adjustments.

Life Skills

For some students with special education needs, particularly those students with an intellectual disability, it may be determined that the Stage 4 and 5 outcomes and content are not appropriate. For these students, Life Skills outcomes and content can provide a relevant and meaningful program. Refer to section 1 for further information about curriculum options for students with special education needs. Years 7–10 Life Skills outcomes and content are in section 8.

Extension and enrichment

Meeting the needs of gifted and talented students

Gifted students have potential which is distinctly beyond the average for the student's age, which may be in the intellectual, creative, socioemotional and physical domains. Talented students achieve distinctly beyond the average for a student's age as a result of application to training and practice.

Differentiation or modification of the curriculum caters for gifted students' capacity to:

- learn at faster rates
- find, solve and act on problems more readily
- manipulate abstract ideas and make connections to an advanced degree.

To encourage high achievement, originality, problem solving, higher order thinking skills and creativity, teachers will consider the individual needs of the gifted and talented students in their classes.

Teachers may use a variety of teaching and learning strategies, as well as programs that may incorporate:

- various grouping strategies
- accelerated progression
- extension activities within and across classes
- enrichment
- contract work, with students negotiating the components of the contract
- open-ended questions, activities and assignments
- online learning
- hypothesis testing and problem solving
- individual research and investigation
- opportunities for peer tutoring and assessment
- mentors with specific expertise.

In order to extend and enrich students' learning and interest in English, students in K–6 can be encouraged to:

- creatively respond to and compose texts that deal with abstract ideas, themes and issues
- study aspects of a broad theme
- work at an increased complexity and pace
- expand their knowledge base by independently exploring and researching areas of personal interest
- engage in discussions, activities and tasks that involve higher order, critical and creative thinking

- participate in open-ended tasks and different methods of inquiry
- respond to open-ended questions that require higher order thinking.

Students in Years 7–10 can be encouraged to progress beyond the essential content outlined in sections 7.6 and 7.7 of the syllabus in order to broaden and deepen their skills, knowledge and understanding, and to extend their interest in English. The following list is not essential, exhaustive or a prerequisite for further study in English.

Students can be encouraged to respond to and compose additional texts that become increasingly sophisticated and complex by:

- responding to texts that are significant in historical, social, cultural and workplace contexts, drawn from fiction, drama (including Shakespearean drama), poetry, film, nonfiction and multimedia
- composing extended imaginative, interpretive and critical texts based on their own investigations and their wider reading
- applying the skills, knowledge and understanding they developed through the essential content to investigate and consider a variety of texts in areas of personal interest through:
 - study of a particular composer (author, poet, dramatist, filmmaker)
 - study of media presentation of an event, person or issue
 - study of a fiction or nonfiction genre
 - study of the texts of a particular era
- reflecting on and articulating the relationship between their investigations and their own compositions.

Students in Stage 5 may undertake Preliminary and/or HSC courses in English in advance of their usual cohort. Students who accelerate must achieve the required outcomes of the course, but in a shorter time frame (ie one or more years in advance of their cohort). Section 8.8 of the *Assessment, Certification and Examination Manual* provides further information to schools about teaching Stage 6 courses to students in Stage 5.

Students learning English as an additional language or dialect (EAL/D) *

Many students in Australian schools are learning English as an additional language or dialect (EAL/D). EAL/D learners are students whose first language is a language other than Standard Australian English and who require additional support to assist them to develop English language proficiency.

EAL/D students come from diverse backgrounds and may include:

- overseas- and Australian-born children whose first language is a language other than English
- Aboriginal and Torres Strait Islander students whose first language is an Indigenous language, including traditional languages, creoles and related varieties, or Aboriginal English.

(ACARA definition)

* EAL/D is the term adopted by all Australian schools as part of the national education reform agenda of developing a K–12 Australian curriculum. The term English as an additional language or dialect (EAL/D) may be used interchangeably with the following terms: English as a second language (ESL), English language learners (ELL), English as an additional language (EAL) or English as an additional dialect (ELD).

EAL/D learners enter Australian schools at different ages and stages of schooling and at different stages of English language learning. They have diverse talents and capabilities and a range of prior learning experiences and levels of literacy in their first language and in English. EAL/D students represent a significant and growing percentage of learners in NSW schools. For some, school is the only place they use English.

The aims of the NSW *English K–10 Syllabus* are ultimately the same for all students. However, EAL/D learners are simultaneously learning a new language and the knowledge, understanding and skills of the English syllabus through that new language. They require additional time and support, along with informed teaching that explicitly addresses their language needs, and assessments that take into account their developing language proficiency.

Using the ESL scales with EAL learners


The *ESL scales* provide a detailed description of English language progression for EAL learners. In the NSW *English K–10 Syllabus*, the subject content has been mapped to the *ESL scales* to support teachers of EAL learners. Teachers should use the *ESL scales* in conjunction with the syllabus to address the needs of EAL students and to assist them to access English curriculum outcomes and content.

The *ESL scales* provide a description of English language learning progression typical of EAL learners. This progression is organised into strands of Oral Interaction, Reading and Responding, and Writing. Each of these strands is organised into level statements. The level statements range from levels 1 to 7 for Reading and Responding and Writing and from levels 1 to 8 for Oral Interaction. There are also beginner levels in Reading and Responding and Writing for students who are not literate in any language when they begin learning English.

EAL learners may be at any stage in the development of their English language skills and therefore any level on the *ESL scales*. Teachers can address the needs of EAL learners by determining their level of language on the *ESL scales* and then considering the *ESL scales* outcomes mapped to the English content.


The *ESL scales* outcomes mapped to the content have been selected to show the level of English EAL learners need to achieve the English outcomes. Teachers can use the outcomes, and the relevant performance indicators in the *ESL scales*, to plan and program for the language needs of EAL students. This should be done in conjunction with development of the skills, knowledge and understanding of the English syllabus content.

Learning across the curriculum

 for your information

The Board of Studies has identified important learning for all students that can be delivered across the syllabuses. In K–10 syllabuses, the identified areas will be embedded in the descriptions of content. Content relating to learning across the curriculum addresses issues, perspectives and policies that will assist students to achieve the broad learning outcomes defined in the Board of Studies *K–10 Curriculum Framework*. These areas take account of the general capabilities and cross-curriculum priorities in the Australian curriculum.

This content will be included, where appropriate, while ensuring that subject integrity is maintained.

 consult

Aboriginal and Torres Strait Islander histories and cultures [AHC]

The Aboriginal and Torres Strait Islander histories and cultures cross-curriculum area encompasses the concepts of Country and Place, People, Culture and Identity. In their study of English, students will have the opportunity to engage with texts that give them experience of the beliefs and value systems of Aboriginal and Torres Strait Islander peoples. Students will develop knowledge and understanding of Aboriginal and Torres Strait Islander history and culture in Australia. In their study of English, students explore a range of experiences and achievements of Aboriginal peoples in historical and social contexts and the links between cultural expression, language and spirituality.

Asia and Australia’s engagement with Asia [A]

The study of English provides learning opportunities for students to explore and appreciate the rich tradition of texts from and about the people and countries of Asia, including texts written by Asian Australians. They develop an understanding of the many languages used in Australia and how they have influenced Australian culture.

In English, students develop communication skills that reflect cultural awareness and intercultural understanding. They are encouraged to draw on knowledge of the arts and literature of Asia to respond to and compose a wide range of texts.

Civics and citizenship [CC]

Civics and citizenship content involves knowledge and understanding of how our Australian society operates. In their study of English, students consider how civic issues are represented in the public arena, the socially responsible construction and use of media, and the representation of Australian images and significant Australians.

Critical and creative thinking [CCT]

Students develop critical and creative thinking as they learn to generate and evaluate knowledge, ideas and possibilities, and employ these skills when seeking new pathways or solutions. English provides students with opportunities to think in ways that are critical and creative using information and ideas and arguments to respond to and compose texts, evaluate their own work and the work of others, and plan for future learning. These skills are integral to activities that require reason, logic, imagination and innovation. In learning to think

broadly and deeply students use reason and imagination to direct their thinking for different purposes.

Difference and diversity [DD]

Students experience difference and diversity in their everyday life. This experience occurs in their personal life, in the local community and in the wider society. English provides opportunities to assist students to deal with personal, social and cultural difference and diversity in a positive and informed manner, showing awareness, understanding and acceptance. It assists them to develop and express their sense of self, to connect with other people and communities and to understand the features of a fair and just society that values diversity. English gives students experiences of texts from a range of social, gender and cultural perspectives as well as from other countries and times.

Ethical understanding [EU]

The study of English provides students with opportunities to strengthen their capacity for ethical understanding and commitment to ethical behaviour for occasions when they face uncertainty and conflicting claims in a range of contexts.

Opportunities arise for students to engage with situations or circumstances from the real or virtual worlds, or the imaginative worlds of texts that involve ethical or moral issues, dilemmas or decisions as they respond to and compose texts. Ethical issues are integral to many of the texts that students encounter in English.

Information and communication technology [ICT]

The study of English enables students to develop and apply skills, knowledge and understanding of ICT in their composing, responding and presenting, and as part of the imaginative and critical thinking they undertake in English.

Students have the opportunity to become competent, discriminating and creative users of ICT as they learn to use ICT effectively and appropriately when investigating, creating and communicating ideas and information. Students will learn about the ethics of information communication through technology.

Intercultural understanding [IU]

Students develop intercultural understanding as they learn to understand themselves in relation to others.

The study of English offers rich opportunities for intercultural understanding and exchange. Students experience a range of literature from different cultures, including the inscriptional and oral narrative traditions of Aboriginal people and Torres Strait Islander people, as well as the contemporary literature of these two cultural groups. They also read classic and contemporary world literature, including texts from and about Asia.

Literacy

[Content related to the development of literacy knowledge and skills is embedded extensively throughout the *English K–10 Syllabus* outcomes and content.]

Literacy is the ability to use a repertoire of knowledge and skills to communicate and comprehend effectively in a wide variety of contexts, modes and mediums. Literacy skills and knowledge provide students with the foundations for current and future learning and for participation in the workplace and wider society. These skills and knowledge also provide

opportunities for personal enrichment through social interaction, further education, training and skilled employment and a range of cultural pursuits, including engagement with literature and the arts. Literacy knowledge and skills also enable students to better understand and negotiate the world in which they live and to contribute to a democratic society through becoming ethical and informed citizens.

Being ‘literate’ is more than the acquisition of technical skills: it includes the ability to identify, understand, interpret, create and communicate purposefully using written, visual and digital forms of expression and communication for a number of purposes in different contexts. The English learning area has a particular role in developing literacy because of its inherent focus on language and meaning. However, all curriculum areas have a responsibility for the general literacy requirements of students as they construct meaning for themselves and others.

The established functions of speaking and listening, reading and writing, and viewing and representing remain central to being literate together with literacy demands related to a range of visual and multimodal texts, as well as those that have evolved from the growth of digital technologies. Students today need the skills and knowledge required for judicious use of these technologies and to question, challenge and evaluate the role of these technologies and the wider implications of their use for contemporary society.

Numeracy [N]

The study of English provides opportunities for students to develop their skills in numeracy by identifying and using numerical, measurement, spatial, graphical and statistical concepts and skills. Students strengthen their understanding of how issues and points of view that are based on data are represented in texts by developing their skills to identify, analyse and synthesise numerical information as they respond to the reliability of sources and methodology.

Personal and social competence [PSC]

Students develop personal and social competence as they learn to understand and manage themselves, their relationships, lives, work and learning more effectively. There are many opportunities for students to develop personal and social competence in English. The study of English helps them to identify and express their own opinions, beliefs and responses and to interact confidently and appropriately in a range of social contexts. English provides students with opportunities to reflect on their own and others’ learning and to assess and adapt their individual and collaborative skills for learning with increasing independence and effectiveness.

Sustainability and environment [SE]

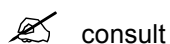
The study of English provides students with the skill required to investigate and understand issues of environmental and social sustainability, to communicate information about sustainability, and to advocate action to improve sustainability.

If people now and into the future are to be treated fairly, action to improve sustainability needs to be informed by a worldview of people, places and communities. Both literature and literacy are key elements in the development of each student’s worldview. More sustainable patterns of living are largely shaped by people’s behaviours. English provides an important means of influencing behaviours, facilitating interaction and expressing viewpoints through the creation of texts for a range of purposes, audiences and contexts, including multimodal texts and the use of visual language.

Work and enterprise [WE]

English provides opportunities for students to develop work-related skills, knowledge and understanding and to develop values and attitudes about work, employment and the workplace. These opportunities arise through their study of texts with workplace contexts, through developing skills in speaking and listening, in group processes and in acquiring, processing, assessing and communicating information.

7.2 Content for Early Stage 1



consult

English • Early Stage 1

Outcome ENe-1A – Communicating

A student:

- recognises that there are different kinds of spoken texts with specific language features and shows an emerging awareness of school purposes for spoken language

Students:

develop and apply contextual knowledge

- demonstrate a developing understanding of language used at school and expectations for using spoken language according to audience and purpose
- explore how language is used differently at home and school depending on the relationships between people (ACELA1428)
- recognise different methods of communication, for example Standard Australian English, Aboriginal English, home language, sign language and body language [PSC, DD, IU]

understand and apply knowledge of language forms and features

- begin to identify some language features of familiar spoken texts [AHC, A]
- identify the difference between a question and a statement
- understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)
- recognise rhymes, syllables and sounds (phonemes) in spoken words (ACELA1439)

respond to and compose texts

- compose texts to communicate feelings, needs, opinions and ideas
- understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)
- engage with music and/or actions to enhance the enjoyment of rhymes, poems, chants and songs for understanding and pleasure [AHC]
- replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579)

ESL scales links to the English syllabus

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Oral Interaction level 4**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Oral Interaction strand from level 1 to level 4**. 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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Communication and Language and cultural understanding** *ESL scales* strand organisers. See *ESL scales* outcomes 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2.

English • Early Stage 1

Outcome ENe-2A – Communicating

A student:

- communicates with peers and known adults in informal and guided activities demonstrating emerging skills of classroom and group interaction

Students:

develop and apply contextual knowledge

- understand that English is one of the many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426)
- demonstrate the ability to communicate effectively in pairs and groups using agreed interpersonal conventions, active listening, appropriate language and taking turns [PSC]
- engage in shared reading of texts for enjoyment and pleasure

understand and apply knowledge of language forms and features

- begin to identify some language features of familiar spoken texts in classroom interactions
- demonstrate understanding of texts through simple dramatic representations of characters and events

respond to and compose texts

- use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)
- communicate appropriately and effectively within the classroom using agreed conventions, for example staying on topic, asking for and offering assistance, responding to questions and giving relevant responses, and expressing feelings, needs and wants
- communicate with peers and familiar adults about personal experience
- describe an object of interest to the class, for example toy, pet
- express a point of view about texts read and/or viewed
- engage with and respond to a range of oral and aural texts for enjoyment and pleasure
- respond in classroom and group interaction with body language, for example vocalisations, body movements, facial expressions, gestures and eye gaze
- listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)
- deliver short oral presentations to peers (ACELY1647)

ESL scales links to the English syllabus

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Oral Interaction level 4**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Oral Interaction strand from level 1 to level 4**. 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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Communication** *ESL scales* strand organiser. See *ESL scales* outcomes 1.1, 2.1, 3.1, 4.1.

English • Early Stage 1

Outcome ENe-3A – Reading and viewing

A student:

- demonstrates emerging skills and knowledge of concepts about print to read and view short, predictable texts on familiar topics

Students:

develop and apply contextual knowledge

- recognise that there are different kinds of imaginative and informative texts for enjoyment and finding information
- identify some familiar texts and the contexts in which they are used (ACELY1645)
- understand that readers/viewers may have varied and individual responses to a text
- recognise parts of print texts, for example front and back covers, title and author, layout and navigation of digital texts [ICT]

understand and apply knowledge of language forms and features

- understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality (ACELA1433)
- understand direction of print, return sweeps and spaces between words
- recognise that words and pictures have meaning and that words can be read aloud [AHC]
- identify grammatical patterns when reading/locating words that tell who, what, when or where in texts
- recognise the letters of the alphabet and know there are lower and upper case letters (ACELA1440)

respond to, read and view texts

- read and understand some sight words in simple predictable texts
- read one or more sentences correctly and for meaning in environmental print/texts
- explore sequencing of a story, focusing on the beginning, middle and end and recognise cultural patterns of storytelling, for example ‘Once upon a time’, the Dreaming [AHC]
- use with increasing awareness appropriate reading behaviours, for example pitch, intonation and fluency
- select simple print, visual and/or digital texts to read independently for enjoyment and pleasure

ESL scales links to the English syllabus

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Reading and Responding level 1**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Reading and Responding strand from Beginning level 1 to level 1**. 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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Communication and Language and cultural understanding** *ESL scales* strand organisers. See *ESL scales* outcomes B1.1, B1.2, B2.1, B2.2, 1.5, 1.6.

English • Early Stage 1

Outcome ENe-4A – Reading and viewing

A student:

- demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies

Students:

develop and apply contextual knowledge

- identify and compare similar ideas, characters and settings in texts
- recognise key differences between imaginative and informative texts
- identify unfamiliar words and attempt to use experience and context to work out word meanings
- explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786)

understand and apply knowledge of language forms and features

- identify a sentence in imaginative and informative texts and understand its meaning
- identify the place and function of capital letters, full stops, question marks, exclamation marks and quotation marks

develop and apply phonemic knowledge

- consistently identify words that start with the same initial sound
- blend two or three sounds to make a word
- segment simple words into separate sounds for word meaning
- identify the new word when asked to delete or add a phoneme to an existing word

develop and apply graphological, phonological, syntactic and semantic knowledge

- use phonemic awareness strategies when reading, for example sound–letter relationships and blending up to three sounds
- identify most of the sounds and name all letters in a given word
- use knowledge of letters and sounds to predict words, including those in initial, medial and final positions

respond to, read and view texts

- read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649)
- use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)
- identify literal meanings presented in texts
- interpret meaning by responding to an inferential question

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- use context to predict meaning in written texts to supplement decoding attempts
- begin to use self-correction strategies, for example rereading, pausing, using picture cues and semantic and syntactic skills to make meaning from print and non-print texts

ESL scales links to the English syllabus

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Reading and Responding level 1**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Reading and Responding strand from Beginning level 1 to level 1**. 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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Language structures and features** and **Strategies** *ESL scales* strand organisers. See *ESL scales* outcomes B1.3, B1.4, B2.3, B2.4, 1.7, 1.8.

English • Early Stage 1

Outcome ENe-5B – Writing and representing

A student:

- recognises some different purposes for writing and that own texts differ in various ways

Students:

develop and apply contextual knowledge

- discuss the possible audiences of imaginative and informative texts
- understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430)
- discuss the different purposes of drawing and writing in simple texts

understand and apply knowledge of language forms and features

- understand that some language in written texts is unlike everyday spoken language (ACELA1431)
- identify some differences between imaginative and informative texts (ACELY1648)
- identify that imaginative texts are about ‘characters’ that are represented by nouns and noun groups
- identify that ‘characters’ in imaginative texts are represented by nouns and noun groups
- demonstrate an awareness of written forms of communication, including labels, symbols, emails, letters and photographs [ICT]

respond to and compose texts

- compose texts for known audience, for example self, class, other classes, parents [PSC]
- compose texts using drawings and other visual media to make meaning
- reread own texts with peers and known adults and explain the purpose for the writing

ESL scales links to the English syllabus

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Writing level 1**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing strand from Beginning level 1 to level 1**. 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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Communication** *ESL scales* strand organiser. See *ESL scales* outcomes B1.5, B2.5, 1.9.

English • Early Stage 1

Outcome ENe-6B – Grammar, punctuation and vocabulary

A student:

- demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts

Students:

develop and apply contextual knowledge

- begin to understand that grammar, punctuation and vocabulary are needed to achieve the purpose of the text
- show a growing awareness of words that enrich their vocabulary

understand and apply knowledge of language forms and features

- recognise that texts are made up of words and groups of words that make meaning (ACELA1434)
- recognise that sentences are key units for expressing ideas (ACELA1435)
- identify statements, questions, commands and exclamations and their functions in texts
- experiment with adverbial phrases in structured and guided activities to indicate when, where and how actions occurred, for example last week, at home
- demonstrate an awareness of nouns, pronouns and conjunctions
- recognise simple pronoun references to maintain meaning
- 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)
- identify features of sentence punctuation, for example question marks and exclamation marks, when reading and composing

understand and apply knowledge of vocabulary

- begin to build personal vocabulary
- know the meaning of commonly used words
- demonstrate an awareness that some words have multiple meanings

respond to and compose texts

- construct effective sentences in writing using appropriate word order for meaning and effect
- begin to use statements and questions with appropriate punctuation
- attempt to incorporate unfamiliar words in writing
- use a growing vocabulary to describe everyday events and experience

ESL scales links to the English syllabus

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Writing level 1**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing strand from Beginning level 1 to level 1**. 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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Language structures and features** *ESL scales* strand organiser. See *ESL scales* outcomes B1.7, B2.7, 1.11.

English • Early Stage 1

Outcome ENe-7B – Spelling

A student:

- demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling

Students:

develop and apply contextual knowledge

- understand that initial approximations can lead to correct formal spelling

understand and apply knowledge of language forms and features

- know how to use onset and rime to spell words (ACELA1438)
- identify patterns in words leading to the identification of word families
- use and write beginning and ending sounds of spoken words
- use approximations and some conventional spelling
- spell unknown words phonetically with closer approximation
- compose texts and attempt to spell unknown words using simple strategies such as segmenting
- compose texts and spell some common words accurately in their own writing
- vocalise or subvocalise words when trying to write them
- use plural form when spelling some words

ESL scales links to the English syllabus

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Writing level 1**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing strand from Beginning level 1 to level 1**. 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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Strategies** *ESL scales* strand organiser. See *ESL scales* outcomes B1.8, B2.8, 1.12.

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Outcome ENe-8B – Composing

A student:

- composes simple texts to convey an idea or message

Students:

develop and apply contextual knowledge

- drawing on their experience of language and texts, begin to understand that writing and representing can be used to convey an idea or message

understand and apply knowledge of language forms and features

- 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)

respond to and compose texts

- create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)
- identify words around the classroom and in books and other texts during writing
- compose texts using some sight words and known words
- compose texts on familiar topics using pictures and graphics to support their choice of words
- experiment with basic visual, multimodal and digital processes to represent some simple ideas expressed in texts and to convey experiences [ICT]
- use opportunities to write in their home language and dialect and make basic connections with English, including Aboriginal languages and Aboriginal English [IU, AHC]
- reread own texts for meaning

ESL scales links to the English syllabus

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Writing level 1**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing strand from Beginning level 1 to level 1**. 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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Communication and Language and cultural understanding** *ESL scales* strand organisers. See *ESL scales* outcomes B1.5, B1.6, B2.5, B2.6, 1.9, 1.10.

English • Early Stage 1

Outcome ENe-9B – Handwriting and using digital technologies

A student:

- produces most lower case and upper case letters and uses digital technologies to construct texts

Students:

develop and apply contextual knowledge

- demonstrate a growing understanding that handwriting and presentation of work needs to reflect audience and purpose in order to communicate effectively

understand and apply knowledge of language forms and features

- understand foundation movements that underpin NSW Foundation Style
- begin to understand the sequence of letters through structured and guided activities

respond to and compose texts

- use foundation movements as a basis for the introduction of formal letters when composing simple imaginative and other texts for enjoyment or to convey an idea or experience
- develop basic skills of writing, for example correct pencil grip, good posture, handwriting movements and accurate use of alternative writing tools to form some lower case and upper case letters
- write from left to right and leave spaces between words
- produce some lower case and upper case letters using learned letter formations (ACELY1653)
- use simple functions of keyboard and mouse, including typing letters, scrolling, selecting icons and dropdown menus [ICT]
- experiment using digital technologies, for example produce own name, commonly used words and simple sentences [ICT]
- construct texts using software including word processing programs (ACELY1654)

ESL scales links to the English syllabus

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Writing level 1**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing strand from Beginning level 1 to level 1**. 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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Language structures and features** *ESL scales* strand organiser. See *ESL scales* outcomes B1.7, B2.7, 1.11.

English • Early Stage 1

Outcome ENe-10C – Thinking imaginatively and creatively

A student:

- thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts

Students:

- | | |
|--|---|
| <i>engage personally with texts</i> | <ul style="list-style-type: none"> • respond to texts, identifying favourite stories, authors and illustrators (ACELT1577) • share picture books and digital stories for enjoyment and pleasure |
| <i>develop and apply contextual knowledge</i> | <ul style="list-style-type: none"> • understand that imaginative texts can be composed for a range of audiences and purposes, using a range of media • engage with and appreciate the imaginative use of language through storytelling [AHC, A] |
| <i>understand and apply knowledge of language forms and features</i> | <ul style="list-style-type: none"> • recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785) • discuss creative language features in imaginative texts that can enhance the enjoyment, for example illustrations, repetition • identify some features of text including events and characters and retell events from a text (ACELT1578) |
| <i>respond to and compose texts</i> | <ul style="list-style-type: none"> • use imagination to represent aspects of an experience using written text, drawings and other visual media [CCT] • respond to a range of imaginative and creative texts, including visual media • retell familiar literary texts through performance, use of illustrations and images (ACELT1580) • share feelings and thoughts about the events and characters in texts (ACELT1783) • discuss intended personal writing topics to form the basis for composing • communicate the purposes of drawings and other visual media |

ESL scales links to the English syllabus

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 1, Reading and Responding level 1** and **Oral Interaction level 4**.

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 1** and **Oral Interaction strand from level 1 to level 4**. 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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Communication** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 1.1, 2.1, 3.1, 4.1; Reading and Responding: B1.1, B2.1, 1.5; Writing: B1.5, B2.5, 1.9.

English • Early Stage 1

Outcome ENe-11D – Expressing themselves

A student:

- responds to and composes simple texts about familiar aspects of the world and their own experiences

Students:

engage personally with texts

- share responses to aspects of a text that relate to their own life
- engage with a variety of simple texts and begin to understand that readers draw on their own knowledge to make meaning and enhance enjoyment

develop and apply contextual knowledge

- recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)
- understand that different languages and dialects may be spoken by family, classmates and community [AHC, A]

understand and apply knowledge of language forms and features

- understand that language can be used to describe likes and dislikes
- explore how language is used differently at home and school

respond to and compose texts

- compare own experiences to those depicted in stories
- compose simple written and visual texts that include aspects of home, personal and local community life [AHC, A, SE]
- use visual, multimodal and digital processes to represent simple aspects of home and community life [ICT]
- respond to texts that depict aspects of home and community life, for example short films and digital texts [ICT]
- respond to Dreaming stories, for example stories from local Aboriginal and Torres Strait Islander communities [AHC, ICT, IU]
- respond to literature and a variety of other texts from a range of storytellers and cultures, using picture books and online sources [AHC, ICT, IU, A]
- read and discuss stories that reflect students' social and cultural groups [DD, A, AHC]
- begin to recognise points of view in text
- discuss issues encountered in texts, such as choices between right and wrong encountered in texts [EU]

ESL scales links to the English syllabus

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 1, Reading and Responding level 1** and **Oral Interaction level 4**.

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 1** and **Oral Interaction strand from level 1 to level 4**. 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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Language and cultural understanding** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 1.3, 2.3, 3.3, 4.3; Reading and Responding: B1.3, B2.3, 1.7; Writing: B1.7, B2.7, 1.11.

English • Early Stage 1

Outcome ENe-12E – Reflecting on learning

A student:

- demonstrates awareness of how to reflect on aspects of their own and others' learning

Students:

develop and apply contextual knowledge

- develop a growing understanding of how a rich text environment underpins learning
- begin to recognise that there are different ways of learning in English
- demonstrate an emerging awareness of criteria to enable the successful completion of tasks

understand and apply knowledge of language forms and features

- contribute to guided discussion about how people learn to read and write
- develop an appreciation for books, poetry and song and the importance of narrative

respond to and compose texts

- discuss what it means to be an active listener [PSC]
- discuss what it means to be a cooperative group member [PSC]
- reflect on own reading and discuss the pleasure and challenges of learning to read
- discuss likes and dislikes after reading texts
- identify the intended audience for a particular book or text and give reasons
- participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (ACELY1652)


ESL scales links to the English syllabus

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 1, Reading and Responding level 1** and **Oral Interaction level 4**.

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 1**, and **Oral Interaction strand from level 1 to level 4**. 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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Strategies** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 1.4, 2.4, 3.4, 4.4; Reading and Responding: B1.4, B2.4, 1.8; Writing: B1.8, B2.8, 1.12.

7.3 Content for Stage 1

 consult

English • Stage 1

Outcome EN1-1A – Communicating

A student:

- recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts

Students:

develop and apply contextual knowledge

- recognise a range of purposes and audiences for spoken language with increasing independence
- understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others (ACELA1443)
- develop an understanding of different forms of communication technologies available for hearing and visually impaired people [ICT, DD]
- make connections between different methods of communication, for example Standard Australian English, Aboriginal English, home language, sign language and body language [PSC, DD, IU, AHC]

understand and apply knowledge of language forms and features

- identify organisational patterns and features of predictable spoken texts
- recognise different oral texts, for example conversations at home, in the classroom and playground
- understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460)
- understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454)
- identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462)

respond to and compose texts

- make short presentations using some introduced text structures and language, for example opening statements (ACELY1657)
- listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585)
- rehearse and deliver short presentations on familiar and new topics (ACELY1667)

ESL scales links to the English syllabus

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Oral Interaction level 5**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Oral Interaction strand from level 1 to level 5**. 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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Communication and Language and cultural understanding** *ESL scales* strand organisers. See *ESL scales* outcomes 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2.

English • Stage 1

Outcome EN1-2A – Communicating

A student:

- communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations

Students:

develop and apply contextual knowledge

- understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (ACELA1461)
- listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)
- engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)
- understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1444)

understand and apply knowledge of language forms and features

- understand that there are different ways of asking for information, making offers and giving commands (ACELA1446)
- identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)
- explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787)

respond to and compose texts

- communicate with increasing confidence about an expanded range of contexts and audiences
- use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788)
- demonstrate attentive listening across a range of school contexts, for example assemblies, welcome to and acknowledgement of country, and school performances [AHC]
- use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789)
- manipulate sounds in spoken words including phoneme deletion and substitution (ACELA1457)
- demonstrate understanding of texts through, for example, dramatic representation and role-play
- orally express a point of view with supporting information [CCT]

ESL scales links to the English syllabus

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Oral Interaction level 5**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Oral Interaction strand from level 1 to level 5**. 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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Communication** *ESL scales* strand organiser. See *ESL scales* outcomes 1.1, 2.1, 3.1, 4.1, 5.1.

English • Stage 1

Outcome EN1-3A – Reading and viewing

A student:

- recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter

Students:

develop and apply contextual knowledge

- recognise a range of purposes and audiences for imaginative, informative and persuasive print and visual texts
- recognise organisational patterns and features of predictable texts
- understand that texts can draw on readers' or viewers' knowledge of texts to make meaning and enhance enjoyment, for example comparing fairytales

understand and apply knowledge of language forms and features

- understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links (ACELA1450)
- understand how text structure contributes to the meaning of texts
- know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466)
- understand simple explanations in diagrammatic form, including flowcharts, hierarchies, life cycles
- recognise a clause as a complete message or thought expressed in words, noun–pronoun agreement, conjunctions
- recognise grammatical patterns to enhance comprehension, for example action verbs, words or groups of words that tell who, what, when, where and how
- understand that nouns represent people, places, things and ideas and can be, for example common, proper, concrete and abstract, and that noun groups/phrases can be expanded using articles and adjectives (ACELA1468)

respond to, read and view texts

- select a widening range of texts for enjoyment and pleasure and discuss reasons for their choice
- discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)
- compare opinions about characters, events and settings in and between texts (ACELT1589)

ESL scales links to the English syllabus

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Reading and Responding level 3**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Reading and Responding strand from Beginning level 1 to level 3**. 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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Communication** and **Language and cultural understanding** *ESL scales* strand organisers. See *ESL scales* outcomes B1.1, B1.2, B2.1, B2.2, B3.1, B3.2, 1.5, 1.6, 2.5, 2.6, 3.5, 3.6.

English • Stage 1

Outcome EN1-4A – Reading and viewing

A student:

- draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies

Students:

develop and apply contextual knowledge

- identify how imaginative, informative and persuasive texts can vary in purpose, structure and topic
- understand how readers’ self-selection and enjoyment of texts is informed by personal interests
- develop an awareness of issues relating to responsible use of digital technologies

understand and apply knowledge of language forms and features

- identify visual representations of characters’ actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469)
- understand patterns of repetition and contrast in simple texts (ACELA1448)
- identify the parts of a simple sentence that represent ‘What’s happening?’, ‘Who or what is involved?’ and the circumstances (ACELA1451)
- understand how sentence punctuation is used to enhance meaning and fluency
- identify word families and word origins to understand the meaning of unfamiliar words, for example base words, rhyming words and synonyms

develop and apply graphological, phonological, syntactic and semantic knowledge

- use phonological, graphological, syntactic and semantic cues to decode and make meaning from written texts, for example using an increasing repertoire of high-frequency and sight words, segmenting words into syllables
- recognise most sound–letter matches including silent letters, vowel/consonant digraphs and many less common sound–letter combinations (ACELA1474)
- recognise sound–letter matches including common vowel and consonant digraphs and consonant blends (ACELA1458)
- understand the variability of sound–letter matches (ACELA1459)

respond to, read and view texts

- read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading (ACELY1659)
- self-correct when meaning is interrupted in simple texts, for example by using picture cues, pausing, repeating words and phrases, rereading and reading on
- read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting (ACELY1669)

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- read with fluency and expression, responding to punctuation and attending to volume, pace, intonation and pitch
- use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1660, ACELY1670)
- respond to literal and inferential questions about character motives, actions, qualities and characteristics [CCT]
- use background knowledge of a topic to make inferences about the ideas in a text

ESL scales links to the English syllabus

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Reading and Responding level 3**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Reading and Responding strand from Beginning level 1 to level 3**. 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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Language structures and features** and **Strategies** *ESL scales* strand organisers. See *ESL scales* outcomes B1.3, B1.4, B2.3, B2.4, B3.3, B3.4, 1.7, 1.8, 2.7, 2.8, 3.7, 3.8.

English • Stage 1

Outcome EN1-5B – Writing and representing

A student:

- identifies how language use in their own writing differs according to their purpose, audience and subject matter

Students:

develop and apply contextual knowledge

- identify the audience of imaginative, informative and persuasive texts (ACELY1668)
- discuss some of the different purposes for written and visual texts

understand and apply knowledge of language forms and features

- understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1447, ACELA1463)
- describe some differences between imaginative informative and persuasive texts (ACELY1658)
- compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)
- understand that different strategies can be used to present information across different texts
- understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470)

respond to and compose texts

- draw on personal experience and feelings as subject matter to compose imaginative and other texts for different purposes
- compose written and visual texts for different purposes and audiences
- discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591)
- make inferences about character motives, actions, qualities and characteristics when responding to texts [PSC]

ESL scales links to the English syllabus

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Writing level 3**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing strand from Beginning level 1 to level 3**. 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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Communication** *ESL scales* strand organiser. See *ESL scales* outcomes B1.5, B2.5, B3.5, 1.9, 2.9, 3.9.

English • Stage 1

Outcome EN1-6B – Grammar, punctuation and vocabulary

A student:

- uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts

Students:

develop and apply contextual knowledge

- understand that ideas in texts can be organised to enhance meaning using sentences and paragraphs
- begin to understand that choice of vocabulary adds to the effectiveness of text

understand and apply knowledge of language forms and features

- understand that paragraphs are used to organise ideas
- understand that simple connections can be made between ideas by using a compound sentence with two or more clauses coordinating conjunctions (ACELA1467)
- explore differences in words that represent people, places and things (nouns including pronouns), happenings and states (verbs), qualities (adjectives) and details like when, where and how (adverbs) (ACELA1452)
- recognise that a preposition placed in front of a noun group can show where, when, for example ‘on the box’ (where), ‘before my birthday’ (when)
- recognise that time connectives sequence information in texts
- recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449)
- recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465)
- experiment with the use of quoted (direct) and reported (indirect) speech

understand and apply knowledge of vocabulary

- understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms (ACELA1464)
- recognise, discuss and use creative word play, for example alliteration and onomatopoeia

respond to and compose texts

- compose simple imaginative texts that draw on personal experience
- begin to organise ideas into paragraphs when composing texts
- construct sentences effectively using basic grammatical features and punctuation conventions
- use subject–verb and noun–pronoun agreement when composing texts and responding to texts orally and in writing
- demonstrate the use of more precise vocabulary to describe emotions and experiences when writing

ESL scales links to the English syllabus

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Writing level 3**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing strand from Beginning level 1 to level 3**. 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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Language structures and features** *ESL scales* strand organiser. See *ESL scales* outcomes B1.7, B2.7, B3.7, 1.11, 2.11, 3.11.

English • Stage 1

Outcome EN1-7B – Spelling

A student:

- uses a variety of strategies, including knowledge of sight words and letter–sound correspondences, to spell familiar words

Students:

develop and apply contextual knowledge

- demonstrate growing awareness of how accurate spelling supports the reader in understanding written texts
- demonstrate an understanding, through composing written texts, that accurate spelling conveys meaning to the reader

understand and apply knowledge of language forms and features

- know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words (ACELA1778)
- understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words (ACELA1471)
- recognise common prefixes and suffixes and how they change a word’s meaning (ACELA1455, ACELA1472)
- begin to understand how knowledge of word origins supports spelling and vocabulary
- spell high-frequency and common sight words accurately when composing imaginative and other texts
- spell known words using letter names
- isolate and write the initial, medial and final sound of a word
- exchange one letter in a written word with a different letter to make a new word
- use double consonants where appropriate, for example ‘hopping’
- begin to use a dictionary for spelling activities and word meaning
- recognise when a word is spelt incorrectly

ESL scales links to the English syllabus

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Writing level 3**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing strand from Beginning level 1 to level 3**. 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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Strategies** *ESL scales* strand organiser. See *ESL scales* outcomes B1.8, B2.8, B3.8, 1.12, 2.12, 3.12.

English • Stage 1

Outcome EN1-8B – Composing

A student:

- plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers

Students:

develop and apply contextual knowledge

- understand how planning, composing and reviewing contribute to effective imaginative, informative and persuasive texts

understand and apply knowledge of language forms and features

- create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1661, ACELY1671)

respond to and compose texts

- plan, compose and review simple imaginative, informative and persuasive texts on familiar topics
- compose texts supported by visual information, for example diagrams, maps on familiar topics
- create events and characters using different media that develop key events and characters from literary texts (ACELT1593)
- compose a range of written forms of communication, including emails, greeting cards and letters [ICT]
- use effective strategies to plan ideas for writing, for example making notes, drawing, using diagrams, planning a sequence of events or information [PSC]
- draw on personal experience and topic knowledge to express opinions in writing
- experiment with publishing using different modes and media to enhance planned presentations [ICT]

ESL scales links to the English syllabus

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Writing level 3**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing strand from Beginning level 1 to level 3**. 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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Communication** and **Language and cultural understanding** *ESL scales* strand organisers. See *ESL scales* outcomes B1.5, B1.6, B2.5, B2.6, B3.5, B3.6, 1.9, 1.10, 2.9, 2.10, 3.9, 3.10.

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Outcome EN1-9B – Handwriting and using digital technologies

A student:

- composes texts using letters of consistent size and slope and uses digital technologies

Students:

develop and apply contextual knowledge

- understand that handwriting and presentation of work needs to reflect audience and purpose in order to communicate effectively

understand and apply knowledge of language forms and features

- compose texts which integrate written and visual components using digital technologies
- develop clear and consistent writing using NSW Foundation Style as appropriate
- understand that the position and size of letters supports consistent handwriting
- understand how the formation of letters indicates transition to cursive writing
- write legibly and with growing fluency using unjoined upper case and lower case letters (ACELY1663, ACELY1673)
- use appropriate strategies when writing, for example maintaining correct body position, holding/using writing tools or using assistive digital technologies
- construct texts that incorporate supporting images using software including word processing programs (ACELY1664)
- experiment with handwriting size and font for different purposes, for example greeting cards, for enjoyment

ESL scales links to the English syllabus

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Writing level 3**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing strand from Beginning level 1 to level 3**. 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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Language structures and features** *ESL scales* strand organiser. See *ESL scales* outcomes B1.7, B2.7, B3.7, 1.11, 2.11, 3.11.

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Outcome EN1-10C – Thinking imaginatively and creatively

A student:

- thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts

Students:

engage personally with texts

- engage in wide reading of self-selected and teacher-selected texts, including digital texts, for enjoyment, and share responses
- recognise the way that different texts create different personal responses
- respond to a wide range of texts through discussing, writing and representing

develop and apply contextual knowledge

- recognise and begin to understand how composers use creative features to engage their audience

understand and apply knowledge of language forms and features

- identify that different texts have different organisational patterns and features for a variety of audiences
- identify creative language features in imaginative texts that enhance the enjoyment, for example illustrations, repetition

respond to and compose texts

- recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)
- predict and discuss ideas drawn from picture books and digital stories
- use creative and imaginative features in role-play and drama
- recognise similarities between texts from different cultural traditions, for example representations of dragons in traditional European and Asian texts [IU, A]
- recognise the place of ancestral beings in Aboriginal and Torres Strait Islander Dreaming stories [AHC]
- jointly adapt a well-known text for a different audience and purpose
- explain personal opinions orally and in writing, using supporting reasons, simple inferences and reasonable predictions [PSC]
- express a range of feelings in response to a text

ESL scales links to the English syllabus

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 3, Reading and Responding level 3** and **Oral Interaction level 5**.

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 3** and **Oral Interaction strand from level 1 to level 5**. 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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Communication** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 1.1, 2.1, 3.1, 4.1, 5.1; Reading and Responding: B1.1, B2.1, B3.1, 1.5, 2.5, 3.5; Writing: B1.5, B2.5, B3.5, 1.9, 2.9, 3.9.

English • Stage 1

Outcome EN1-11D – Expressing themselves

A student:

- responds to and composes a range of texts about familiar aspects of the world and their own experiences

Students:

engage personally with texts

- recognise and begin to understand that their own experience helps shape their responses to texts
- identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)

develop and apply contextual knowledge

- discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)
- recognise simple ways meaning in texts is shaped by structure and perspective
- respond to texts drawn from a range of cultures and experiences (ACELY1655)

understand and apply knowledge of language forms and features

- understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475)
- discuss aspects of imaginative texts such as setting and dialogue, making connections with students' own experiences
- identify features of texts from a range of literary cultures, including language patterns and style of illustration

respond to and compose texts

- discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)
- discuss the place of Dreaming stories in Aboriginal and Torres Strait Islander life [AHC, IU]
- compose simple print, visual and digital texts that depict aspects of their own experience [ICT]
- identify, explore and discuss symbols of Aboriginal and Torres Strait Islander culture and recognise recurring characters, settings and themes in Dreaming stories [AHC]
- identify, explore and discuss the morals of stories from a variety of cultures and identify their central messages, for example Asian stories [IU, EU]
- express preferences for specific texts and authors and listen to the opinions of others (ACELT1583)
- discuss issues of honesty, fairness and acceptable behaviour encountered in texts [EU]

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- respond to a range of texts that include issues about their world, including home life and the wider community, for example short films, documentaries and digital texts [ICT, SE]
- engage in joint and independent construction of a range of texts for enjoyment and pleasure

ESL scales links to the English syllabus

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 3, Reading and Responding level 3** and **Oral Interaction level 5**.

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 3**, and **Oral Interaction strand from level 1 to level 5**. 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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Language and cultural understanding** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 1.3, 2.3, 3.3, 4.3, 5.3; Reading and Responding: B1.3, B2.3, B3.3, 1.7, 2.7, 3.7; Writing: B1.7, B2.7, B3.7, 1.11, 2.11, 3.11.

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Outcome EN1-12E – Reflecting on learning

A student:

- identifies and discusses aspects of their own and others' learning

Students:

develop and apply contextual knowledge

- develop an understanding of how a rich text environment underpins learning
- recognise and begin to understand that there are different ways of learning in English
- develop an awareness of criteria for the successful completion of tasks [PSC]

understand and apply knowledge of language forms and features

- begin to discuss different ways we learn to read and write
- discuss some of the ways that story can be reflected in a variety of media, for example film, music and dance

respond to and compose texts

- jointly develop criteria for assessing their own and others' presentations or compositions with teacher guidance [CCT]
- identify strategies they have found helpful during speaking, listening, reading, writing, and/or viewing and representing activities, for example writing conferences, class charts
- reflect on own reading: 'What reading have I done today/this week?', 'Which part of my reading do I like best?', 'What do I want/need to read about?' [CCT]
- reread students' own texts and discuss possible changes to improve meaning, spelling and punctuation (ACELY1662)


ESL scales links to the English syllabus

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 3**, **Reading and Responding level 3** and **Oral Interaction level 5**.

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 3**, and **Oral Interaction strand from level 1 to level 5**. 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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Strategies** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 1.4, 2.4, 3.4, 4.4, 5.4; Reading and Responding: B1.4, B2.4, B3.4, 1.8, 2.8, 3.8; Writing: B1.8, B2.8, B3.8, 1.12, 2.12, 3.12.

7.4 Content for Stage 2

 consult

English • Stage 2

Outcome EN2-1A – Communicating

A student:

- identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features

Students:

develop and apply contextual knowledge

- discuss ways in which spoken language differs from written language and how spoken language varies according to different audiences, purposes and contexts
- make connections between Standard Australian English and different methods of communication, including home language, sign language and body language [PSC, DD, IU, AHC]
- understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (ACELA1487)
- understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475)
- identify purposes for listening in a variety of formal and informal situations

understand and apply knowledge of language forms and features

- identify organisational patterns and language features of spoken texts appropriate to a range of purposes
- identify structural patterns and language features of spoken texts

respond to and compose texts

- plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689)
- discuss how writers and composers of texts engage the interest of the reader or viewer

ESL scales links to the English syllabus

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Oral Interaction level 6**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Oral Interaction strand from level 1 to level 6**. 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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Communication and Language and cultural understanding** *ESL scales* strand organisers. See *ESL scales* outcomes 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2.

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Outcome EN2-2A – Communicating

A student:

- communicates in a range of informal and formal settings by adopting a range of roles in group, classroom, school and community contexts

Students:

develop and apply contextual knowledge

- experiment with ways in which spoken language differs from written language when adopting a range of roles
- understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising students' own views and reporting them to a larger group (ACELA1488)

understand and apply knowledge of language forms and features

- interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)
- understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476)
- understand and adopt the different roles in a debate, for example through experience of formal debates and role-playing

respond to and compose texts

- interact effectively in groups or pairs, adopting a range of roles [PSC]
- use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1688, ACELY1792)
- retell or perform part of a story from a character's point of view
- demonstrate understanding of ideas and issues in texts through dramatic representation, role-play and simulations
- adapt language to suit familiar situations, for example giving instructions to a younger child
- listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)
- plan and deliver short presentations, providing some key details in logical sequence (ACELY1677)
- enhance presentations by using some basic oral presentation strategies, for example using notes as prompts, volume and change in emphasis

ESL scales links to the English syllabus

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Oral Interaction level 6**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Oral Interaction strand from level 1 to level 6**. 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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Communication** *ESL scales* strand organiser. See *ESL scales* outcomes 1.1, 2.1, 3.1, 4.1, 5.1, 6.1.

English • Stage 2

Outcome EN2-3A – Reading and viewing

A student:

- identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter

Students:

develop and apply contextual knowledge

- identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)
- understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)
- recognise and compare some of the ways texts are composed to engage readers and to enhance enjoyment

understand and apply knowledge of language forms and features

- identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)
- understand how different types of texts vary in use of language choices, depending on their function and purpose, for example tense and types of sentences (ACELA1478)
- explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1496)
- identify the features of online texts that enhance navigation (ACELA1790)
- recognise the use of figurative language, for example similes, metaphors, idioms and personification in texts, and discuss their effects
- recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492)

respond to, read and view texts

- discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (ACELT1599)
- identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793)

ESL scales links to the English syllabus

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Reading and Responding level 5**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Reading and Responding strand from Beginning level 1 to level 5**. 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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Communication and Language and cultural understanding** *ESL scales* strand organisers. See *ESL scales* outcomes B1.1, B1.2, B2.1, B2.2, B3.1, B3.2, 1.5, 1.6, 2.5, 2.6, 3.5, 3.6, 4.5, 4.6, 5.6.

English • Stage 2

Outcome EN2-4A – Reading and viewing

A student:

- uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies

Students:

develop and apply contextual knowledge

- interpret how imaginative, informative and persuasive texts vary in purpose, structure and topic
- discuss how a reader’s self-selection of texts for enjoyment can be informed by reading experiences
- discuss issues related to responsible use of digital technologies [EU]

understand and apply knowledge of language forms and features

- identify organisational patterns and language features of print and visual texts appropriate to a range of purposes
- use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604)
- identify and interpret the different forms of visual information, including maps, tables, charts, diagrams, animations and images [N, ICT]
- understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (ACELA1493)
- identify clause structure in terms of subject, verb, object
- understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495)
- understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491)
- know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480)

develop and apply graphological, phonological, syntactic and semantic knowledge

- use graphological, phonological, syntactic and semantic strategies to respond to texts, for example knowledge of homophones, contractions, syllables, word families and common prefixes
- identify syllables in multisyllabic words in order to support decoding of longer words in context to make meaning

respond to, read and view texts

- read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting (ACELY1679)

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- read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1691)
- use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1680, ACELY1692)
- recognise cohesive links in texts, for example pronouns that refer back to particular people or things, and understand how they contribute to meaning
- read texts, including poems and scripted drama, using appropriate expression, for example pitch, pause, emphasis and attending to punctuation
- recognise high frequency sight words (ACELA1486)

ESL scales links to the English syllabus

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Reading and Responding level 5**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Reading and Responding strand from Beginning level 1 to level 5**. 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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Language structures and features** and **Strategies** *ESL scales* strand organisers. See *ESL scales* outcomes B1.3, B1.4, B2.3, B2.4, B3.3, B3.4, 1.7, 1.8, 2.7, 2.8, 3.7, 3.8, 4.7, 4.8, 5.7, 5.8.

English • Stage 2

Outcome EN2-5B – Writing and representing

A student:

- identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts

Students:

develop and apply contextual knowledge

- identify and analyse the purpose and audience of imaginative, informative and persuasive texts
- understand how characters, actions and events in imaginative texts can engage the reader or viewer

understand and apply knowledge of language forms and features

- understand how a range of language features can shape readers' and viewers' understanding of subject matter
- describe how audience and purpose impact on language forms and features in imaginative, informative and persuasive texts
- examine how evaluative language can be varied to be more or less forceful (ACELA1477)
- use images in imaginative, informative and persuasive texts
- understand how audience and purpose influence the choice of vocabulary

respond to and compose texts

- discuss how texts, including their own, are adjusted to appeal to different audiences, how texts develop the subject matter and how they serve a wide variety of purposes
- express a point of view for a particular purpose in writing with supporting arguments
- make constructive statements that agree/disagree with an issue [EU, PSC]

ESL scales links to the English syllabus

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Writing level 5**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing strand from Beginning level 1 to level 5**. 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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Communication** *ESL scales* strand organiser. See *ESL scales* outcomes B1.5, B2.5, B3.5, 1.9, 2.9, 3.9, 4.9, 5.9.

English • Stage 2

Outcome EN2-6B – Grammar, punctuation and vocabulary

A student:

- uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts

Students:

develop and apply contextual knowledge

- understand that effective organisation of ideas in imaginative, informative and persuasive texts enhances meaning
- understand that choice of vocabulary impacts on the effectiveness of texts

understand and apply knowledge of language forms and features

- understand that paragraphs are a key organisational feature of written texts (ACELA1479)
- 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)
- identify and use nouns, verbs and adjectival and adverbial phrases to express specific ideas and details
- understand how to elaborate on ideas in texts through the use of prepositional phrases
- identify and use grammatical features such as pronouns, conjunctions and connectives to accurately link ideas and information
- understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (ACELA1482)
- experiment with punctuation to engage the reader and achieve purpose
- investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494)
- use apostrophes for contractions

understand and apply knowledge of vocabulary

- learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484)
- experiment with vocabulary choices to engage the listener or reader

respond to and compose texts

- construct a range of effective imaginative, informative and persuasive texts using language appropriate to purpose and audience
- use grammatical features to create complex sentences when composing texts
- experiment with figurative language when composing texts to engage an audience, for example similes, metaphors, idioms and personification
- incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)

ESL scales links to the English syllabus

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Writing level 5**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing strand from Beginning level 1 to level 5**. 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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Language structures and features** *ESL scales* strand organiser. See *ESL scales* outcomes B1.7, B2.7, B3.7, 1.11, 2.11, 3.11, 4.11, 5.11.

English • Stage 2

Outcome EN2-7B – Spelling

A student:

- uses a range of strategies, including knowledge of letter–sound correspondences and common letter patterns, to spell familiar and some unfamiliar words

Students:

develop and apply contextual knowledge

- understand how accurate spelling supports the reader to read fluently and interpret written text

understand and apply knowledge of language forms and features

- understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters (ACELA1485, ACELA1779)
- recognise homophones and know how to use context to identify correct spelling (ACELA1780)
- understand how knowledge of word origins supports spelling
- use a variety of spelling strategies to spell high-frequency words correctly when composing imaginative and other texts
- use morphemic, visual, syntactic, semantic and phonological knowledge when attempting to spell unknown words
- discuss and use strategies for spelling difficult words
- experiment with spell check applications and develop an awareness of the limitations of its features in digital technology
- use knowledge of alphabetical order to locate information in texts, for example dictionaries, glossaries
- identify spelling errors in own writing and unknown texts and provide correct spelling

ESL scales links to the English syllabus

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Writing level 5**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing strand from Beginning level 1 to level 5**. 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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Strategies** *ESL scales* strand organiser. See *ESL scales* outcomes B1.8, B2.8, B3.8, 1.12, 2.12, 3.12, 4.12, 5.12.

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Outcome EN2-8B – Composing

A student:

- plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language

Students:

develop and apply contextual knowledge

- identify key elements of planning, composing, reviewing and publishing in order to meet the demands of composing texts on a particular topic for a range of purposes and audiences

understand and apply knowledge of language forms and features

- plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1682, ACELY1694)

respond to and compose texts

- discuss aspects of planning prior to writing, for example knowledge of topic, specific vocabulary and language features
- plan and organise ideas using headings, graphic organisers, questions and mind maps
- create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601, ACELT1794)
- create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)
- compose texts using known language features, including verb, verb groups and appropriate tense
- experiment with visual, multimodal and digital processes to represent ideas encountered in texts [ICT]
- identify elements of their writing that need improvement and reviewing using feedback from teacher and peers
- reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683)

ESL scales links to the English syllabus

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Writing level 5**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing strand from Beginning level 1 to level 5**. 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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Communication** and **Language and cultural understanding** *ESL scales* strand organisers. See *ESL scales* outcomes B1.5, B1.6, B2.5, B2.6, B3.5, B3.6, 1.9, 1.10, 2.9, 2.10, 3.9, 3.10, 4.9, 4.10, 5.9, 5.10.

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Outcome EN2-9B – Handwriting and using digital technologies

A student:

- uses effective handwriting and publishes texts using digital technologies

Students:

develop and apply contextual knowledge

- recognise that effective handwriting and presentation of work is required in order to communicate effectively for a range of audiences

understand and apply knowledge of language forms and features

- write using NSW Foundation Style cursive, as appropriate, and explore joins that facilitate fluency and legibility

respond to and compose texts

- write using clearly-formed joined letters, and develop increased fluency and automaticity (ACELY1684, ACELY1696)
- use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1685, ACELY1697)

ESL scales links to the English syllabus

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Writing level 5**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing strand from Beginning level 1 to level 5**. 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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Language structures and features** *ESL scales* strand organiser. See *ESL scales* outcomes B1.7, B2.7, B3.7, 1.11, 2.11, 3.11, 4.11, 5.11.

English • Stage 2

Outcome EN2-10C – Thinking imaginatively, creatively and interpretively

A student:

- thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts

Students:

engage personally with texts

- share responses to a range of texts and identify features which increase reader enjoyment
- respond to texts by identifying and discussing aspects of texts that relate to their own experience

develop and apply contextual knowledge

- discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605)

understand and apply knowledge of language forms and features

- identify creative language features in imaginative, informative and persuasive texts that contribute to engagement
- discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose (ACELT1600)
- understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns (ACELT1606)
- identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686)
- identify and discuss how descriptive vocabulary establishes setting and atmosphere

respond to and compose texts

- create literary texts that explore students' own experiences and imagining (ACELT1607)
- experiment with others' imaginative texts by changing aspects such as time, place, characters, rhythm, rhyme, mood, sound effects and dialogue [CCT]
- use visual representations, including those digitally produced, to represent ideas, experience and information for different purposes and audiences [CCT, ICT]
- respond to a range of texts, for example through role-play or drama, for pleasure and enjoyment, and express thoughtful conclusions about those texts [CCT]
- justify interpretations of a text, including responses to characters, information and ideas, for example 'The main character is selfish because ...' [CCT]
- make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)

ESL scales links to the English syllabus

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 5, Reading and Responding level 5** and **Oral Interaction level 6**.

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 5**, and **Oral Interaction strand from level 1 to level 6**. 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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Communication** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 1.1, 2.1, 3.1, 4.1, 5.1, 6.1; Reading and Responding: B1.1, B2.1, B3.1, 1.5, 2.5, 3.5, 4.5, 5.5; Writing: B1.5, B2.5, B3.5, 1.9, 2.9, 3.9, 4.9, 5.9.

English • Stage 2

Outcome EN2-11D – Expressing themselves

A student:

- responds to and composes a range of texts that express viewpoints of the world similar to and different from their own

Students:

engage personally with texts

- recognise how texts draw on a reader’s or viewer’s experience and knowledge to make meaning and enhance enjoyment
- recognise how aspects of personal perspective influence responses to texts

develop and apply contextual knowledge

- draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)
- discuss how people from different times and cultures may respond differently to characters, actions and events in texts [DD, IU, A]
- recognise the ways that stories depict Australians who are significant at a local and community level [AHC, A, IU, DD]

understand and apply knowledge of language forms and features

- understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)

respond to and compose texts

- consider and discuss ideas drawn from their world and the worlds of their texts
- compose a variety of texts, for example simple poetry, that include aspects of home and local community life [SE, AHC]
- experiment with visual, multimodal and digital technologies to represent aspects of experience and relationships [ICT]
- respond to and appreciate how Dreaming stories form part of an oral tradition for Aboriginal and Torres Strait Islander peoples [AHC]
- discuss aspects of literature from a range of cultures to explore commonalities of experience and ideas as well as recognising difference [A, IU]
- respond to short films, documentaries and multimedia texts that express familiar and new aspects of the broader world [ICT]
- identify the point of view in a text and suggest alternative points of view (ACELY1675)
- discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)
- describe and discuss ethical issues encountered in texts [EU, CCT]

ESL scales links to the English syllabus

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 5, Reading and Responding level 5** and **Oral Interaction level 6**.

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 5, and Oral Interaction strand from level 1 to level 6**. 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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Language and cultural understanding** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 1.3, 2.3, 3.3, 4.3, 5.3, 6.3; Reading and Responding: B1.3, B2.3, B3.3, 1.7, 2.7, 3.7, 4.7, 5.7; Writing: B1.7, B2.7, B3.7, 1.11, 2.11, 3.11, 4.11, 5.11.

English • Stage 2

Outcome EN2-12E – Reflecting on learning

A student:

- recognises and uses an increasing range of strategies to reflect on their own and others' learning

Students:

develop and apply contextual knowledge

- recognise how own texts can be influenced by a rich text environment
- identify different ways of learning in English and consider own preferences
- develop criteria for the successful completion of tasks

understand and apply knowledge of language forms and features

- discuss different ways we learn to read and write
- appreciate how the reader or viewer can enjoy a range of literary experiences through texts

respond to and compose texts

- develop criteria for establishing personal preferences for literature (ACELT1598)
- jointly develop and use criteria for assessing their own and others' presentations [CCT, PSC]
- discuss their roles and responsibilities when working as a member of a group and evaluate the benefits of working collaboratively with peers to achieve a goal [PSC]
- describe how some of their skills in speaking, listening, reading, writing, viewing and/or representing help their development as language learners
- reflect on their own reading and identify the qualities of texts that have contributed to their enjoyment
- reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695)


ESL scales links to the English syllabus

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 5, Reading and Responding level 5** and **Oral Interaction level 6**.

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 5**, and **Oral Interaction strand from level 1 to level 6**. 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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Strategies** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 1.4, 2.4, 3.4, 4.4, 5.4, 6.4; Reading and Responding: B1.4, B2.4, B3.4, 1.8, 2.8, 3.8, 4.8, 5.8; Writing: B1.8, B2.8, B3.8, 1.12, 2.12, 3.12, 4.12, 5.12.

7.5 Content for Stage 3

 consult

English • Stage 3

Outcome EN3-1A – Communicating

A student:

- communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features

Students:

develop and apply contextual knowledge

- compare and justify the ways in which spoken language differs from written language according to purpose, audience and context
- understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501)
- understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516)
- understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (ACELA1515)

understand and apply knowledge of language forms and features

- use and describe language forms and features of spoken texts appropriate to a range of purposes, audiences and contexts
- use appropriate metalanguage to identify and describe relationships between and among texts
- develop criteria to evaluate the effectiveness of spoken texts
- use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795)

respond to and compose texts

- 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)
- use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)
- use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)
- participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)
- identify and summarise key ideas and information from guest speakers, for example note-taking or using digital technologies [ICT, PSC]

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- discuss and experiment with ways to strengthen and refine spoken texts in order to entertain, inform, persuade or inspire the audience

ESL scales links to the English syllabus

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Oral Interaction level 7/8**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Oral Interaction strand from level 1 to level 7/8**. 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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Language and cultural understanding** and **Strategies** *ESL scales* strand organisers. See *ESL scales* outcomes 1.2, 1.4, 2.2, 2.4, 3.2, 3.4, 4.2, 4.4, 5.2, 5.4, 6.2, 6.4, 7.2, 7.4.

English • Stage 3

Outcome EN3-2A – Reading and viewing

A student:

- uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies

Students:

develop and apply contextual knowledge

- understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)
- appreciate how demanding texts, for example extended novels and informative texts, contain increasing levels of complexity and abstraction to enhance enjoyment
- discuss issues related to the responsible use of digital technologies [ICT, EU]

understand and apply knowledge of language forms and features

- compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)
- analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)
- recognise and compare how composers use a range of language features, including connectives, topic sentences, active and passive voice, to achieve their purposes
- 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)
- investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522)
- identify the impact of first-person and third-person narration on the reader/viewer
- recognise how grammatical features help to build meaning in texts, including reference links and adverbial and adjectival phrases
- recognise evaluative language, including emotive language and modality
- understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)
- identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)
- recognise the effect of multimedia elements, for example film techniques, animation, voice-overs, sound effects, framing, close-ups [ICT]
- 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)

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*respond to,
read and view
texts*

- select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712)
- navigate and read texts for specific purposes applying appropriate texts processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)
- 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)
- adjust reading strategies according to texts and their purposes, for example scan for information in informative texts, identify keys or symbols when reading a diagram, examine pictures and written text when reading
- interpret picture books, comic strips and sequences of digital images which do not contain written text [ICT]

ESL scales links to the English syllabus

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Reading and Responding level 6/7**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Reading and Responding strand from Beginning level 1 to level 6/7**. 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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Language structures and features** and **Strategies** *ESL scales* strand organisers. See *ESL scales* outcomes B1.3, B1.4, B2.3, B2.4, B3.3, B3.4, 1.7, 1.8, 2.7, 2.8, 3.7, 3.8, 4.7, 4.8, 5.7, 5.8, 6.7, 6.8, 7.7, 7.8.

English • Stage 3

Outcome EN3-3B – Writing and representing

A student:

- discusses how language is used in their own writing to achieve a widening range of purposes, audiences and contexts

Students:

develop and apply contextual knowledge

- identify and discuss how own texts have been structured to achieve their purpose and discuss ways of using conventions of language to shape readers' and viewers' understanding of texts
- discuss how the intended audience, structure and context of an extended range of texts influence responses to texts

understand and apply knowledge of language forms and features

- identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)
- identify the ways in which language use in imaginative texts, including use of figurative language, character development, events and setting, creates interest for the reader or viewer
- investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation (ACELA1797)
- analyse strategies authors use to influence readers (ACELA1801)
- understand the uses of objective and subjective language and bias (ACELA1517)
- discuss the conventions of a range of complex texts, for example act and stage directions in plays, literary devices in poems and stories, layout conventions in print and digital texts [ICT]

respond to and compose texts

- compose more complex texts using a variety of forms appropriate to purpose and audience
- recognise the techniques used by writers to position a reader and influence their point of view
- identify and use a variety of strategies to present information and opinions across a range of different types of texts [CCT]
- consider and develop sustained arguments and discussions supported by evidence [PSC]

ESL scales links to the English syllabus

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Writing level 6/7**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing strand from Beginning level 1 to level 6/7**. 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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Language and cultural understanding** *ESL scales* strand organiser. See *ESL scales* outcomes B1.6, B2.6, B3.6, 1.10, 2.10, 3.10, 4.10, 5.10, 6.10, 7.10.

English • Stage 3

Outcome EN3-4B – Grammar, punctuation and vocabulary

A student:

- uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies

Students:

develop and apply contextual knowledge

- understand that language is structured to create meaning according to audience, purpose and context
- understand that choices in grammar, punctuation and vocabulary contribute to the effectiveness of texts

understand and apply knowledge of language forms and features

- identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)
- understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507)
- experiment using a range of language features, for example connectives, topic sentences, active and passive voice and nominalisation
- 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, thing or idea (ACELA1508)
- understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523)
- show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698)
- identify a variety of connectives in texts, for example ‘similarly’, ‘on the other hand’, ‘however’
- use complex punctuation to engage the reader and achieve purpose
- understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (ACELA1506)
- understand the uses of commas to separate clauses (ACELA1521)

understand and apply knowledge of vocabulary

- understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)
- investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)

English • Stage 3

- respond to and compose texts*
- select some more challenging language features, literary devices (for example irony, humour) and grammatical features (for example modality) to engage and influence an audience
 - experiment with different types of sentences, for example short sentences to build tension and complex sentences to add detail
 - use topic sentences and appropriately organise independent (main) and dependent (subordinate) ideas to enhance coherence in written texts
 - select appropriate language for a purpose, for example descriptive, persuasive, technical, evaluative, emotive and colloquial, when composing texts
 - use grammatical features such as pronouns, conjunctions and connectives to accurately link ideas and information to ensure meaning when composing texts

ESL scales links to the English syllabus

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Writing level 6/7**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing strand from Beginning level 1 to level 6/7**. 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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Language structures and features** *ESL scales* strand organiser. See *ESL scales* outcomes B1.7, B2.7, B3.7, 1.11, 2.11, 3.11, 4.11, 5.11, 6.11, 7.11.

English • Stage 3

Outcome EN3-5B – Spelling

A student:

- draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts

Students:

develop and apply contextual knowledge

- understand how accurate spelling supports the reader to read fluently and interpret written text with clarity

understand and apply knowledge of language forms and features

- understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages (ACELA1513, ACELA1514, ACELA1526)
- understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)
- recognise most misspelt words in their own writing and use a variety of resources for correction

respond to and compose texts

- integrate a range of spelling strategies and conventions to accurately spell most words, including words of many syllables, when composing imaginative and other texts
- use morphemic, visual, syntactic, semantic and phonological strategies, such as recognition of letter patterns of words, when composing texts
- demonstrate an awareness of the limitations of spell check features in digital technology [ICT]

ESL scales links to the English syllabus

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Writing level 6/7**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing strand from Beginning level 1 to level 6/7**. 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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Language structures and features** and **Strategies** *ESL scales* strand organisers. See *ESL scales* outcomes B1.8, B2.8, B3.8, 1.12, 2.12, 3.12, 4.12, 5.12, 6.12, 7.12.

English • Stage 3

Outcome EN3-6B – Composing

A student:

- composes, edits and presents well-structured and coherent texts

Students:

engage personally with texts

- understand and appreciate the way texts are shaped through exploring a range of language forms and features and ideas

develop and apply contextual knowledge

- identify and explore underlying themes and central storylines in imaginative texts
- explore and analyse the effectiveness of informative and persuasive devices in texts
- understand and use the key elements of planning, composing, reviewing and publishing in order to meet the increasing demands of topic, audience and language

understand and apply knowledge of language forms and features

- 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)
- understand, interpret and experiment with the use of imagery in imaginative texts, poetry and songs, for example similes, metaphors, personification and sound devices such as alliteration
- understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520)

respond to and compose texts

- compose imaginative and informative texts that show evidence of developed ideas
- compose texts that include sustained and effective use of persuasive devices
- create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)
- experiment with text structures and language features and their effects in creating literary texts, for example using imagery, sentence variation, metaphor and word choice (ACELT1800)
- compose increasingly complex print, visual, multimodal and digital texts, experimenting with language, design, layout and graphics [ICT]
- use increasingly complex research data from print and digital sources to compose short and sustained texts [CCT, ICT]
- assess the reliability of resources, including digital resources, when researching topics [ICT, CCT]

English • Stage 3

- reread and edit students' and others' work using agreed criteria for text structures and language features (ACELY1705)
- develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose (ACELY1706, ACELY1716)
- use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1707, ACELY1717)

ESL scales links to the English syllabus

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Writing level 6/7**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing strand from Beginning level 1 to level 6/7**. 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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Communication and Language and cultural understanding** *ESL scales* strand organisers. See *ESL scales* outcomes B1.5, B1.6, B2.5, B2.6, B3.5, B3.6, 1.9, 1.10, 2.9, 2.10, 3.9, 3.10, 4.9, 4.10, 5.9, 5.10, 6.9, 6.10, 7.9, 7.10.

English • Stage 3

Outcome EN3-7C – Thinking imaginatively, creatively, interpretively and critically

A student:

- thinks imaginatively, creatively, interpretively and critically about information and ideas and the connections between texts when responding to and composing texts

Students:

- | | |
|--|---|
| <i>engage personally with texts</i> | <ul style="list-style-type: none"> • recognise and explain creative language features in imaginative, informative and persuasive texts that contribute to engagement and meaning • interpret events, situations and characters in texts • explain own preferences for a particular interpretation of a text, referring to text details and own knowledge and experience • think critically about aspects of texts such as ideas and events • think imaginatively when engaging with texts, using prediction, for example, to imagine what happens to characters after the text |
| <i>develop and apply contextual knowledge</i> | <ul style="list-style-type: none"> • identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author’s individual style (ACELT1616) • compare how composers and illustrators make stories exciting, moving and absorbing to hold readers’ interest • explore and discuss simple appropriation of texts |
| <i>understand and apply knowledge of language forms and features</i> | <ul style="list-style-type: none"> • understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518) • identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617) |
| <i>respond to and compose texts</i> | <ul style="list-style-type: none"> • create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1612, ACELT1618) • present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609) • justify personal opinions by citing evidence, negotiating with others and recognising opinion presented as fact [PSC] • adapt aspects of print or media texts to create new texts by thinking creatively and imaginatively about character, setting, narrative voice, dialogue and events [CCT] • analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614) |

ESL scales links to the English syllabus

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 6/7, Reading and Responding level 6/7 and Oral Interaction level 7/8.**

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 6/7 and Oral Interaction strand from level 1 to level 7/8.** 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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Communication** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 1.1, 2.1, 3.1, 4.1, 5.1, 6.1, 7.1; Reading and Responding: B1.1, B2.1, B3.1, 1.5, 2.5, 3.5, 4.5, 5.5, 6.5; Writing: B1.5, B2.5, B3.5, 1.9, 2.9, 3.9, 4.9, 5.9, 6.9.

English • Stage 3

Outcome EN3-8D – Expressing themselves

A student:

- identifies and considers how different viewpoints of the world, including aspects of culture, are represented in texts

Students:

engage personally with texts

- recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)
- consider how texts about local events and issues in the media are presented to engage the reader or viewer [SE]

develop and apply contextual knowledge

- make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)
- understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)
- identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)

understand and apply knowledge of language forms and features

- recognise how the use of language and visual features can depict cultural assumptions in texts [DD, IU]
- identify language features used to position the reader/viewer in a wide variety of communication activities for a range of purposes, including debates, formal talks, interviews, explanations, anecdotes and recitations

respond to and compose texts

- identify and describe the representation of people, place and events in film and the media
- explore, discuss and appreciate connections between Dreaming stories and contemporary Aboriginal and Torres Strait Islander life [AHC]
- draw on the literature and ideas from other countries and times to compose imaginative and informative texts [DD, IU]
- clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699)
- present a point of view about particular literary texts using appropriate metalanguage and reflecting on the viewpoints of others (ACELT1609)
- discuss and explore moral, ethical and social dilemmas encountered in texts [CCT, EU]

ESL scales links to the English syllabus

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 6/7, Reading and Responding level 6/7 and Oral Interaction level 7/8.**

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 6/7 and Oral Interaction strand from level 1 to level 7/8.** 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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Language and cultural understanding** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 1.3, 2.3, 3.3, 4.3, 5.3, 6.3, 7.3; Reading and Responding: B1.3, B2.3, B3.3, 1.7, 2.7, 3.7, 4.7, 5.7, 6.7; Writing: B1.7, B2.7, B3.7, 1.11, 2.11, 3.11, 4.11, 5.11, 6.11.

English • Stage 3

Outcome EN3-9E – Reflecting on learning

A student:

- recognises, reflects on and assesses their strengths as a learner

Students:

develop and apply contextual knowledge

- begin to understand the difference between their way of learning and the way others learn
- reflect on own learning achievements against specific criteria

understand and apply knowledge of language forms and features

- recognise that there is a language for discussing learning experiences
- discuss how the reader or viewer can enjoy and discover a wide range of literary experiences through texts

respond to and compose texts

- develop criteria for assessing their own and others' presentations [CCT]
- critically reflect on the effectiveness of their own and others' writing, seeking and responding to feedback
- identify selections of own writing that they believe reflect their growth and competence as writers
- formulate questions for specific purposes, for example to clarify and reflect [CCT]
- reread and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1715)

ESL scales links to the English syllabus

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 6/7, Reading and Responding level 6/7** and **Oral Interaction level 7/8**.

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 6/7** and **Oral Interaction strand from level 1 to level 7/8**. 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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Strategies** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 1.4, 2.4, 3.4, 4.4, 5.4, 6.4, 7.4; Reading and Responding: B1.4, B2.4, B3.4, 1.8, 2.8, 3.8, 4.8, 5.8, 6.8; Writing: B1.8, B2.8, B3.8, 1.12, 2.12, 3.12, 4.12, 5.12, 6.12.

7.6 Content for Stage 4



English • Stage 4

Outcome EN4-1A

A student:

- responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

Related Life Skills outcomes: *ENLS-1A, ENLS-2A, ENLS-3A, ENLS-4A, ENLS-5A, ENLS-6A*

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]

English • Stage 4

*respond to
and compose
texts*

- identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts (ACELT1630)
- compose imaginative, informative and persuasive texts for different audiences, purposes and contexts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener (ACELY1735)
- identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition (ACELY1719)
- compare the ways that language and images are used to create a character, and to influence emotions and opinions in different types of texts (ACELT1621)
- recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)
- understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources (ACELA1782)
- understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels (ACELT1623)

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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Language and cultural understanding** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 5.2, 6.2, 7.2, 8.2; Reading and Responding: 4.6, 5.6, 6.6, 7.6; Writing: 4.10, 5.10, 6.10, 7.10.

English • Stage 4

Outcome EN4-2A

A student:

- effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies

Related Life Skills outcomes: *ENLS-7A, ENLS-8A, ENLS-9A*

Students:

engage personally with texts

- discuss and explain the processes of responding and composing, identifying the personal satisfaction and difficulties experienced
- recognise the different processes required for responding and composing in a range of forms and media
- reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620)

develop and apply contextual knowledge

- analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication (ACELY1528, ACELY1729)
- recognise and practise responsible and ethical digital communication [ICT, EU]

understand and apply knowledge of language forms and features

- consider and apply a range of strategies to improve their texts, including editing by rereading and peer editing, checking accuracy of paragraphing, grammar, spelling, punctuation, relevance for purpose, audience and context
- edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726)
- use processes of representation, including the creative use of symbols, images, icons, clichés, stereotypes, connotations and particular aural, visual and/or digital techniques [CCT]
- understand and use bibliographies, citations (including web citations) to acknowledge sources and avoid plagiarism [EU]
- understand and use the terminology associated with responding to and composing digital texts [ICT]
- use a range of software, including word processing programs, to create, edit and publish texts imaginatively (ACELY1728, ACELY1738)

respond to and compose texts

- use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view (ACELY1723, ACELY1734)
- analyse and explain the effect of technological innovations on texts, particularly media texts (ACELY1765)
- use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722)

English • Stage 4

- use a widening range of processes of composing and publishing sustained texts, including planning, drafting, rehearsing and editing
- use a range of effective strategies for organising information, ideas and arguments such as clustering, listing, compare and contrast, semantic chains, graphic and diagram outlines, and mindmaps
- use collaborative processes to construct texts such as playbuilding, performances and digital compositions [ICT]
- consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (ACELY1727)

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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Strategies** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 6.4, 7.4, 8.4; Reading and Responding: 4.8, 5.8, 6.8, 7.8; Writing: 4.12, 5.12, 6.12, 7.12.

English • Stage 4

Outcome EN4-3B

A student:

- uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts

Related Life Skills outcome: *ENLS-10B*

Students:

engage personally with texts

- engage with the language and structures of texts in meaningful, contextualised and authentic ways
- identify, discuss and reflect on the ideas and information in a range of texts
- develop a sense of personal style and taste in composition and response
- create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736)

develop and apply contextual knowledge

- describe and analyse the purpose, audience and context of texts
- use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects (ACELY1808)
- explore texts that include both Standard Australian English and elements of other languages, including Aboriginal English [IU, DD, AHC]
- recognise and use appropriate metalanguage in discussing a range of language forms, features and structures
- analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause (ACELA1534, ACELA1545)
- understand the effect of nominalisation in the writing of informative and persuasive texts (ACELA1546)
- understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations (ACELA1549)
- identify Standard Australian English, its variations and different levels of usage across a range of different types of texts
- understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (ACELA1542)

English • Stage 4

- | | |
|--|---|
| <i>understand and apply knowledge of language forms and features</i> | <ul style="list-style-type: none"> • understand the ways etymology can clarify choice of vocabulary • interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (ACELT1767) • 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) • understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (ACELA1536) • understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives (ACELA1809) • understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topics sentences, indexes or site maps or breadcrumb trails for online texts (ACELA1763) • understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims (ACELA1766) • understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts (ACELA1532, ACELA1544) • understand how to use spelling rules and word 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) |
| <i>respond to and compose texts</i> | <ul style="list-style-type: none"> • analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (ACELY1721, ACELY1732) |

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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Language and cultural understanding and Language structures and features** *ESL scales* strand organisers. See *ESL scales* outcomes for Oral Interaction: 5.2, 6.2, 7.2, 8.2; Reading and Responding: 4.6, 5.6, 5.7, 6.6, 6.7, 7.6, 7.7; Writing: 4.10, 5.10, 5.11, 6.10, 6.11, 7.10, 7.11.

English • Stage 4

Outcome EN4-4B

A student:

- makes effective language choices to creatively shape meaning with accuracy, clarity and coherence

Related Life Skills outcome: *ENLS-11B*

Students:

engage personally with texts

- recognise and appreciate the ways a wide range of texts communicate by using effective language choices

develop and apply contextual knowledge

- explore and analyse the ways purpose, audience and context affect a composer's choices of content, language forms and features and structures of texts to creatively shape meaning
- understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return (ACELA1540)

understand and apply knowledge of language forms and features

- combine visual and digital elements to create layers of meaning for serious, playful and humorous purposes
- experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts (ACELT1768)
- experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts (ACELY1810)
- analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (ACELA1764)

respond to and compose texts

- plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)
- plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints (ACELY1720, ACELY1731)
- create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (ACELT1632)
- creatively adapt and transform their own or familiar texts into different forms, structures, modes and media for a range of different purposes and audiences
- compose new print and multimodal texts, experimenting with appropriations and intertextuality

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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Communication and Language and cultural understanding** *ESL scales* strand organisers. See *ESL scales* outcomes for Oral Interaction: 5.1, 6.1, 7.1, 8.1; Reading and Responding: 4.5, 4.6, 5.5, 5.6, 6.5, 6.6, 7.5, 7.6; Writing: 4.9, 4.10, 5.9, 5.10, 6.9, 6.10, 7.9, 7.10.

English • Stage 4

Outcome EN4-5C

A student:

- thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts

Related Life Skills outcomes: *ENLS-12C, ENLS-13C*

Students:

- | | |
|--|--|
| <i>engage personally with texts</i> | <ul style="list-style-type: none"> • describe and explain qualities of language in their own and others’ texts that contribute to the enjoyment that can be experienced in responding and composing [CCT] • engage in wide reading of self-selected texts for enjoyment and share responses individually, in pairs and/or in small groups in a variety of relevant contexts, including digital and face-to-face contexts [ICT, PSC] • share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (ACELT1627) |
| <i>develop and apply contextual knowledge</i> | <ul style="list-style-type: none"> • explore the ways individual interpretations of texts are influenced by students’ own knowledge, values and cultural assumptions [IU] • critically consider the ways in which meaning is shaped by context, purpose, form, structure, style, content, language choices and their own personal perspective [CCT] |
| <i>understand and apply knowledge of language forms and features</i> | <ul style="list-style-type: none"> • investigate and understand the ways web and digital technologies influence language use and shape meaning [ICT] • understand and use conventions of storytelling in a range of modes and media, for example digital storytelling [CCT] • use imaginative texts as models to replicate or subvert textual conventions to create new texts |
| <i>respond to and compose texts</i> | <ul style="list-style-type: none"> • compose texts using alternative, creative and imaginative ways of expressing ideas, recognising, valuing and celebrating originality and inventiveness [CCT] • express considered points of view and arguments accurately and coherently in speech or writing with confidence and fluency [PSC] • compose a range of visual and multimodal texts using a variety of visual conventions, including composition, vectors, framing and reading pathway • critically analyse the ways experience, knowledge, values and perspectives can be represented through characters, situations and concerns in texts and how these affect responses to texts [CCT] • discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803) |

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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Communication and Language and cultural understanding** *ESL scales* strand organisers. See *ESL scales* outcomes for Oral Interaction: 5.1, 6.1, 7.1, 8.1; Reading and Responding: 4.5, 4.6, 5.5, 5.6, 6.5, 6.6, 7.5, 7.6; Writing: 4.9, 4.10, 5.9, 5.10, 6.9, 6.10, 7.9, 7.10.

English • Stage 4

Outcome EN4-6C

A student:

- identifies and explains connections between and among texts

Related Life Skills outcomes: *ENLS-12C, ENLS-13C*

Students:

engage personally with texts

- recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities (ACELT1629)

develop and apply contextual knowledge

- explain the similarities and differences in meaning and language between texts created for different purposes or audiences [CCT]
- investigate and explain appropriations into English from a range of other cultures and times [IU, DD, A]

understand and apply knowledge of language forms and features

- compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences (ACELY1724)
- categorise texts by content, composer and genre considering language forms, features and structures of texts
- understand and explain the ways in which use of detail, perspective and choice of vocabulary connect texts [CCT]
- investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning (ACELA1548)

respond to and compose texts

- create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625)
- identify and explain the links between the ideas, information, perspectives and points of view presented in a range of different texts
- identify, compare and describe the connection between texts with similar subject matter, such as a book and its film adaptation [CCT]
- compose texts that make creative connections with, adapt or transform other texts, such as the preparation of promotional material for a film or book or a narration for a documentary [CCT, ICT]
- use an increasingly wide range of strategies to present information, opinions and perspectives across a range of different types of texts [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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Communication and Language and cultural understanding** *ESL scales* strand organisers. See *ESL scales* outcomes for Oral Interaction: 5.1, 6.1, 7.1, 8.1; Reading and Responding: 4.5, 4.6, 5.5, 5.6, 6.5, 6.6, 7.5, 7.6; Writing: 4.9, 4.10, 5.9, 5.10, 6.9, 6.10, 7.9, 7.10.

English • Stage 4

Outcome EN4-7D

A student:

- demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it

Related Life Skills outcomes: *ENLS-14D, ENLS-15D*

Students:

engage personally with texts

- explore and analyse the ways in which personal experiences and perspectives shape their responses to texts
- draw on experience to consider the ways ‘the real world’ is represented in the imaginary worlds of texts, including imaginative literature, film, media and multimedia texts [CCT]

develop and apply contextual knowledge

- compare and contrast texts that present alternative views of their own world [CCT]
- explain and justify personal empathy, sympathy and antipathy towards characters, situations and concerns depicted in texts [CCT, PSC, EU]

understand and apply knowledge of language forms and features

- explore languages and dialects from Australia and consider these in relation to their own experiences [AHC, A]
- analyse the ways that language features such as modality are used to represent individual, shared or disparate views of the world [IU]
- analyse how combinations of words, sound and images can create particular perspectives of the same event or issue such as environmental sustainability [ICT, SE]
- analyse and understand the ways techniques of representation in multimodal texts are used to present alternative views of the world, people, places and events [CCT]

respond to and compose texts

- compose sustained texts in an increasingly wide range of forms that reflect their broadening world and their relationships within it
- explore the ways ‘story’ shapes their experience of and responses to a range of texts, including film and multimedia [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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Language and cultural understanding** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 5.2, 6.2, 7.2, 8.2; Reading and Responding: 4.6, 5.6, 6.6, 7.6; Writing: 4.10, 5.10, 6.10, 7.10.

English • Stage 4

Outcome EN4-8D

A student:

- identifies, considers and appreciates cultural expression in texts

Related Life Skills outcome: *ENLS-16D*

Students:

engage personally with texts

- consider the ways culture and personal experience position readers and viewers and influence responses to and composition of texts [IU]
- explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT1626)

develop and apply contextual knowledge

- identify and explain cultural expressions in texts, including those about gender, ethnicity, religion, youth, age, sexuality, disability and social class [IU, DD]
- investigate texts about cultural experiences from different sources, for example texts from Asia and texts by Asian Australians, and explore different viewpoints [A, CCT]
- explore the ways recurring stories such as legends and fairy stories have been written and rewritten for different contexts and media [IU]

understand and apply knowledge of language forms and features

- understand how conventions of speech adopted by communities influence the identities of people in those communities (ACELA1529, ACELA1541)
- understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups (ACELT1628)

respond to and compose texts

- respond to and compose texts in a range of different modes and media, recognising and appreciating cultural factors, including cultural background and perspectives [DD, AHC, EU, IU, A]
- recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807)
- explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (ACELT1806)
- explore and appreciate the ways different cultural stories, icons, Aboriginal images and significant Australians are depicted in texts [DD, A, AHC, EU, IU]

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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Language and cultural understanding** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 5.2, 6.2, 7.2, 8.2; Reading and Responding: 4.6, 5.6, 6.6, 7.6; Writing: 4.10, 5.10, 6.10, 7.10.

English • Stage 4

Outcome EN4-9E

A student:

- uses, reflects on and assesses their individual and collaborative skills for learning

Related Life Skills outcome: *ENLS-17E*

Students:

engage personally with texts

- articulate and reflect on the pleasure and difficulties, successes and challenges experienced in their individual and collaborative learning

understand and apply contextual knowledge

- understand and value the differences between their own and others' ways of learning in English
- understand the demands of a task and the outcomes and criteria for planned assessment

understand and apply knowledge of language forms and features

- recognise and understand the ways a learner uses language to reflect on their learning experiences

respond to and compose texts

- discuss and explain the processes of responding and composing, identifying the personal pleasures and difficulties experienced
- use and reflect on metacognitive processes used for planning, including brainstorming, mindmapping, storyboarding, role-play and improvisation [CCT]
- identify, plan and prioritise stages of tasks, making use of organisational strategies such as drawing up a schedule, monitoring progress and meeting deadlines [PSC]
- reflect on and assess their own and others' learning against specific criteria, using reflection strategies such as learning logs, blogs and discussions with teachers and peers [ICT, PSC]
- understand the roles and responsibilities of individuals in groups, performing an allocated role responsibly in a group and assessing the success of individual and collaborative processes [PSC]

ESL scales links to the English syllabus

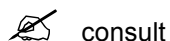
The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 7, Reading and Responding level 7** and **Oral Interaction level 8**.

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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Strategies** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 5.4, 6.4, 7.4, 8.4; Reading and Responding: 5.8, 6.8, 7.8; Writing: 4.12, 5.12, 6.12, 7.12.

7.7 Content for Stage 5



consult

English • Stage 5

Outcome EN5-1A

A student:

- responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

Related Life Skills outcomes: *ENLS-1A, ENLS-2A, ENLS-3A, ENLS-4A, ENLS-5A, ENLS-6A*

Students:

engage personally with texts

- appreciate, explain and respond to the aesthetic qualities and the power of language in an increasingly sophisticated range of texts

develop and apply contextual knowledge

- analyse and explain the ways language forms and features, ideas, perspective and originality are used to shape meaning [CCT]
- analyse ideas, information, perspectives, contexts and ideologies and the ways they are presented in increasingly demanding sustained imaginative, informative and persuasive texts [CCT]
- explore real and imagined (including virtual) worlds through close and wide reading and viewing of increasingly demanding texts [CCT, ICT]

understand and apply knowledge of language forms and features

- identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (ACELA1561)
- investigate and experiment with the ways irony, sarcasm and ridicule can be used to expose, denounce and deride, and how these shape responses [CCT]
- analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560)

respond to and compose texts

- identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage (ACELY1740, ACELY1750)
- explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)
- evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572)
- create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1746, ACELY1756)

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- present an argument about a literary text based on initial impressions and subsequent analysis of the whole text (ACELT1771)

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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Language and cultural understanding** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 5.2, 6.2, 7.2, 8.2; Reading and Responding: 4.6, 5.6, 6.6, 7.6; Writing: 4.10, 5.10, 6.10, 7.10.

English • Stage 5

Outcome EN5-2A

A student:

- effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies

Related Life Skills outcomes: *ENLS-7A, ENLS-8A, ENLS-9A*

Students:

- | | |
|--|--|
| <i>engage personally with texts</i> | <ul style="list-style-type: none"> evaluate their own processes of composition and reflect on ways of developing their strengths, addressing their weaknesses and consolidating and broadening their preferences as composers and responders of texts value engagement in the creative process of composing texts consider how aspects of texts, including characterisation, setting, situations, issues, ideas, tone and point of view, can evoke a range of responses, including empathy, sympathy, antipathy and indifference [CCT] |
| <i>develop and apply contextual knowledge</i> | <ul style="list-style-type: none"> interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742) evaluate the ways film, websites and other multimedia texts use technology for different purposes, audiences and contexts to convey ideas and points of view [ICT] investigate the nature, scope and ethical use of digital technologies and apply this knowledge in their own composing and responding in digital media [CCT, ICT, EU] |
| <i>understand and apply knowledge of language forms and features</i> | <ul style="list-style-type: none"> review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (ACELY1747, ACELY1757) understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553) understand conventions for citing others, and how to reference these in different ways (ACELA1568) |
| <i>respond to and compose texts</i> | <ul style="list-style-type: none"> understand and apply a wide range of reading strategies to enhance comprehension and learning for a range of print, multimodal and digital texts [ICT] apply word processing functions, as well as web authoring programs to compose and format texts for different purposes, audiences and contexts, including the workplace [CCT, ICT, WE] |

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- use increasingly sophisticated processes of representation to respond to and compose complex spoken, written, visual, multimodal and/or digital texts for a wide range of purposes and audiences, considering and evaluating the effect of the technology [ICT]
- interpret and evaluate the effectiveness of information and ideas conveyed in diagrammatic representation, for example charts, graphs, timelines and surveys [N]
- use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY1744, ACELY1754)
- apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension (ACELY1743)
- identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (ACELT1642)
- investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor (ACELA1552)
- plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action (ACELY1741, ACELY1751)
- use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user (ACELY1748, ACELY1776)

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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Strategies** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 6.4, 7.4, 8.4; Reading and Responding: 4.8, 5.8, 6.8, 7.8; Writing: 4.12, 5.12, 6.12, 7.12.

English • Stage 5

Outcome EN5-3B

A student:

- selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts describing and explaining their effects on meaning

Related Life Skills outcome: *ENLS-10B*

Students:

engage personally with texts

- engage with a range of increasingly complex language forms, features and structures of texts in meaningful, contextualised and authentic ways
- analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (ACELT1641)
- compare and evaluate how ‘voice’ as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses (ACELT1643)
- analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts (ACELA1557, ACELA1569)

develop and apply contextual knowledge

- understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve (ACELA1550, ACELA1563)
- analyse a range of texts that include the use of Aboriginal dialects and Aboriginal English [AHC]

understand and apply knowledge of language forms and features

- evaluate techniques used in spoken, written and visual texts to, for example, construct plot and create emotional responses, such as contrast, exaggeration, juxtaposition or changing chronological order [CCT]
- understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text (ACELA1559)
- analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction (ACELA1570)
- understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (ACELA1567)
- refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences (ACELA1571)
- understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those based on uncommon Greek and Latin roots (ACELA1573)
- understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech (ACELA1562)

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- understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (ACELA1556)
- respond to and compose texts*
- create literary texts with a sustained ‘voice’, selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience (ACELT1815)
 - use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences (ACELY1813)
 - compose and respond to a wide range of visual texts, for example picture books, graphic novels and films, using a range of appropriate techniques and metalanguage
 - use voice effects, such as tone, volume, pitch, pauses and change of pace, for specific effects such as arguing a point of view or attempting to persuade an audience to a course of action [CCT, PSC]
 - use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects (ACELY1811)

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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Language and cultural understanding and Language structures and features** *ESL scales* strand organisers. See *ESL scales* outcomes for Oral Interaction: 5.2, 6.2, 7.2, 8.2; Reading and Responding: 4.6, 5.6, 5.7, 6.6, 6.7, 7.6, 7.7; Writing: 4.10, 5.10, 5.11, 6.10, 6.11, 7.10, 7.11.

English • Stage 5

Outcome EN5-4B

A student:

- effectively transfers knowledge, skills and understanding of language concepts into new and different contexts

Related Life Skills outcome: *ENLS-11B*

Students:

- | | |
|--|--|
| <i>engage personally with texts</i> | <ul style="list-style-type: none"> appreciate and value the ways language concepts, ideas and information can be shaped and transformed for new and different contexts analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author’s literary style (ACELT1636) |
| <i>develop and apply contextual knowledge</i> | <ul style="list-style-type: none"> apply existing knowledge, skills and understanding about language to access and express increasingly complex information and ideas for new purposes, audiences and contexts |
| <i>understand and apply knowledge of language forms and features</i> | <ul style="list-style-type: none"> evaluate how particular forms and features of language and structures of texts can be adapted, synthesised and transformed for new and different purposes, audiences and contexts examine and evaluate the cohesion of syntax and content in familiar and unfamiliar texts experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and pun and the use of hyperlink (ACELT1638) investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes (ACELT1637) |
| <i>respond to and compose texts</i> | <ul style="list-style-type: none"> creatively adapt texts into different forms, structures, modes and media for different purposes, audiences and contexts and explain the differences emerging as a result of such adaptations [CCT] creatively transform a range of different types of texts, including their own, into new imaginative texts, experimenting with patterns, representations, intertextuality and appropriations [CCT] use prediction, speculation, hypothesis and paraphrasing as strategies for accessing complex types of texts with unfamiliar ideas or structures locate, select, synthesise and creatively use information, ideas and arguments from texts to compose new texts [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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Communication and Language and cultural understanding** *ESL scales* strand organisers. See *ESL scales* outcomes for Oral Interaction: 5.1, 6.1, 7.1, 8.1; Reading and Responding: 4.5, 4.6, 5.5, 5.6, 6.5, 6.6, 7.5, 7.6; Writing: 4.9, 4.10, 5.9, 5.10, 6.9, 6.10, 7.9, 7.10.

English • Stage 5

Outcome EN5-5C

A student:

- thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts

Related Life Skills outcomes: *ENLS-12C, ENLS-13C*

Students:

engage personally with texts

- investigate the ways different modes, subject areas, media and cultural representation affect their personal and critical responses to texts [IU]
- engage in wide reading of self-selected imaginative, factual and critical texts for enjoyment and analysis and share responses in a variety of relevant contexts, including digital and face-to-face contexts [CCT, ICT]
- create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (ACELT1814)
- reflect on, extend, endorse or refute others' interpretations of and responses to literature (ACELT1640)

develop and apply contextual knowledge

- compare ways in which spoken, written, visual, multimodal and digital texts are shaped according to personal, historical, cultural, social, technological and workplace contexts [ICT, WE]
- critically respond to texts by drawing on knowledge of the historical context in which texts were composed through a program of wide reading and viewing [CCT]
- understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1552, ACELA1564)

understand and apply knowledge of language forms and features

- understand and use the language of argument, such as the use of logic, evidence, refutation, ellipsis, irrelevance and circumlocution, and analyse how it affects responses
- understand the ways generalisations, clichés, rhetorical devices, appeals to authority and appeals to popularity and public opinion shape meaning and responses [CCT]
- critically evaluate the ways bias, stereotypes, perspectives and ideologies are constructed in texts
- explain the ways the language of argument and persuasion can be adapted for different contexts [CCT]
- investigate the ways web and digital technologies use and manipulate visual images, hyperlinks, sound and the written word to create meaning [CCT, ICT]
- respond to and compose texts that use inference and figurative language, such as symbolism and allusion, in complex and subtle ways [CCT]

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- respond to and compose texts*
- respond to and compose a range of sustained imaginative, informative and persuasive texts which are increasingly demanding in terms of ideas, arguments and linguistic, structural, cognitive, emotional and moral complexity [CCT, EU]
 - formulate, develop and express their own ideas and beliefs creatively, thoughtfully, positively and confidently, on issues such as sustainable patterns of living [CCT, SE]
 - understand and analyse differences between opinions and reasoned arguments, differences in shades of opinion and inconsistencies
 - evaluate the ways inference, point of view, figurative language and alternative readings can be used creatively as strategies for responding to and composing spoken, written, visual, multimodal and digital texts beyond the literal level [CCT]
 - pose increasingly perceptive and relevant questions, make logical predictions, draw analogies and challenge ideas and information as presented by others and in texts [CCT]
 - understand and explain the ways in which composers transform ideas and experience into and within texts, including consideration of their insight, imaginative powers and ingenuity

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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Communication and Language and cultural understanding** *ESL scales* strand organisers. See *ESL scales* outcomes for Oral Interaction: 5.1, 6.1, 7.1, 8.1; Reading and Responding: 4.5, 4.6, 5.5, 5.6, 6.5, 6.6, 7.5, 7.6; Writing: 4.9, 4.10, 5.9, 5.10, 6.9, 6.10, 7.9, 7.10.

English • Stage 5

Outcome EN5-6C

A student:

- investigates the relationships between and among texts

Related Life Skills outcomes: *ENLS-12C, ENLS-13C*

Students:

- | | |
|--|---|
| <i>engage personally with texts</i> | <ul style="list-style-type: none"> explain and justify responses to texts and widening personal preferences within and among texts [CCT] explore and appreciate the similarities and differences between and among more demanding texts [CCT] |
| <i>develop and apply contextual knowledge</i> | <ul style="list-style-type: none"> investigate, hypothesise and explain the ways a concept may be reinterpreted over time through different texts and mediums [CCT] research and explore the texts of specific composers, for example a novelist, poet, filmmaker or dramatist, considering themes, language techniques and similarities and differences in their works |
| <i>understand and apply knowledge of language forms and features</i> | <ul style="list-style-type: none"> investigate and describe the recurring features of particular genres, such as westerns or science fiction, focusing on their storylines, iconography, value systems and techniques [CCT] study and evaluate variations within conventions of particular genres and how these variations reflect a text's purpose [CCT] compare the purposes, text structures and language features of traditional and contemporary texts in different media (ACELA1566) compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas (ACELA1770) analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (ACELT1772, ACELT1774) select a range of digital and multimedia texts and investigate the ways content, form and ideas of texts can be connected use appropriate metalanguage to identify, describe and explain relationships between and among texts [CCT] |
| <i>respond to and compose texts</i> | <ul style="list-style-type: none"> create imaginative texts that make relevant thematic and intertextual connections with other texts (ACELT1644, ACELT1773) research, analyse and explain the treatment of a common theme or idea in a range of texts in different modes and media [CCT] choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts (ACELY1753) |

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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Communication and Language and cultural understanding** *ESL scales* strand organisers. See *ESL scales* outcomes for Oral Interaction: 5.1, 6.1, 7.1, 8.1; Reading and Responding: 4.5, 4.6, 5.5, 5.6, 6.5, 6.6, 7.5, 7.6; Writing: 4.9, 4.10, 5.9, 5.10, 6.9, 6.10, 7.9, 7.10.

English • Stage 5

Outcome EN5-7D

A student:

- understands and evaluates the diverse ways texts can represent personal and public worlds

Related Life Skills outcomes: *ENLS-14D, ENLS-15D*

Students:

engage personally with texts

- explore and reflect on their own values in relation to the values expressed and explored in texts
- reflect on personal experience and broadening views of the world by responding to the ideas and arguments of others with increasingly complex ideas and arguments of their own [CCT, PSC]

develop and apply contextual knowledge

- evaluate the ways personal perspective and language choices affect meaning and can be shaped by social, cultural and historical influences
- understand that people’s evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (ACELA1565)
- explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635)
- evaluate the social, moral and ethical positions represented in texts (ACELT1812)

understand and apply knowledge of language forms and features

- analyse the ways in which creative and imaginative texts can explore human experience, universal themes and social contexts
- use and analyse increasingly complex language features to present a viewpoint on issues such as environmental and social sustainability [SE, CCT]

respond to and compose texts

- respond to and compose texts that reflect their expanding worlds from the personal to the public
- explore and analyse ethical positions on a current issue, including the values and/or principles involved, in digital communication forums [CCT, EU, ICT]
- compose sustained imaginative, creative and critical texts that represent aspects of their personal and public worlds, for a wide range of purposes, including for enjoyment and pleasure

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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Language and cultural understanding** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 5.2, 6.2, 7.2, 8.2; Reading and Responding: 4.6, 5.6, 6.6, 7.6; Writing: 4.10, 5.10, 6.10, 7.10.

English • Stage 5

Outcome EN5-8D

A student:

- questions, challenges and evaluates cultural assumptions in texts and their effects on meaning

Related Life Skills outcome: *ENLS-16D*

Students:

- | | |
|--|---|
| <i>engage personally with texts</i> | <ul style="list-style-type: none"> • create texts to demonstrate their view of the world with reference to the texts of other cultures • analyse and explain the ways in which particular texts relate to their cultural experiences and the culture of others [A, IU] |
| <i>develop and apply contextual knowledge</i> | <ul style="list-style-type: none"> • identify, explain and challenge cultural values, purposes and assumptions in texts, including representations of gender, ethnicity, religion, youth, age, disability, sexuality and social class [DD, IU, A] • identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752) • compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELT1663, ACELT1639) • analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739) |
| <i>understand and apply knowledge of language forms and features</i> | <ul style="list-style-type: none"> • examine how language is used to express contemporary cultural issues • explain and evaluate the ways in which modern communication technologies are used to shape, adapt and re-present past and present cultures, including popular culture and youth cultures, for particular audiences [CCT, ICT] |
| <i>respond to and compose texts</i> | <ul style="list-style-type: none"> • analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749) • analyse literary texts created by and about a diverse range of Australian people, including people from Asian backgrounds, and consider the different ways these texts represent people, places and issues [A, IU, DD] • explain and analyse cultural assumptions in texts, including texts by and about Aboriginal Australians [AHC] • analyse and describe the ways texts sustain or challenge established cultural attitudes and values [A, IU, DD] |

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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Language and cultural understanding** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 5.2, 6.2, 7.2, 8.2; Reading and Responding: 4.6, 5.6, 6.6, 7.6; Writing: 4.10, 5.10, 6.10, 7.10.

English • Stage 5

Outcome EN5-9E

A student:

- purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

Related Life Skills outcome: *ENLS-17E*

Students:

engage personally with texts

- articulate and discuss the pleasures and difficulties, successes and challenges experienced in investigation, problem-solving, independent and collaborative work, and establish improved practices

develop and apply contextual knowledge

- purposefully reflect on and value the learning strengths and learning needs of themselves and others [PSC]
- understand the learning purposes, specific requirements and targeted outcomes of tasks

understand and apply knowledge of language forms and features

- understand and apply appropriate metalanguage to reflect on their learning experiences
- adapt knowledge of language forms and features for new learning contexts

respond to and compose texts

- understand and confidently integrate their own processes of responding to and composing a wide range of different types of texts
- choose effective learning processes, resources and technologies appropriate for particular tasks and situations
- examine the ways that the processes of planning, including investigating, interviewing, selecting, recording and organising ideas, images and information, can and should be modified according to specific purposes, texts and learning contexts
- use and assess individual and group processes to investigate, clarify, critically evaluate and present ideas

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.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Strategies** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 5.4, 6.4, 7.4, 8.4; Reading and Responding: 5.8, 6.8, 7.8; Writing: 4.12, 5.12, 6.12, 7.12.

8 Years 7–10 Life Skills outcomes and content

A small percentage of students with special education needs, particularly those with an intellectual disability, may best fulfil the curriculum requirements for English Years 7–10 by undertaking Life Skills outcomes and content.

In order to provide a relevant and meaningful program of study that reflects the needs, interests and abilities of each student, schools may integrate English Years 7–10 Life Skills outcomes and content across a variety of school and community contexts.

The following points need to be taken into consideration:

- specific Life Skills outcomes will be selected on the basis that they meet the particular needs, goals and priorities of each student
- students are not required to complete all outcomes
- outcomes may be demonstrated independently or with support.

A range of adjustments to teaching, learning and assessment experiences should be explored before a decision is made to access Years 7–10 Life Skills outcomes and content. Information about adjustments can be found in *Life Skills Years 7–10: Advice on Planning, Programming and Assessment*.

The Years 7–10 Life Skills outcomes and content are developed from the objectives of the *English K–10 Syllabus*. They indicate the knowledge, understanding and skills expected to be gained by most students as a result of effective teaching and learning by the end of a stage.

8.1 Years 7–10 Life Skills outcomes


 consult

Table of objectives and outcomes

<p>Objective A Through responding to and composing a wide range of texts and through the close study of texts, students will develop skills, knowledge and understanding in order to communicate through speaking, listening, reading, writing, viewing and representing*</p>
<p>Life Skills outcomes A student:</p>
<p>ENLS-1A listens and responds in familiar contexts</p> <p>ENLS-2A communicates for a variety of purposes, audiences and contexts</p> <p>ENLS-3A selects and uses language to communicate according to purpose, audience and context</p> <p>ENLS-4A reads and responds to a range of written texts in familiar contexts</p> <p>ENLS-5A uses strategies to obtain meaning from and interpret a range of texts</p> <p>ENLS-6A writes short texts for everyday purposes</p> <p>ENLS-7A recognises and uses visual texts in a range of contexts</p> <p>ENLS-8A views and responds to a range of visual texts, media and multimedia for a variety of purposes, audiences and contexts</p> <p>ENLS-9A composes texts for a variety of purposes and audiences</p>

*Some students with special education needs communicate through a variety of verbal or non-verbal communication systems or techniques. It is important to take account of the individual communication strategies used by these students within the context of the *English K–10 Syllabus*.

<p>Objective B Through responding to and composing a wide range of texts and through the close study of texts, students will develop skills, knowledge and understanding in order to use language to shape meaning according to purpose, audience and context</p>
<p>Life Skills outcomes A student:</p>
<p>ENLS-10B identifies the ways in which language forms, features and structures of texts vary according to purpose, audience and context</p> <p>ENLS-11B composes, publishes and presents texts appropriate to purpose and audience in a range of contexts</p>

Objective C

Through responding to and composing a wide range of texts and through the close study of texts, students will develop skills, knowledge and understanding in order to think in ways that are imaginative, creative, interpretive and critical

Life Skills outcomes

A student:

ENLS-12C

responds to texts in ways that are imaginative and interpretive

ENLS-13C

engages critically with texts using personal experiences

Objective D

Through responding to and composing a wide range of texts and through the close study of texts, students will develop skills, knowledge and understanding in order to express themselves and their relationships with others and their world

Life Skills outcomes

A student:

ENLS-14D

explores how the use of language affects personal roles and relationships with others

ENLS-15D

responds to and composes texts that explore personal, social and world issues

ENLS-16D

explores the ways cultural ideas and perspectives shape a range of spoken, written, visual and multimedia texts

Objective E

Through responding to and composing a wide range of texts and through the close study of texts, students will develop skills, knowledge and understanding in order to learn and reflect on their learning through their study of English

Life Skills outcome

A student:

ENLS-17E

uses individual and collaborative skills in the learning process

Years 7–10 Life Skills and related syllabus outcomes

<p>Objective A Through responding to and composing a wide range of texts and through the close study of texts, students will develop skills, knowledge and understanding in order to communicate through speaking, listening, reading, writing, viewing and representing*</p>	
<p>Life Skills outcomes A student:</p>	<p>Related Stage 4/5 outcomes A student:</p>
<p>ENLS-1A listens and responds in familiar contexts ENLS-2A communicates for a variety of purposes, audiences and contexts ENLS-3A selects and uses language to communicate according to purpose, audience and context ENLS-4A reads and responds to a range of written texts in familiar contexts ENLS-5A uses strategies to obtain meaning from and interpret a range of texts ENLS-6A writes short texts for everyday purposes</p>	<p>EN4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p>
<p>ENLS-7A recognises and uses visual texts in a range of contexts ENLS-8A views and responds to a range of visual texts, media and multimedia for a variety of purposes, audiences and contexts ENLS-9A composes texts for a variety of purposes and audiences</p>	<p>EN4-2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies EN5-2A effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies</p>

*Some students with special education needs communicate through a variety of verbal or non-verbal communication systems or techniques. It is important to take account of the individual communication strategies used by these students within the context of the *English K–10 Syllabus*.

<p>Objective B Through responding to and composing a wide range of texts and through the close study of texts, students will develop skills, knowledge and understanding in order to use language to shape meaning according to purpose, audience and context</p>	
<p>Life Skills outcomes A student:</p>	<p>Related Stage 4/5 outcomes A student:</p>
<p>ENLS-10B identifies the ways in which language forms, features and structures of texts vary according to purpose, audience and context</p>	<p>EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts EN5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning</p>
<p>ENLS-11B composes, publishes and presents texts appropriate to purpose and audience in a range of contexts</p>	<p>EN4-4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence EN5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts</p>


<p>Objective C Through responding to and composing a wide range of texts and through the close study of texts, students will develop skills, knowledge and understanding in order to think in ways that are imaginative, creative, interpretive and critical</p>	
<p>Life Skills outcomes A student:</p>	<p>Related Stage 4/5 outcomes A student:</p>
<p>ENLS-12C responds to texts in ways that are imaginative and interpretive ENLS-13C engages critically with texts using personal experience</p>	<p>EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts EN4-6C identifies and explains connections between and among texts EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts EN5-6C investigates the relationships between and among texts</p>

<p>Objective D Through responding to and composing a wide range of texts and through the close study of texts, students will develop skills, knowledge and understanding in order to express themselves and their relationships with others and their world</p>	
<p>Life Skills outcomes A student:</p>	<p>Related Stage 4/5 outcomes A student:</p>
<p>ENLS-14D explores how the use of language affects personal roles and relationships with others ENLS-15D responds to and composes texts that explore personal, social and world issues</p>	<p>EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds</p>
<p>ENLS-16D explores the ways cultural ideas and perspectives shape a range of spoken, written, visual and multimedia texts</p>	<p>EN4-8D identifies, considers and appreciates cultural expression in texts EN5-8D questions, challenges and evaluates cultural assumptions in texts and their effects on meaning</p>

<p>Objective E Through responding to and composing a wide range of texts and through the close study of texts, students will develop skills, knowledge and understanding in order to learn and reflect on their learning through their study of English</p>	
<p>Life Skills outcomes A student:</p>	<p>Related Stage 4/5 outcomes A student:</p>
<p>ENLS-17E uses individual and collaborative skills in the learning process</p>	<p>EN4-9E uses, reflects on and assesses their individual and collaborative skills for learning EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness</p>

8.2 Years 7–10 Life Skills content

The Years 7–10 Life Skills content forms the basis for learning opportunities. Students will not be required to complete all of the content to demonstrate achievement of an outcome.

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Text requirements

Teaching and learning opportunities which draw from a diverse range of texts can assist students to broaden and develop their own language skills. Where appropriate, students should experience a range of texts drawn from:

- texts which are widely regarded as quality literature
- a widely defined Australian literature, including texts that give insights into Aboriginal experiences in Australia
- a wide range of literary texts from other countries and times, including poetry, drama scripts, prose fiction and picture books
- texts written about intercultural experiences
- texts that provide insights about the peoples and countries of Asia, including texts written by Asian Australians
- everyday and workplace texts
- a wide range of cultural, social and gender perspectives, popular and youth cultures
- texts that include aspects of environmental and social sustainability
- nonfiction, picture books, graphic novels
- an appropriate range of digital texts, including film, media and multimedia.

English • Life Skills

Outcome ENLS-1A

A student:

- listens and responds in familiar contexts

Students:

- engage personally with texts*
- respond to auditory cues through body language or gesture, for example turn head, nod, smile, reach out
 - respond to familiar auditory cues and signals, for example turn to teacher’s voice, get bag at sound of lunch bell, smile in response to favourite music
- develop and apply contextual knowledge*
- recognise a variety of auditory cues occurring in the environment, for example school bell, telephone ringing, traffic lights, fire alarms
 - listen and respond to auditory signals and cues in a range of community contexts, for example listen for beep at pedestrian lights to cross, recognise when smoke alarm is triggered to leave the building
- understand and apply knowledge of language forms and features*
- recognise non-verbal indicators associated with listening, for example eye contact, body language, nodding, smiling, gesturing [PSC]
 - recognise and demonstrate appropriate listening behaviours, for example listen to peer presentation without interrupting, listen to a musical or dramatic performance and applaud at appropriate times [PSC]
- respond to and compose texts*
- respond to verbal cues, for example say ‘hello’ when greeted, wave to a friend who calls ‘goodbye’ [PSC]
 - respond to single-word directions, for example ‘stop’, ‘wait’, ‘look’
 - respond to directions involving a single step, for example ‘turn the page’, ‘log on to the computer’
 - respond to directions involving more than one step, for example ‘Take out your workbook and open it at a new page’, ‘Have a look at that picture and tell me what you see’ [WE]

English • Life Skills

Outcome ENLS-2A

A student:

- communicates for a variety of purposes, audiences and contexts

Students:

develop and apply contextual knowledge

- recognise a variety of ways people communicate with each other, for example speaking, gesture, signing, telephone, SMS, letter writing, email, social media [ICT]
- recognise different forms of communication technologies available for hearing and visually impaired people [ICT, DD]

understand and apply knowledge of language forms and features

- recognise the role and purpose of non-verbal indicators in communication, for example a frown for displeasure, a shrug for uncertainty
- identify how language is used differently at home and at school

respond to and compose texts

- use non-verbal indicators to communicate for a variety of purposes such as to request and reject, for example eye contact, nodding, smiling, gesturing, turning away [PSC]
- greet and farewell people in an appropriate manner in a variety of contexts, for example say goodbye to a friend, shake hands to welcome a visitor to the school [PSC]
- communicate with peers and adults in an appropriate manner, for example enter and leave conversations, maintain conversations, remain on topic [PSC]
- communicate personal needs, for example need for assistance
- indicate a preference, for example for a book or film, choice of partner for an activity, item on a menu
- use recognised conventions when communicating in a range of contexts, for example use eye gaze/gesture to select an activity, put hand up in class to answer a question, use appropriate gesture to attract attention [PSC]
- contribute to class discussions using a range of skills, including turn-taking, questioning, rephrasing for clarification [PSC]
- respond to questions during an interaction to indicate understanding, for example during class discussions, after listening to a presentation by a guest speaker
- identify and communicate key ideas and information from aural texts, for example a presentation by a guest speaker [PSC]
- use appropriate interaction skills across a range of contexts, for example group work [PSC]
- use digital communication responsibly [PSC, EU]

English • Life Skills

- select and use appropriate means of communication, including technology, for a particular audience, for example use social media to communicate with friends, write a letter of thanks [ICT]

English • Life Skills

Outcome ENLS-3A

A student:

- selects and uses language to communicate according to purpose, audience and context

Students:

develop and apply contextual knowledge

- identify the purposes of communication, for example explaining, describing, discussing, recounting, arguing, informing, persuading, entertaining
- identify different audiences for communication, for example peers, familiar and unfamiliar adults, guests, school audiences, employers
- select and use language, such as pitch, tone and vocabulary, to communicate for a variety of purposes, for example making an apology, acting the part of a character in a play, requesting a refund [PSC]

understand and apply knowledge of language forms and features

- recognise that language features may vary according to the audience, for example family and friends, familiar and unfamiliar adults, class and whole school audiences
- recognise how language is used to shape meaning, for example tone, pitch, volume, intonation

respond to and compose texts

- select and use the appropriate convention to communicate for a particular purpose, for example choose to write a letter of complaint rather than make a telephone call, send a card rather than write an email [PSC]
- select and use the appropriate convention to communicate for a particular audience, for example send a text message to a friend, send an email to follow up a job application, write a formal letter to thank a parent/adult [PSC]
- adjust communication to suit purpose and audience, for example select appropriate vocabulary and register [PSC]
- transfer communication skills effectively across a range of new and different contexts

English • Life Skills

Outcome ENLS-4A

A student:

- reads and responds to a range of written texts in familiar contexts

Students:

engage personally with texts

- read a variety of short, written texts for enjoyment or information, for example email, sports results, SMS, instructions for using technology [ICT]
- relate to texts using personal experiences
- select a range of texts for enjoyment and justify reasons for their choice [CCT]
- express a point of view/opinion about a text [CCT]
- contribute to and provide an opinion on familiar topics represented in texts through class and small-group discussions [CCT]

develop and apply contextual knowledge

- identify the purpose of a variety of written texts, for example school diary, letter, media article
- recognise the difference between types of texts, for example cookbook, safety manual, drama script, web page, novel

understand and apply knowledge of language forms and features

- identify and use reading behaviours such as reading headings and subheadings, looking at pictures and graphics that accompany written texts, predicting, self-correcting, rereading, reflecting
- use phonological and phonemic awareness strategies to read texts
- use semantic and grammatical cues to gain meaning from written texts, for example use context clues to comprehend an unfamiliar word in a text

respond to and compose texts

- recognise and interpret single words or simple instructions in context, for example 'exit', 'no entry', 'out of bounds', 'danger', 'enter password', 'close program', movie titles
- predict meaning in written texts, for example predict the storyline of a novel from reading the back cover, predict the ending of a story
- read and respond to questions about texts to demonstrate comprehension
- compare familiar texts on a similar topic [CCT]

English • Life Skills

Outcome ENLS-5A

A student:

- uses strategies to obtain meaning from and interpret a range of texts

Students:

- engage personally with texts*
- develop a point of view in relation to an argument or issue presented in a text, for example an environmental issue [CCT, SE]
- develop and apply contextual knowledge*
- identify intended audiences for imaginative and informative texts
 - identify visual, aural, written and digital elements of multimodal texts [ICT]
 - recognise genre models, for example science fiction, horror, romance, tragedy, comedy, fantasy, myths and legends
 - identify common features of narrative texts, for example characters, events, setting
 - recognise different language forms, features and structures used for different types of texts, for example narrative (orientation/complication/climax), report (introduction/description)
 - explore how the structure of narrative texts is used to shape meaning, for example the orientation introduces the characters and setting, the conflict is used to sustain the responder’s attention [CCT]
- understand and apply knowledge of language forms and features*
- recognise language forms, features and structures of print and visual texts appropriate to a range of purposes [CCT]
 - use text structures and organisers to locate specific information, for example title page, table of contents, menu tool bar, index, glossary
 - use text features to gain meaning from texts, for example font, bold words, underlining, italics, paragraphs, bullet points, lists, diagrams, illustrations
 - use a dictionary to find the meaning of a word
 - adjust reading strategies according to the type of text and its purpose, for example look for keys or symbols when reading a diagram, examine pictures and text when reading a picture book
 - distinguish between fact and opinion in texts, for example newspaper editorials, advertisements, sports results
 - identify persuasive language in texts, for example bias, opinion, tone
 - recognise ways in which language can create different responses to characters, setting, issues and ideas [CCT]
- respond to and compose*
- identify the main idea in a range of written, visual and aural texts, for example advertising for the ‘Clean Up Australia’ campaign [SE]

English • Life Skills

- summarise ideas, arguments and information presented in a range of texts, for example a website on using energy efficiently in the home
- use a variety of strategies, such as skimming, scanning and using a glossary, to find information on an unfamiliar topic in factual texts
- communicate an understanding of literal and inferential questions about character motives, actions, qualities and characteristics in a range of narrative texts [CCT]
- explore an issue presented in a text, using a range of media and multimedia, for example internet, articles, documentaries [ICT, CCT]
- respond to a range of texts composed in different media and technologies [ICT]

English • Life Skills

Outcome ENLS-6A

A student:

- writes short texts for everyday purposes

Students:

engage personally with texts

- complete personal details in a range of formats for a variety of purposes

understand and apply knowledge of language forms and features

- recognise the range of conventions used in written texts, for example capital letters, full stops, letter shape
- write short texts using correct conventions, for example punctuation, sentence structure and grammar

respond to and compose texts

- write own name
- write signature in consistent form
- construct short texts using visual aids and/or appropriate technology, for example a poster promoting caring for the school environment [ICT, SE]
- write short texts, for example notes, cards, lists, SMS, entry in electronic diary
- transfer information from one source to another, for example copy timetable to school diary, transfer details of school event into electronic diary
- write about familiar topics for everyday purposes, for example email a friend about holidays, special events, sport, music

English • Life Skills

Outcome ENLS-7A

A student:

- recognises and uses visual texts in a range of contexts

Students:

engage personally with texts

- recognise photographs, pictures or symbols as representations of familiar people, objects, venues [ICT]
- view and respond to a range of visual texts, media and multimedia for enjoyment, for example books, photographs, magazines, television programs, video games, DVDs [ICT]

develop and apply contextual knowledge

- recognise symbols, signs and logos in everyday situations, for example computer icons, retail brands, pedestrian and road signs [ICT]
- recognise signs and symbols with universal meaning, for example recycle sign, exit sign, lift, disabled access, first aid, poison [CC]
- recognise the variety of formats in which visual texts, media and multimedia may be presented [ICT]

respond to and compose texts

- use photographs, pictures or symbols to convey information in a sequential manner, for example arrange pictures in sequence to indicate narrative flow or to represent a sequence of events [N]
- use photographs, pictures, symbols and visual aids for a variety of purposes, for example to respond to questions about a movie clip, to indicate sequencing and narrative flow [ICT, N]
- use visual texts to communicate with a variety of audiences, for example feelings chart, maps [ICT, N]
- create simple visual texts to convey a message, for example poster, cartoon, pictorial ad [ICT]
- use a range of visual texts to support an understanding of other texts, for example pictures of costumes used in a Shakespearean play [CCT, ICT]
- respond to graphs, charts and timelines in everyday contexts [N]
- respond to a variety of texts, such as picture books and online sources, from a range of storytellers and cultures, including those from Aboriginal and Torres Strait Islander and Asian cultures [AHC, ICT, IU, A]

English • Life Skills

Outcome ENLS-8A

A student:

- views and responds to a range of visual texts, media and multimedia for a variety of purposes, audiences and contexts

Students:

- | | |
|--|---|
| <i>engage personally with texts</i> | <ul style="list-style-type: none"> engage with a range of digital stories for enjoyment [ICT] express a point of view in relation to the content or presentation of visual texts, media or multimedia, for example plot, genre, characters, setting of a film, purpose of an advertisement [CCT, ICT] |
| <i>develop and apply contextual knowledge</i> | <ul style="list-style-type: none"> recognise different uses of visual texts, media and multimedia, including the internet, for example browsing the web to locate information, using the internet to communicate socially or professionally, watching a documentary to gain knowledge and/or pleasure [ICT] recognise how technology is used for different purposes and audiences in film, websites and other multimedia texts [ICT, CCT] |
| <i>understand and apply knowledge of language forms and features</i> | <ul style="list-style-type: none"> identify different ways information is conveyed in visual texts, media and multimedia [ICT] identify the forms and features used in visual texts, media and multimedia to create meaning for a range of purposes and audiences, for example colour, size, layout, framing, lighting, music, camera angles [ICT] recognise the effect of elements of multimedia, for example film techniques, animation, voice-overs, sound effects, framing [ICT] explore the ways features of visual texts, media and multimedia are used to create meaning for a range of purposes and audiences, for example music to reflect mood [ICT] |
| <i>respond to and compose texts</i> | <ul style="list-style-type: none"> predict meaning from visual texts, media and multimedia, for example cover of a novel, video, DVD, posters, advertisements interpret different forms of visual information, for example maps, diagrams, animations and images [N, ICT] identify the key ideas presented in an increasingly wide range of visual texts, including maps, tables, diagrams and animation [N, ICT] view and respond to a range of visual texts, media and multimedia for a variety of purposes in a range of contexts, for example recount the storyline of a text shown on a film or video, make judgements about the nature and accuracy of a magazine article, create an action plan for the school community in response to an advertising campaign promoting an environmental issue [ICT, SE] |

English • Life Skills

- respond critically to a range of visual texts, media and multimedia, for example compare visual images and express a preference, compose a review of a film, recognise if texts meet the intended purpose and audience, participate in a debate about an issue presented in a media text [CCT, ICT]
- demonstrate understanding of ethical digital citizenship, for example recognise the internet is a public domain, use social networking sites appropriately, demonstrate responsible use of ICT [ICT, WE, EU]

English • Life Skills

Outcome ENLS-9A

A student:

- composes texts for a variety of purposes and audiences

Students:

- | | |
|--|--|
| <i>engage personally with texts</i> | <ul style="list-style-type: none"> • recognise own strategies for the process of composing texts, for example use a mind map to plan ideas, reread drafts of texts [PSC] |
| <i>develop and apply contextual knowledge</i> | <ul style="list-style-type: none"> • recognise the structures of different types of texts, for example narrative, report, procedure |
| <i>understand and apply knowledge of language forms and features</i> | <ul style="list-style-type: none"> • explore how the structures of different types of texts create meaning, for example how narrative text uses setting, character, conflict, resolution • identify how audience and purpose impacts on language forms and features in imaginative, informative and persuasive texts [CCT] • explore the ways language forms and features can be used in a variety of texts, for example simile (cool as a cucumber), idiom (raining cats and dogs) [CCT] |
| <i>respond to and compose texts</i> | <ul style="list-style-type: none"> • recognise the various stages involved when composing texts, for example planning, drafting, editing, publishing/presenting • use various strategies to plan ideas for composing texts, for example headings, graphic organisers, questions and mind maps [N] • compose short imaginative texts, drawing on personal experiences, using simple textual features appropriate to purpose and audience [CCT] • use aural, visual and digital technologies to produce different texts for particular purposes and audiences [ICT] • use strategies to structure written texts, for example scaffolding, graphic and diagram organisers • collaboratively construct texts for a variety of purposes and audiences [PSC, WE] • compose simple written and/or visual texts that include aspects of home and local community life [AHC, SE] |

English • Life Skills

Outcome ENLS-10B

A student:

- identifies the ways in which language forms, features and structures of texts vary according to purpose, audience and context

Students:

develop and apply contextual knowledge

- recognise that texts are constructed for different purposes, for example to inform, persuade, entertain
- recognise that texts are constructed for different audiences, for example children, adults
- recognise the structures of different texts, for example recount, narrative, procedure

understand and apply knowledge of language forms and features

- recognise that texts differ according to their purpose, audience and context, for example cookbooks, safety manuals, drama scripts, web pages, novels, films and television, SMS, social media sites [ICT, WE]
- identify the forms and features of language affected by purpose, audience and context, for example word choice, voice, tone, register, audio and visual features
- compare the language forms, features and structures of texts composed for different purposes and audiences, for example recipes for an adult or child presented in a cookbook or online, a film poster/trailer compared with a film review blog [CCT, ICT]
- understand how grammatical conventions can shape meaning when composing texts for a variety of audiences, purposes and contexts, for example tense, adjectives, action verbs [CCT]
- explore the effects of language forms, features and structures for a variety of purposes, audiences, and contexts, for example the use of humour to sustain an audience [CCT]
- explore the ways language forms and features can be used to create layers of meaning, for example imagery, tone, figurative language [CCT]
- explore the ways in which language forms, features and structures can be used to position the responder, for example the use of emotive and persuasive language to create a perspective [CCT]

English • Life Skills

Outcome ENLS-11B

A student:

- composes, publishes and presents texts appropriate to purpose and audience in a range of contexts

Students:

engage personally with texts

- compose texts for enjoyment, experimenting with personal styles of composition
- identify different ways of using feedback to improve their texts [WE]

understand and apply knowledge of language forms and features

- use spelling rules to accurately spell a range of words when composing texts for a variety of purposes
- use grammar and punctuation conventions accurately and effectively when composing texts for a variety of purposes
- recognise the range of language forms, features and structures of texts used to compose texts for different purposes and audiences, including:
 - in written texts: medium, organisation, sentence structure, grammar, punctuation, vocabulary and spelling, the use of formal or colloquial language
 - in visual texts: medium, organisation, colour, size, layout, focus, camera angles
 - in spoken texts: medium, organisation, clarity, volume, expression, intonation, non-verbal language
- use structures and features of text to engage an audience and sustain their interest, for example creating visual images to accompany a written text, changing the length of an oral presentation to make it more concise [CCT]
- select and use appropriate organisers and connectives to compose coherent texts for a variety of purposes, audiences and contexts [CCT]
- make deliberate language choices when composing texts for a variety of purposes, audiences and contexts

respond to and compose texts

- create imaginative, informative and persuasive texts
- use a range of aural, visual and digital technologies to create meaning when composing texts [ICT]
- select and use appropriate editing techniques and tools, including ICT, to enhance clarity and meaning in own texts, for example rereading, peer editing, grammar and spelling tools, reference texts for spelling and word choice [ICT]
- select and use a range of technology and strategies to create visual and multimedia texts for particular purposes, contexts and audiences, for example picture books, advertisements, illustrations, cartoons [ICT]
- recognise ways that drafts of texts can be enhanced, for example by reviewing and amending vocabulary, spelling, punctuation, sentence structure, paragraphs, cohesion, presentation
- alter the structure and/or language of own compositions to enhance meaning

English • Life Skills

- use a critical friend to assess the quality of work, for example brainstorm with a partner or group, engage in class presentations [PSC]
- explore ways to present information using appropriate technology and strategies [ICT, CCT]
- plan, rehearse and deliver presentations using language forms, features and structures appropriate to purpose, audience and context
- experiment with different modes and media to publish texts and enhance presentations [ICT]

English • Life Skills

Outcome ENLS-12C

A student:

- responds to texts in ways that are imaginative and interpretive

Students:

engage personally with texts

- read and view a variety of texts for pleasure
- share their responses to texts they have read in a variety of relevant contexts, including digital and face-to-face contexts [ICT]
- relate a personal experience, thought or feeling about the characters, events, setting or themes of a text [PSC]
- recognise the connections between their own experiences and the world of texts [CCT]
- draw on personal experiences to speculate on texts, for example behaviours of characters, cause and effect, plot direction, writing style [CCT]
- draw on personal experiences to understand elements in texts, for example plot, character, setting and issues [CCT, PSC]
- respond with empathy to characters, situations and issues in texts, for example imagine how they would react if they were the hero in the story [PSC]

develop and apply contextual knowledge

- identify different kinds of imaginative and informative texts and their purposes
- explore real and imagined worlds through texts [CCT]

understand and apply knowledge of language forms and features

- explore ways in which ideas, information and perspectives are presented in a range of texts [CCT]
- recognise the difference between fact and opinion, reality and fantasy
- appreciate the ways in which storytelling makes use of imaginative language [AHC, A]

respond to and compose texts

- respond imaginatively to a range of visual texts, media and multimedia, for example compose a poem in response to a visual text, compose the script for an alternative ending to a film, draw or create an additional scene/slide in a film or multimedia presentation [CCT, ICT]

English • Life Skills

Outcome ENLS-13C

A student:

- engages critically with texts using personal experience

Students:

engage personally with texts

- recognise the connections between personal experiences and the world of texts [CCT]
- relate a personal experience, thought or feeling in relation to the characters, events, setting or themes of a text [PSC]
- draw on personal experiences to communicate points of view in relation to texts, for example ‘Everyone likes that character but I don’t’ [PSC]
- justify a point of view, drawing on personal experience, for example ‘I like that character because he’s just like my friend’ [PSC]
- draw on personal experiences to critically respond to ideas, information and perspectives in texts [CCT]
- appreciate that their own experience shapes responses to texts

understand and apply knowledge of language forms and features

- identify persuasive language used in texts, for example bias, opinion
- use persuasive language to present an opinion or point of view [PSC]

respond to and compose texts

- identify how different texts treat the same subject matter [CCT]
- compare, discuss and justify different interpretations of texts [PSC, CCT]
- compose persuasive texts in response to another text, for example exposition/discussion on a theme of a novel, debate on the hero/villain of a story, argument for/against an environmental issue [CCT, SE]
- develop critical and evaluative skills, for example identify points of difference in texts, communicate preferences for texts, recognise if texts meet the intended purpose and audience [CCT]

English • Life Skills

Outcome ENLS-14D

A student:

- explores how the use of language affects personal roles and relationships with others

Students:

- | | |
|--|---|
| <i>engage personally with texts</i> | <ul style="list-style-type: none">• recognise that language affects the development and maintenance of relationships, for example offering words of comfort at a time of distress [PSC] |
| <i>develop and apply contextual knowledge</i> | <ul style="list-style-type: none">• identify how the aspects of context affect features of language, for example conversations, tone, voice, volume, pace, body language• recognise that gestures and eye contact may be interpreted differently across cultures [IU, PSC] |
| <i>understand and apply knowledge of language forms and features</i> | <ul style="list-style-type: none">• select and use language appropriate to the relationship, for example nickname to refer to a friend, formal salutation (Mrs/Mr/Ms) to refer to a teacher [PSC]• identify the effect of facial expressions and body language in communicating and developing relationships with others [PSC]• explore how the use of language can be empowering or disempowering, for example encouraging words build self-esteem, inappropriate or disrespectful words/greetings cause offence [PSC, EU]• explore how the use of language can be inclusive or exclusive, for example a speaker uses gestures, proximity and eye contact to engage and include the audience; a speaker uses cultural, technical or body language unknown to one member of a group [IU, DD, CC] |
| <i>respond to and compose texts</i> | <ul style="list-style-type: none">• demonstrate understanding of the power of language to communicate feelings [CCT, PSC] |

English • Life Skills

Outcome ENLS-15D

A student:

- responds to and composes texts that explore personal, social and world issues

Students:

- | | |
|--|--|
| <i>engage personally with texts</i> | <ul style="list-style-type: none"> • acknowledge the value of their own personal experiences in responding to texts [PSC] • reflect on the ways their own personal experience affects their responses to texts [PSC, CCT] |
| <i>develop and apply contextual knowledge</i> | <ul style="list-style-type: none"> • recognise how texts represent people, places and events [CCT, IU, DD] • recognise that texts can represent individual or shared views [CCT, DD] • identify the ways in which different groups of people may be stereotyped in texts, for example gender, religion, disability, culture [CCT, AHC, A, DD] |
| <i>understand and apply knowledge of language forms and features</i> | <ul style="list-style-type: none"> • recognise the ways in which ideas and points of view can be expressed in a range of spoken, written, visual and multimedia texts [DD, ICT] • recognise how the language of persuasion represents individual and group perspectives, for example bias, argument [CCT, CC] |
| <i>respond to and compose texts</i> | <ul style="list-style-type: none"> • compare personal experiences to those explored in a range of texts [CCT] • identify and explain different points of view presented in a range of texts [CCT] • explore the representation of people, place and events in film and the media [CCT, IU, DD, ICT] • explore personal, social and/or world issues in texts, for example gender, religion, disability, social class, culture [IU, CC, DD, AHC, A] • compose a response to an issue presented in a text [CCT] • compose texts to reflect a personal belief or point of view, for example picture to show how they feel about an issue, a text about their opinions on a particular issue [IU, DD, CCT] • develop arguments for and against cultural issues and perspectives in texts, for example the Stolen Generations in Aboriginal history, the role of women in Asian cultures [IU, DD, AHC, A] • explore moral issues presented in texts, for example choices between right and wrong, honesty, fairness, acceptable behaviour [EU] |

English • Life Skills

Outcome ENLS-16D

A student:

- explores the ways cultural ideas and perspectives shape a range of spoken, written, visual and multimedia texts

Students:

- | | |
|--|--|
| <i>engage personally with texts</i> | <ul style="list-style-type: none"> recognise how personal, social and cultural experiences can influence our understanding of texts, including our attitudes towards characters, actions and events [IU, CC] |
| <i>develop and apply contextual knowledge</i> | <ul style="list-style-type: none"> identify culturally specific body language and how this is used to create meaning in a range of texts, for example thumbs up, hand shakes [IU] identify home languages of students within the class or community [IU] recognise texts specific to Asian and Aboriginal and Torres Strait Islander cultures, for example stories, poetry, chants and songs [A, AHC] recognise that texts can be used to convey a particular point of view and to persuade others in relation to particular groups in society [CC, EU] discuss the importance of stories from the Dreaming to the identity of Aboriginal and Torres Strait Islander peoples [AHC, IU] identify cultural expressions in texts, including gender, ethnicity, religion, youth, age, sexuality, disability and social class [IU, DD, CC] |
| <i>understand and apply knowledge of language forms and features</i> | <ul style="list-style-type: none"> identify the use of clichés, colloquial or non-literal language, for example ‘Get your act together’, ‘How cool is that video clip’, ‘Pull your socks up’, ‘G’day mate’ [IU] identify vocabulary in texts that may differ across a range of contexts, for example geographic (jumper/pullover/sweater, port/suitcase/satchel), demographic (cool/great), generational (courting/dating) [IU] recognise culturally specific signs, symbols and/or stereotypes in written, visual and multimedia texts [IU, CC] explore the ways cultural issues are represented through texts [IU, DD, A] explore how indigenous cultures, including Aboriginal history, are represented in a variety of texts [AHC] identify symbols of Aboriginal and Torres Strait Islander cultures in stories from the Dreaming [AHC] |
| <i>respond to and compose texts</i> | <ul style="list-style-type: none"> respond to stories from local Aboriginal and Torres Strait Islander communities, for example Dreaming stories [AHC, IU] explore commonalities of and differences in experiences and ideas of texts from a range of cultures, including Asian and Aboriginal and Torres Strait Islander cultures [A, AHC, IU] |

English • Life Skills

- critically respond to texts from other cultures [IU, CCT]
- explore texts from a range of cultures, including Asian and Aboriginal and Torres Strait Islander cultures [A, AHC, IU]
- compare cultural experiences and viewpoints from different sources, for example texts from Asia and by Asian Australians [A, CCT]

English • Life Skills

Outcome ENLS-17E

A student:

- uses individual and collaborative skills in the learning process

Students:


engage personally with texts

- ask questions to assist learning, for example to clarify understanding, to seek direction [WE]
- demonstrate time management [WE]
- take on responsibilities as a learner both individually and as part of a group, for example collect books from library, contribute to group discussion [PSC]
- identify personal learning strengths and needs [PSC]
- discuss the achievements and difficulties associated with a particular task [PSC]
- review and reflect on their learning, for example pleasure, difficulties, successes, challenges [PSC]
- assess the effectiveness of their contributions in collaborative learning situations [PSC, CCT, WE]
- reflect on personal reading, for example ‘Which books have I enjoyed reading?’, ‘What do I want to read about?’, ‘Do I need to broaden my reading choices?’ [CCT]

respond to and compose texts


- recognise the nature of the task
- recognise the steps involved in achieving the task [WE]
- find, select and use information from a variety of sources, for example books, internet, multimedia [ICT]
- use a variety of research techniques [ICT]
- use a variety of strategies to structure and present ideas and information [CCT]
- participate in partner, small-group and whole-class tasks [PSC, WE]
- independently select and use editing techniques and tools to enhance quality of work
- identify learning strategies that have been helpful during speaking, listening, reading, writing and/or viewing and representing activities, for example scaffolds, cue cards, graphic organisers [N]

9 Continuum of learning in English K–10


 for your information

Stage statements illustrate the continuum of learning in the *English K–10 Syllabus*.

9.1 Stage statements

 for your information

The stage statements include the Australian curriculum achievement standards and summarise the knowledge, understanding, skills, values and attitudes developed by students as a result of achieving the outcomes for each stage of learning.

 consult

Prior-to-school learning English

The NSW English syllabus marries well with the Early Years Framework (EYF), which supports a model of curriculum decision-making as an ongoing cycle. This involves educators drawing on their professional knowledge, including their in-depth knowledge of each child.

The EYF has five key principles that reflect contemporary theories and research evidence concerning children’s learning. The principles underpin practice that is focused on assisting all children to make progress in relation to the learning outcomes.

The principles are:

1. secure, respectful and reciprocal relationships
2. partnerships
3. high expectations and equity
4. respect for diversity
5. ongoing learning and reflective practice.

In addition, teachers need to acknowledge the learning that children bring to school, and plan appropriate learning experiences that make connections with existing language and literacy development, including language used at home.

Early Stage 1

At Early Stage 1 students respond to a range of spoken, written and multimodal texts from familiar contexts. They demonstrate active listening behaviours to follow simple instructions and ask relevant questions. Students mix and communicate informally with peers, teachers and known adults in informal and structured classroom settings. They communicate clearly and purposefully when engaging in pair, group and class discussions. Students demonstrate an emerging awareness of how people use spoken language for different purposes. They deliver short presentations using familiar and learned vocabulary. Students explore the way familiar spoken texts are constructed and the features of these texts.

Students develop reading, viewing and comprehension skills and strategies using context, grammar, word usage and phonics to make meaning from short, predictable printed texts on

familiar topics. They interpret and provide relevant explanations of characters and main events in imaginative texts, and key ideas and visual features in short informative texts, making connections to personal experience. Students recognise, discuss and respond to the different kinds and purposes of various written, visual and digital texts from a variety of cultures. They read with some fluency and accuracy, drawing support from concepts of print and their developing sound and letter knowledge. Students explore and identify some features of texts, including the use of rhyme, letter patterns and sounds in words in written and spoken texts.

Students engage in writing with an increasing awareness of the nature, purpose and conventions of written language. They create simple texts and recreate familiar imaginative texts by drawing on personal experience and through performance, drawing and images. Students retell events and experiences for known audiences that demonstrate an awareness of the text structure, basic grammar and punctuation needed. Students begin to apply simple editing techniques to their written work. They know and use letters and sounds of the alphabet to attempt to spell known words. Students write most lower and upper case letters appropriately, using the NSW Foundation Style as appropriate. They explore the use of digital technologies to construct a variety of multimodal texts. Students become aware of how to reflect on and assess their own and others' learning.

Stage 1

At Stage 1 students communicate with a wide range of audiences on familiar and introduced topics to achieve a variety of purposes. They interact effectively, adopting new communication skills and select vocabulary to enhance meaning in order to give confident presentations. Students attend to instructions, share ideas and engage effectively in group and class discussions. They recognise that spoken language has a range of purposes and audiences and use this knowledge when attempting to communicate effectively with others. They investigate the different types and organisational patterns of common spoken texts and recognise features within them. Students create imaginative, informative and persuasive spoken texts drawing on their own experiences, their imagination and ideas they have learned.

Students read and view imaginative, informative and persuasive texts. They use an increasing variety of skills and strategies, including knowledge of text structure, context, grammar, punctuation, word usage and phonics, to make connections between texts and their own experiences and information in texts. Students read, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple sentences and images. Students read, interpret and discuss texts from a variety of cultures, including visual and multimodal texts, using a range of skills and strategies. They locate literal information in written texts, and refer to features of language and images to make inferences about characters' actions and motivations. Students explore and identify ways in which texts differ according to purpose, audience and subject.

Students create imaginative, informative and persuasive texts on familiar topics for known readers by planning, proofreading and editing their own writing. They write using basic grammatical features and conventions of punctuation, showing an awareness of different purposes, audiences and subject matter. Students use knowledge of letter–sound correspondence, sight words and regular spelling patterns to accurately spell known words and an increasing number of irregularly spelt words. They write consistently and clearly using NSW Foundation Style as appropriate and use digital technologies to produce texts, recognising simple conventions, language and functions. Students reflect on and assess their own and others' learning.

Stage 2

At Stage 2 students communicate expressively and clearly with growing proficiency about ideas and information in classroom, school and social situations for a range of purposes. They explore a variety of roles when interacting in pairs and groups, attending to different views and responding appropriately. Students use various listening behaviours to gather general ideas and key points from conversations, reports or spoken presentations. They identify the effect of purpose, audience and culture on spoken texts and they shape and present ideas accordingly. Students identify common organisational patterns and language features of predictable spoken texts.

Students independently read, view and respond to familiar and challenging texts and justify interpretations of ideas, information and events, using a range of skills and strategies. They integrate a range of skills and strategies efficiently when reading, interpreting, analysing and evaluating texts and visual images. Students identify literal information in texts and make inferences, integrating and linking ideas and asking questions to clarify understandings. They recognise the representation of characters, settings and events in imaginative texts and start to evaluate point of view. They explain some ways in which authors and illustrators engage the interests of audiences and achieve a range of purposes. Students explore the structural and grammatical features and purposes for a range of written, visual and multimodal texts.

Students create well-structured imaginative, informative and persuasive texts in terms of topic, purpose, audience and language by drafting, proofreading and editing for familiar and unfamiliar audiences. They use simple and complex sentences, paragraphing, punctuation and grammatical features characteristic of the various texts to support meaning. Students spell familiar and unfamiliar words using knowledge of letter–sound correspondence, regular and irregular spelling patterns, spelling rules and a range of other strategies. They use increasing fluency when writing, applying NSW Foundation Style as appropriate, and develop digital publishing skills. Students explain and reflect on how they structure their writing to achieve intended purposes.

Stage 3

At Stage 3 students communicate effectively, using considered language to entertain, inform and persuade audiences for an increasing range of purposes. They work productively and independently, in pairs or groups to deliver effective presentations using various skills and strategies. Students collaborate with others to share and evaluate ideas and opinions, and to develop different points of view. They express well-developed and well-organised ideas about literary texts, and respond constructively to different opinions. They demonstrate active listening behaviours in order to gather specific information and ideas, recognising and exploring how spoken and written language differ, and spoken language varies according to context. Students evaluate characteristic language features and organisational patterns of challenging spoken texts.

Students independently read and view an extensive range of complex texts and visual images using a comprehensive range of skills and strategies. They respond to themes and issues within texts, recognise point of view and justify interpretations by referring to their own knowledge, values and experiences. They identify, critically analyse and respond to techniques, literary devices and language features used by writers to influence readers. Students compare and accurately summarise information on a particular topic from different texts and make well-supported generalisations about the topic. Students identify text structure

of a range of complex texts and explore how grammatical features work to influence an audience's understanding of written, visual, media and multimodal texts.

Students create well-structured and well-presented written and multimodal imaginative, informative and persuasive texts for a wide range of purposes and audiences. They deal with complex topics, issues and language features. Students select information and ideas from personal, literary and researched resources, and adapt imaginative ideas and situations from literature. They make considered choices in written texts from an expanding vocabulary, and growing knowledge of grammatical patterns, complex sentence structures, cohesive links and literary devices. Students write well-structured sentences and paragraphs on particular aspects of the topic, clarifying and explaining how choices of language and literary features were designed to influence the meaning communicated in their texts. They spell most common words accurately, and use a variety of strategies to spell less common words. They develop a fluent writing style and employ digital technology to present written texts effectively in a variety of ways for different purposes and audiences. Students evaluate the effectiveness of their writing by drafting, proofreading, editing, reviewing and publishing, focusing on grammatical features and the conventions of writing.

Stage 4

At Stage 4 students respond to a variety of texts critically, imaginatively and interpretively and compose accurate, clear and coherent texts. They use English in personal, social and learning contexts with increasing control and understanding of the form and features of language and structures of texts, and with increasing awareness of purpose, audience and context. Students make connections between texts; they recognise the main ideas and points of view, and the ways in which texts seek to position responders. They make decisions about whether content and language are appropriate to purpose, audience and context.

In speaking, writing, and representing, students shape meaning through the thoughtful selection and ordering of appropriate content, and by drawing on a widening repertoire of language choices. They can express a personal point of view, give words and images to their imaginings, and compose logical argument. They experiment with form and language in different modes and technologies to produce various types of texts for specific purposes. As appropriate, they plan, draft and edit to produce polished texts.

Students apply their knowledge of textual features and conventions to their texts. They constructively analyse and evaluate their own and others' compositions and they articulate their response to texts and to the process and experience of composing. Students reflect on their learning, becoming aware of how they learn and identifying what they have learned, effective ways to learn and what they need to learn next.

Students who have achieved Stage 4 respond to literary and other texts for enjoyment and to expand their perspectives on their own lives. They engage with images of their real and imagined worlds and explore the relationship between them. They explore texts critically, evaluating content, differentiating between fact and opinion, challenging points of view and identifying, considering and appreciating cultural expressions. They respond to imagery and symbolism in verbal and visual forms. They engage with print, film and digital texts with an informed awareness of the language forms and features, and structures of those texts. Students develop personal preferences in what they hear, read and view, and are able to articulate their preference in personal and critical responses.

Stage 5

At Stage 5 students respond to and compose a comprehensive range of imaginative, factual and critical texts using different modes and technologies. They enjoy, reflect on, critically assess and articulate processes of response and composition. They respond to and compose a wide range of simple and complex texts for pleasure, critical analysis and information-gathering, varying their approach according to a text's purpose, audience and context. They focus on details of texts to analyse meaning, perspective, cultural assumptions, ideologies and language.

Students use varying technologies to compose texts. They apply their knowledge of the elements that shape meaning in texts. They use a range of strategies to shape their texts to address purpose and audience in different contexts. They conform to or challenge an audience's preconceptions and expectations in regard to content and form, and they evaluate the effectiveness of each approach. Students display a developing personal style in their personal, imaginative, critical and analytical compositions. They work through the composing process, including planning, researching, drafting, conferencing, editing and publishing. Students reflect on their composing process and how it has affected the final version of their text.

Students respond to texts from different cultures that offer a range of perspectives. In considering possible meanings, they develop sustained interpretations supported by evidence and think creatively beyond the text. They infer and interpret, and investigate the similarities and differences between and among texts. Through close and wide engagement with texts students extend their imaginations and engage with images of their real and imagined worlds. They respond imaginatively and critically to verbal and visual imagery and iconography, considering how these and other features reflect the cultural context of the text. By critically evaluating texts, students identify strengths and weaknesses and are able to articulate coherent responses. From their responses to individual texts they generalise about views of the world and strategies that are used to communicate and sustain such views.

Students reflect on their own and others' learning, assessing learning strategies and purposes to adapt their skills, knowledge and understanding to new contexts.

10 Assessment

10.1 Standards

The Board of Studies *K–10 Curriculum Framework* is a standards-referenced framework that describes, through syllabuses and other documents, the expected learning outcomes for students.

Standards in the framework consist of two interrelated elements:

- outcomes and content in syllabuses showing what is to be learned
- descriptions of levels of achievement of that learning.

Exemplar tasks and student work samples help to elaborate standards.

Syllabus outcomes in English contribute to a developmental sequence in which students are challenged to acquire new knowledge, understanding and skills.

The standards are typically written for two years of schooling and set high, but realistic, expectations of the quality of learning to be achieved by the end of Years 2, 4, 6, 8 and 10.

Using standards to improve learning

Teachers use standards in English as a reference point for planning teaching and learning programs as well as for assessing and reporting student progress. Standards in English help teachers and students to set targets, monitor achievement, and, as a result, make changes to programs and strategies to support and improve each student's progress.

10.2 Assessment for learning

Assessment for learning is designed to enhance teaching and improve student learning. It gives students opportunities to produce work that leads to development of their knowledge, understanding and skills. Teachers decide how and when to assess student achievement, as they plan the work students will do, using a range of appropriate assessment strategies including self-assessment and peer assessment.

Teachers of English provide students with opportunities in the context of everyday classroom activities, as well as planned assessment events, to demonstrate their learning.

In summary, *assessment for learning*:

- is an essential and integrated part of teaching and learning
- reflects a belief that all students can improve
- involves setting learning goals with students to encourage growth and development
- involves students in self-assessment and peer assessment
- provides feedback that helps students understand the next steps in learning and plan how to achieve them
- involves teachers, students and parents reflecting on assessment data.

Quality assessment practices

Effective assessment for learning informs teachers and students about past, present and future learning. The quality of assessment practices and materials can be judged using the following *assessment for learning* principles. The following *assessment for learning* principles provide the criteria for judging the quality of assessment materials and practices.

Assessment for learning principles

Assessment for learning:

- promotes learning by emphasising the interactions between learning and manageable assessment strategies
 - teachers reflect on the purposes of assessment and on their assessment strategies
 - assessment activities allow for demonstration of learning outcomes
 - assessment is embedded in learning activities and informs the planning of future learning activities
 - teachers use assessment to identify what a student can already do
- clearly expresses the goals of the learning activity
 - students know and understand the learning goals and the criteria that will be applied to judge the quality of their achievement
 - students receive feedback that helps them make further progress
- helps students learn better, rather than just achieve a better mark
 - assessment is an integral component of the teaching–learning process rather than a separate activity
 - teachers design and select tasks that assess, and therefore encourage, deeper learning
 - feedback motivates the learner and helps students to understand that engagement with feedback can lead to improvement
- provides meaningful and constructive feedback
 - feedback is directed to the achievement of standards and away from comparisons with peers
 - feedback is clear about strengths and areas for further development
 - feedback is individualised and provides strategies for improvement
- encourages students to take responsibility for their own learning
 - assessment includes strategies for self-assessment and peer assessment, emphasising the next steps needed for further learning
- is inclusive of all learners
 - assessment against standards provides opportunities for the diverse range of learners to achieve their best
 - assessment activities are accessible and free of bias.

10.3 Assessment for students with special education needs

Some students with special education needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. These may be:

- adjustments to the assessment process, for example additional time, rest breaks, quieter conditions, or the use of a reader and/or scribe or specific technology
- adjustments to assessment tasks, for example rephrasing questions, using simplified language, fewer questions or alternative formats for questions
- alternative formats for responses, for example written point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.

Further examples of adjustments to assessment for students with special education needs can be found in the English support material.

Life Skills assessment

Each student undertaking the English Years 7–10 Life Skills course will study selected outcomes and content. The syllabus outcomes and content form the basis of learning opportunities for students.

Assessment should provide opportunities for students to demonstrate achievement in relation to the outcomes and to apply their knowledge, understanding and skills to a range of situations or environments, including the school and the wider community.

Students may demonstrate achievement in relation to English Years 7–10 Life Skills outcomes independently, with adjustments, or with support. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.

Further information about the assessment of students undertaking Life Skills outcomes and content can be found in *Life Skills Years 7–10: Advice on Planning, Programming and Assessment*.

10.4 Assessment for EAL students

The syllabus outcomes are developed for an English as the language of instruction curriculum and assume that students have developed oral proficiency in English on entry to school. However, students learning English as an additional language (EAL) may enter school at any age and stage of schooling and often begin their English language learning within the school context.

The *ESL scales* have been developed to provide benchmark descriptions against which the full range of EAL learners' English language and literacy achievement can be identified. Teachers of EAL learners use the *ESL scales* in conjunction with the English outcomes to assess and report on EAL learner progress.

10.5 Reporting

Reporting is the process of providing feedback to students, parents and other teachers about student progress.

Teachers use assessment evidence to extend the process of *assessment for learning* into their *assessment of learning*. In a standards-referenced framework teachers make professional judgements about student achievement at key points in the learning cycle. These points may be at the end of a year or stage, when schools may wish to report differentially on the levels of knowledge, understanding and skills demonstrated by students.

Descriptions of student achievement in English provide schools with a useful tool to report consistent information about student achievement to students and parents, and to the next teacher to help plan the next steps in the learning process.

The A–E grade scale or equivalent provides a common language for reporting by describing observable and measurable features of student achievement at the end of a stage, within the indicative hours of study. Teachers use the descriptions of the standards to make a professional, on-balance judgement, based on available assessment information, to match each student’s achievement to a description. The Common Grade Scale (A–E) or equivalent is used by teachers to report student levels of achievement from Stages 1 to 5.

For students with special education needs, teachers may need to consider, in consultation with their school and sector, the most appropriate method of reporting student achievement. It may be deemed more appropriate for students with special education needs to be reported against outcomes or goals identified through the collaborative curriculum planning process.

10.6 Choosing assessment strategies

The range of assessment strategies should gather information about the depth of students' understanding, the development of skills as well as the extent of content knowledge. Assessment strategies should allow for flexibility in the design of tasks.

A collaborative approach to assessment develops a shared understanding of syllabus standards and helps teachers make consistent judgements of evidence of student achievement.

When choosing assessment strategies, teachers should consider whether the tasks:

- ensure a variety of types of task that cater for the full range of students
- show a clear relationship between the outcomes, what has been taught and the content being assessed
- inform students about the nature of the task and marking guidelines
- demonstrate validity and reliability, and are free from prejudice, discrimination and stereotyping
- provide constructive feedback about what students are able to do and what they need to do in order to improve their level of performance
- allow opportunities for self-assessment and peer assessment.

Further advice about choosing assessment strategies will be provided in support materials.

11 Glossary

This glossary draws on aspects of the NSW syllabus glossaries and the English glossary developed by the Australian Curriculum, Assessment and Reporting Authority.

Aboriginal English	The first language, or home language, of many Aboriginal people. In subtle ways this language, a distinctively Aboriginal kind of English, is a powerful vehicle for the expression of Aboriginal identity. (See Diane Eade 1995, <i>Aboriginal English</i> , Board of Studies NSW, Sydney.)
Active listening	A formal listening technique that develops communication skills through the processes of understanding information, remembering and retaining it and responding appropriately.
Active voice	(see <i>Voice</i>)
Adjective	A word class that describes a noun to add extra meaning. Different types of adjectives include: <ul style="list-style-type: none"> • possessive adjectives, for example <i>my, his, her</i> • numbering adjectives, for example <i>two, many, lots of</i> • describing adjectives, for example <i>big, old, yellow, beautiful</i> • comparing adjectives, for example <i>more delicate, best, bigger</i> • classifying adjectives, for example <i>Persian cat, air transport</i>.
Adverb	A word class that modifies: <ul style="list-style-type: none"> • a verb, for example ‘She sings <i>beautifully</i>.’ • an adjective, for example ‘He is <i>really</i> interesting.’ • another adverb, for example ‘She walks <i>very</i> slowly.’ In English many adverbs have an <i>-ly</i> ending.
Adverbial	A phrase or clause that contributes additional information to the larger structure of a main clause. Generally, these will answer the questions: <ul style="list-style-type: none"> • how, for example ‘They walked to town <i>very quickly</i>.’ • when, for example ‘She had dinner <i>after everyone had left</i>.’ • where, for example ‘I spoke with him <i>outside the house</i>.’ • why, for example ‘Tom felt tired <i>because he had run a marathon</i>.’ An adverbial can also contribute evaluative interpersonal meaning to a clause, for example ‘ <i>Frankly</i> , I don’t care’. Adverbs, adverb groups, prepositional phrases, nouns and noun groups can function as adverbials.
Aesthetic	Relating to a sense of beauty or an appreciation of artistic expression. The selection of texts that are recognised as having aesthetic or artistic value is an important focus of the study of literature.
Allegory	A story in prose fiction, poetry, drama or visual language that has more than one level of meaning. The characters, events and situations can represent other characters, events and situations. For example, the witch trials in <i>The Crucible</i> are an allegory of the US HUAC hearings in the 1950s. Allegories often represent moral or political situations.
Alliteration	The recurrence, in close succession, of the same consonant sounds at the beginning of words. In ‘ripe, red raspberry’, the repetition of the ‘r’ sound creates a rich aural effect, suggesting the lusciousness of the fruit.
Allusion	A reference to another text or part of a text, without explicitly quoting or referring to the text. Allusions help to add layers of meaning in texts.

Alternative readings	Interpretations of a text that vary from the most widely understood or traditional interpretations. For example, <i>Wuthering Heights</i> is traditionally read as a novel about intense human relationships but contemporary alternative readings include a political reading (seeing it as a novel of social class and bourgeois exploitation in Victorian England) and a gendered reading (seeing it as a novel of sexual domination and exploitation).
Analogy	A comparison demonstrating the similarities between two things, people or situations. It is a device to clarify an idea through a connection. Analogies are often used in persuading, explaining or arguing a point.
Analyse	To examine something in detail, to understand its meaning, how it works or the relationship between its parts, in order to draw out and relate its implications.
Antonym	A word or word group with a meaning opposite to that of another word or word group, for example <i>hot</i> (cold), <i>go away</i> (come back).
Apostrophe (')	A punctuation marker used to: <ul style="list-style-type: none"> • indicate possession, for example 'Rosie's cup'. Note: an apostrophe attaches to nouns, not possessive pronouns such as <i>hers</i>, <i>his</i>, <i>its</i>, <i>theirs</i>, <i>ours</i> • indicate missing letters or numbers in a contracted expression, for example 'He's gone home', 'It's news to me'.
Apposition	When one noun group immediately follows another with the same reference, they are said to be in apposition, for example 'our neighbour, Mr Grasso ...', 'Canberra, the capital of Australia ...'.
Appreciation	The act of discerning quality, value and enjoyment in imaginative, informative and persuasive texts.
Appropriation	Taking an object or text from one context and using it in another context. The process can allow new insights into the original text or object and emphasise contextual differences. Appropriation also gives extra insight into the newly created or used text or object. Texts can be appropriated for a range of purposes, including satirical criticism, consideration of existing ideas in a new context and exploration of cultural assumptions. The mass media frequently appropriate words, images and icons from other cultural contexts. Films and novels are often appropriations of earlier texts.
Argument	The reasons and evidence given to support an idea or a proposition.
Article	There are three articles in the English language: <i>a</i> , <i>an</i> , <i>the</i> . Articles are placed before nouns and form part of the noun group when referring to either a specific person or thing (the) or a non-specific person or thing (a, an). <i>The</i> is called a definite article; <i>a</i> and <i>an</i> are called indefinite articles.
Audience	The intended group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing.
Author	The composer or originator of a work (for example a novel, play, poem, film, website, speech, essay, autobiography). <i>Author</i> is most commonly used in relation to novels.
Auxiliary verb	A verb that gives further semantic or syntactic information about a main or full verb. The most common auxiliary verbs are <i>be</i> , <i>do</i> , and <i>have</i> . Note that they are only auxiliary verbs when connected to another verb. They can be used as verbs on their own. <i>Will</i> and <i>shall</i> are auxiliary verbs used to express future time. Modal auxiliaries such as <i>shall</i> , <i>could</i> and <i>might</i> also operate to

	adjust verb meanings.
Bias	In argument or discussion, to favour one side or viewpoint by ignoring or excluding conflicting information; a prejudice against something.
Body language	A form of non-verbal communication which consists of body movements and postures, gestures, facial expressions, and eye and mouth movements, for example crossed arms or leaning away from or towards another person.
Brackets	(see <i>Parentheses</i>)
Breadcrumb trail	A method for providing ways to navigate through a website. The breadcrumb trail shows where users are, how they got there, and how to move back to the places they have been. An example of a breadcrumb trail is: Home > Products > Purchase > Checkout.
Camera angle	The angle at which the camera is pointed at the subject. It is the perspective from which the camera shoots and from which the viewer ultimately sees the image. Vertical angle can be low, level or high. Horizontal angle can be oblique (side on) or frontal.
Clause	<p>A clause is a complete message or thought expressed in words. The essential component of a clause is a finite verb or verb group, for example ‘She <i>played</i> in the sandpit’, ‘Duc <i>was running</i> home’.</p> <ul style="list-style-type: none"> • A <i>main clause</i> (also known as principal or independent clause) is a clause that can stand alone as a complete sentence, though it may be joined with other clauses, for example ‘<i>The child came first</i>’. • A <i>subordinate clause</i> (also known as a dependent clause) is a group of words that cannot stand alone or make complete sense on its own. It needs to be combined with a main clause to form a complete sentence. Subordinate clauses will usually be adjectival or adverbial clauses. • An <i>adjectival clause</i> is a clause that provides information which defines the qualities or characteristics of the person or thing named. It usually begins with a relative pronoun and is sometimes called a relative clause, for example ‘The child <i>who had the red top</i> came first’. • An <i>adverbial clause</i> is a clause that modifies the verb in the main clause, for example ‘The child came first <i>because he was the fastest runner</i>’. • An <i>embedded clause</i> occurs within the structure of another clause, often as a qualifier to a noun group, for example ‘The man <i>who came to dinner</i> is my brother’.
Cohesion	That quality in a text determined by its parts being related and contributing to its overall unity. Cohesion is achieved through shaping the form, creating a structure that the responder can recognise and use to navigate the text, and using features of language that link the various parts of the text into a complete whole. These features can include connectives such as ‘furthermore’ and ‘therefore’, cross-references to different parts of the text, and reiteration of the title or terms of the topic or question being addressed in the text.
Cohesive links	Those language features that help to develop unity within a text. Cohesion can involve referring words such as pronouns, for example ‘ <i>Tony</i> wanted to escape but <i>he</i> couldn’t run’, or content words that are related in various ways, for example ‘ <i>Tony</i> wanted to escape but <i>was too tired</i> to run’.
Collaborative learning	An approach to teamwork that enables students to combine their individual skills and resources to generate creative solutions to problems.
Colloquial	Informal expression of language, characteristic of speech and often used in

	informal writing. The register of everyday speech.
Colon (:)	A punctuation convention used to separate a general statement from one or more statements that provide additional information, explanation or illustration. The statements that follow the colon do not have to be complete sentences. They will generally form a list and may be set out in dot points.
Comma (,)	A punctuation marker used to indicate the grammatical organisation of sentences. Commas are used in sentences: <ul style="list-style-type: none"> to indicate separation between parts of a sentence such as clauses or phrases where such separation is important to the meaning, for example ‘Children, who cannot lift such heavy weights, will not be allowed to participate’, ‘Children who cannot lift such heavy weights will not be allowed to participate’. to separate words, phrases or numbers in a series, for example ‘Children like to eat apples, bananas, oranges and watermelons’.
Command (or imperative)	A sentence that gives direction or seeks an active response, for example ‘Leave now!’, ‘Go!’ Commands always end with an exclamation mark.
Complex sentence	(see <i>Sentence</i>)
Composing	The activity that occurs when students produce written, spoken or visual texts. Composing typically involves: <ul style="list-style-type: none"> the shaping and arrangement of textual elements to explore and express ideas, emotions and values the processes of imagining, organising, analysing, drafting, appraising, synthesising, reflecting and refining knowledge, understanding and use of the language forms, features and structures of texts awareness of audience and purpose.
Compound sentence	(see <i>Sentence</i>)
Compound word	A word consisting of two or more words that has a meaning different from that of the individual words, for example <i>farmyard</i> .
Comprehension strategies	Strategies and processes by which readers bring meaning to and extract meaning from texts. Key comprehension strategies include: <ul style="list-style-type: none"> activating and using prior knowledge identifying literal information explicitly stated in the text making inferences based on information in the text and their own prior knowledge predicting likely future events in a text visualising by creating mental images of elements in a text summarising and organising information from a text integrating ideas and information in texts critically reflecting on content, structure, language and images used to construct meaning in a text.
Concepts about print	Concepts about how English print works. They include information about where to start reading and how the print travels from left to right across the page. Concepts about print are essential for beginning reading.
Conjunction	A word that joins other words, phrases or clauses together in logical relationships such as addition, time, cause or comparison. There are two major types of conjunctions for linking messages: <ul style="list-style-type: none"> coordinating conjunctions link words, phrases and clauses in such a way

	<p>that the elements have equal status in meaning. They include conjunctions like <i>and, or, but</i></p> <ul style="list-style-type: none"> subordinating conjunctions introduce certain kinds of subordinate clauses. They include words like <i>that, whether</i> (or <i>if</i>), <i>while, after, when, because, if</i> (in the conditional sense) and serve to mark the kind of subordinate clause introduced.
Connective	<p>Words which link paragraphs and sentences in logical relationships of time, cause and effect, comparison or addition. Connectives relate ideas to one another and help to show the logic of the information. Connectives are important resources for creating cohesion in texts. The logical relationships can be grouped as follows:</p> <ul style="list-style-type: none"> temporal – to indicate time or sequence ideas, for example <i>first, second, next</i> causal – to show cause and effect, for example <i>because, for, so</i> additive – to add information, for example <i>also, besides, furthermore</i> comparative – for example <i>rather, alternatively</i> conditional/concessive – to make conditions or concession, for example <i>yet, although</i> clarifying – for example <i>in fact, for example</i>.
Connotation	<p>The nuances or shades of meaning attached to words, beyond that of their literal or dictionary meanings. Connotations may be positive, negative or neutral.</p>
Context	<p>The range of personal, social, historical, cultural and workplace conditions in which a text is responded to and composed.</p>
Contraction	<p>A contraction is a shortened form of one or two words (one of which is usually a verb). In a contraction, an apostrophe takes the place of the missing letter or letters. Some contractions are: <i>I'm</i> (I am), <i>can't</i> (cannot), <i>how's</i> (how is), and <i>Ma'am</i> (Madam).</p>
Convention	<p>An accepted language practice that has developed over time and is generally used and understood, for example use of punctuation.</p>
Coordinating conjunctions (see also <i>Conjunctions</i>)	<p>Words that link phrases and clauses in such a way that the elements have equal status in meaning. They include conjunctions such as <i>and, or, either/neither, but, so</i> and <i>then</i>.</p>
Create/Compose	<p>Develop and/or produce spoken, written or multimodal texts in print, visual, oral or digital forms.</p>
Creating/Composing	<p>Creating refers to the development and/or production of spoken, written, visual or multimodal texts in print, graphic or digital forms.</p>
Creativity	<p>The dynamic process of using language to conceptualise, interpret and synthesise ideas in order to develop a 'product'.</p>
Critical	<p>Exploration of the quality of argument, content, analysis, information or persuasion in oral, visual or written text, to assess the way in which themes, issues or ideas are presented for the audience and purposes intended.</p>
Cultural assumption	<p>Beliefs or attitudes about such things as gender, religion, youth, age, disability, sexuality, social class and work that are taken for granted as being part of the fabric of the social practices of a particular culture. Cultural assumptions underlie cultural expressions in texts and may also be embedded in texts in various ways.</p>
Cultural expression	<p>The articulation or representation of beliefs, practices or attitudes pertaining</p>

	to a particular culture.
Culture	The social practices and ways of thinking of a particular people or group, including shared beliefs, values, knowledge, customs, lifestyle and artefacts.
Dash (–)	A punctuation marker used to indicate a break or pause in a sentence or to begin and end a parenthetical clause. It is increasingly used in formal and informal writing where traditionally a colon, semicolon or comma may have been used, for example in a parenthetical clause.
Decode	The process of working out the meaning of words in a text from the words themselves. In decoding, readers draw on contextual, vocabulary, grammatical and graphophonic knowledge. Readers who decode effectively combine these forms of knowledge fluently and automatically, using meaning to recognise when they make an error, and self-correct.
Dependent clause	(see <i>Clause</i>)
Design	The way particular elements are selected, organised and used in the process of text construction for particular purposes. These elements might be linguistic (words), visual (images), audio (sounds), gestural (body language), spatial (arrangement on the page, screen or 3D) and multimodal (a combination of more than one).
Digital texts	Audio, visual or multimodal texts produced through digital or electronic technology which may be interactive and include animations and/or hyperlinks. Examples of digital texts include DVDs, websites, e-literature (ebooks) and apps.
Digraph	Two letters that represent a single sound. Vowel digraphs are two vowels (<i>oo, ea</i>). Consonant digraphs have two consonants (<i>sh, th</i>). Vowel/consonant digraphs have one vowel and one consonant (<i>er, ow</i>).
Directionality	The direction in which English print is read. Early readers need to learn where to start reading and in which direction the print travels, noting that other languages may not follow this convention.
Electronic media	Media technology, such as television, the internet, radio and email, that communicates with large numbers of people. Much electronic media will be interactive.
e-literature	The electronic publication of literature using the multimedia capabilities of digital technologies to create interactive and possibly non-linear texts, through combining written text, movement, visual, audio and spatial elements. It may include hypertext fiction, computer art installations, kinetic poetry and collaborative writing projects allowing readers to contribute to a work. E-literature also includes texts where print meanings are enhanced through digital images and/or sound and literature that is reconstituted from print texts, for example online versions of <i>The Little Prince</i> or <i>Alice in Wonderland</i> . In the form of ebooks they are constructed to be read through ereaders and electronic tablets.
Ellipsis	Ellipsis is the omission of words where: <ul style="list-style-type: none"> • words repeat what has gone before and these terms are simply understood, for example ‘The project will be innovative. To be involved (<i>in the project</i>) will be exciting.’ • a word like <i>one</i> is substituted for a noun or noun group, as in ‘There are lots of apples in the bowl. Can I have one?’ (<i>of them</i>) • a cohesive resource binds text together and is commonly used in dialogue for speed of response, for example (<i>Do you</i>) ‘Want a

	<p>drink?’/‘Thanks’ (<i>I would like a drink</i>)</p> <ul style="list-style-type: none"> • three dots (also known as points of ellipsis) are used to indicate such things as surprise or suspense in a narrative text or that there is more to come in an on-screen menu • the points of ellipsis take the place of large sections of text when quoting from a source.
Email (or e-mail)	Electronic mail. Correspondence sent and received using electronic addresses, including messages, documents and graphics.
Etymology	The origins of, and changes to, words in relation to meaning, for example words derived from earlier or other languages, place names, words derived from people’s names, coinages (eg <i>googling</i>). (See <i>Word origin</i>)
Evaluate	To estimate the worth of a text, based on criteria in a range of contexts, and to justify that estimation and its process.
Evaluative language	Positive or negative language that judges the worth of something. It includes language to express feelings and opinions, to make judgements about aspects of people such as their behaviour, and to assess the quality of objects such as literary works. It includes evaluative words. The language used by a speaker or writer to give a text a particular perspective (eg judgemental, emotional, critical) in order to influence how the audience will respond to the content of the text.
Everyday and workplace texts	Texts that communicate in everyday situations and workplaces. Everyday and workplace texts are composed with a sensitivity to the broad range of language competencies among the intended audience, and the contexts within which they are placed. Examples of everyday texts include road signs, information texts provided by government departments and instructions on appropriate behaviour in places like schools, restaurants and parks. Examples of workplace texts include safety signs, information texts relating to workplace procedures, and texts that use the jargon of the workplace.
Exclamation mark (!)	A punctuation marker used at the end of a sentence to emphasise the emotion or feeling that is contained in the sentence. In some forms, such as personal letters, it may be used to strengthen the humorous element in a sentence, for example ‘We found the cat asleep in the rubbish bin!’ Exclamation marks are always used at the end of sentences containing a command – Go!
Explore	To examine closely and experiment with texts.
Figurative language	Words or phrases used in a way that differs from the expected or everyday usage. Figurative language creates comparisons by linking the senses and the concrete to abstract ideas. Words or phrases are used in a non-literal way for particular effect, for example simile, metaphor, personification. Figurative language may also use elements of other senses, as in hearing with onomatopoeia, or in combination as in synaesthesia.
Finite verbs	Verbs that have a specific tense and a subject with which they grammatically agree (see <i>Verbs</i>). A complete sentence must contain a finite verb.
Fluency	Ease of flow, for example in talking, reading and handwriting, spelling.
Framing	The way in which elements in a still or moving image are arranged to create a specific interpretation of the whole. Strong framing creates a sense of enclosure around elements while weak framing creates a sense of openness.
Full stop (.)	A punctuation marker used to indicate the end of a sentence that is a statement or command, for example ‘Maria came into the room.’, ‘Come into

	the room, Maria.’
Gender	<ul style="list-style-type: none"> • In text study, exploration of the way notions of gender identity are constructed by the language and values of the text. • In grammar, a requirement for agreement between nouns, adjectives, verbs and pronouns that must agree when they are referring to males or females.
Genre	The categories into which texts are grouped. The term has a complex history within literary and linguistic theory and is often used to distinguish texts on the basis of their subject matter (detective fiction, romance, science fiction, fantasy fiction), form and structure (poetry, novels, short stories) and in other forms of texts.
Grammar	The structure of the language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the construction of words (graphemes), the word, the sentence and the text.
Grammatical/ syntactical information	Information about language structure in comprehending a text, for example sentence structure, text organisation and word order.
Grapheme	A letter or combination of letters that corresponds to or represents phonemes, for example the <i>f</i> in frog, the <i>ph</i> in phone, the <i>gh</i> in cough.
Graphophonic knowledge (see <i>Reading</i>)	The knowledge of how letters in printed English relate to the sounds of the language.
Handwriting	The production of legible, correctly formed letters by hand with the assistance of writing tools.
High-frequency sight words	The most common words used in written English text. They are sometimes called ‘irregular words’ or ‘sight words’. Many common or high-frequency words in English are not able to be decoded using sound–letter correspondence because they do not use regular or common letter patterns. These words need to be learned by sight, for example <i>come, was, were, one, they, watch, many, through</i> .
Homograph	A word with the same spelling as another, but of different origin and meaning, for example <i>wind</i> (the wind blows), <i>wind</i> (wind the clock).
Homonym	A word having the same sound and often the same spelling, but a different meaning, for example <i>weak</i> (adjective), <i>week</i> (noun).
Homophone	A word having the same sound as another but different spelling and meaning, for example <i>bear, bare</i> .
Home language	Home language is a language acquired and used by members of a family in the home or community, for example speaking Mandarin at home in an English-speaking country.
Hybrid texts	Composite texts resulting from mixing elements from different sources or genres (for example infotainment). Email is an example of a hybrid text, combining the immediacy of talk and the expectation of a reply with the permanence of print.
Hyperlink	An area of a web page or CD-ROM (either text or an image) that the user can click on in order to go to another item or source of information.

Hyphen (-)	A punctuation marker used to indicate that a word is divided. The hyphen is placed between syllables or, in the case of compounds, between the parts of the word, for example <i>role-play</i> , <i>self-correcting</i> , <i>pre-eminent</i> . In print it may be used to break a word across a line to ensure a consistent right margin.
Icon	An image or likeness that carries meaning beyond its literal interpretation. The cross is an icon that represents Christianity; the Sydney Opera House is an icon that represents Sydney or Australia. The meaning of ‘icon’ has also broadened to refer to an image or likeness that is admired and valued because of the qualities inherent in what it represents. So, for example, leading figures in popular culture enjoy iconic status when they are seen as representing admired qualities such as intelligence, creativity, leadership, courage, talent, physical strength, grace or endurance.
Iconography	The visual images and symbols associated with a particular person, place, event, situation or concept.
Idiom	An expression peculiar to a language that cannot be taken literally, for example ‘I’ve got a frog in my throat’.
Idiomatic expressions	Words or ways of speaking which are peculiar to a language or area. The users of the text understand it to mean something other than its literal translation. Idiomatic expressions give a distinctive flavour to speech or writing, for example ‘on thin ice’, ‘fed up to the back teeth’. They can be over-used, to the point of cliché.
Imaginative	The ability to use the mind for a wide array of purposes. These purposes include, but are not limited to, creating and forming images, ideas and thought; developing new insights; reflecting on one’s own self and others; and solving problems.
Imaginative text	(see <i>Types of texts</i>)
Inference	The process of drawing conclusions based on evidence from a text.
Informative text	(see <i>Types of texts</i>)
Interpretive	Responding to a text in order to draw meaning from it.
Intertextuality	The associations or connections between one text and other texts. Intertextual references can be more or less explicit and self-conscious. They can take the form of direct quotation, parody, allusion or structural borrowing (see also <i>Appropriation</i>).
Irony	A clash between what the words say and what they mean. Irony has three forms: <ul style="list-style-type: none"> • verbal irony – saying something contrary to what is meant, for example ‘I had a great time’ (<i>I was bored</i>) • dramatic irony – stating or doing something unaware of its contrast with the real situation, for example where the reader or watcher knows disaster is about to befall a character who says ‘I’ve never been happier’ • situational irony where events are opposite to expectations.
Juxtaposition	The placement of two or more ideas, characters, actions, settings, phrases or words side-by-side for a particular purpose, for example to highlight contrast or for rhetorical effect.
Language	A system of meaning, in spoken, written, visual and physical modes, for communicating ideas, thoughts and feelings.
Language features	The features of language that support meaning, for example sentence

	structure, vocabulary, illustrations, diagrams, graphics, punctuation, figurative language. Choices in language features and text structures together define a type of text and shape its meaning (see <i>Structures of texts</i>). These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production.
Language forms and features	The symbolic patterns and conventions that shape meaning in texts. These vary according to the particular mode or medium of production and can include written, spoken, non-verbal or visual communication of meaning (also see <i>Textual form</i>).
Language modes	Listening, speaking, reading, writing, viewing and representing. These modes are often integrated and interdependent activities used in responding to and composing texts in order to shape meaning. It is important to realise that: <ul style="list-style-type: none"> • any combination of the modes may be involved in responding to or composing print, sound, visual or multimedia texts • the refinement of the skills in any one of the modes develops skills in the others. Students need to build on their skills in all language modes.
Language patterns	The arrangement of identifiable repeated or corresponding elements in a text. These include patterns of repetition or similarity (for example the repeated use of verbs at the beginning of each step in a recipe, or the repetition of a chorus after each verse in a song). The patterns may alternate (for example the call and response pattern of some games, or the to and fro of a dialogue). Other patterns may contrast (for example opposing viewpoints in a discussion, or contrasting patterns of imagery in a poem). The language patterns of a text contribute to the distinctive nature of its overall organisation and shape its meaning.
Language types	<ul style="list-style-type: none"> • Figurative – words that help the reader to create an image, for example similes, metaphors, personification. • Evaluative – word choices that reflect the opinions, judgements and attitudes of the user, for example ‘a fascinating book’, ‘a real bore’. • Hedging – words that leave some room for negotiation, for example ‘Some people believe ...’, ‘It is possible that ...’
Layout	The spatial arrangement of print and graphics on a page or screen, including size of font, positioning of illustrations, inclusion of captions, labels, headings, bullet points, borders and text boxes.
Letter–sound relationship (see <i>Graphophonic</i>)	Association between a sound in English and a letter or letter pattern in words. This assists in word recognition when reading.
Lexical cohesion (see <i>Cohesion</i>)	The use of word associations to create links in texts. Examples of links are the use of repetition of words, pronouns, synonyms, antonyms and words that are related such as by class and subclass.
Linking devices	Devices that link words, phrases and sentences, often used interchangeably with conjunctions or text connectives.
Listening	The use of the sense of hearing, as well as a range of active behaviours to comprehend information received through gesture, body language and other sensory systems (see also <i>Active listening</i>).
Literacy	A synthesis of language, thinking and contextual practices through which meaning is shaped. ‘Effective literacy is intrinsically purposeful, flexible and dynamic’ (Dawkins, J 1991, <i>Australia’s Language: The Australian Literacy</i>

	<i>and Language Policy, AGPS) and involves interactions in a range of modes and through a variety of mediums.</i>
Literary texts	Texts that fall within the definition or accepted class of literature.
Literature	Literally means anything written, but the term is generally associated with creative writing or works of imagination, especially in the form of the prose fiction, poetry or drama. Often used to mean highly regarded texts in these forms.
(Mass) Media	Technologies used to communicate immediate information to large numbers of people over distances. Examples of media are newspapers, magazines, television and radio, the internet and social media. Media are becoming increasingly interactive.
Media texts	Spoken, print, graphic or electronic communications with a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. The media texts studied in English can be found in newspapers, magazines and on television, film, radio, computer software and the internet.
Medium (pl. media)	Means of carrying a message or transmitting meaning from one person to another. Major media of communication are print, film, electronic means and sound. The physical form in which the text exists or through which the text is conveyed.
Memory	A spelling strategy drawing on ‘known’ or ‘remembered’ words. Memory may be: <ul style="list-style-type: none"> • <i>visual</i> – recognising and recalling visual features, for example little, kettle, similar patterns • <i>auditory</i> – recognising and recalling sound features by saying individual sounds and matching to letters in a word, including syllabification • <i>kinaesthetic</i> – recognising and recalling by writing, for example ‘look-cover-write-check’ • <i>tactile</i> – recognising and recalling the feel of words • <i>articulatory</i> – recognising and recalling the way the word is made in the mouth.
Metalanguage	Language (which can include technical terms, concepts, ideas or codes) used to describe and discuss a language. The language of grammar and the language of literary criticism are two examples of metalanguage.
Metaphor	A resemblance between one thing and another is declared by suggesting that one thing is another, for example ‘My fingers are ice’. Metaphors are common in spoken and written language and visual metaphors are common in still images and moving images.
Metonymy	The use of the name of one thing or attribute of something to represent something larger or related, for example using the word ‘crown’ to represent a monarch of a country; referring to a place for an event as in ‘Chernobyl’ when referring to changed attitudes to nuclear power, or a time for an event as in ‘9/11’ when referring to changed global relations.
Modal verb	A verb that expresses a degree of probability attached by a speaker to a statement (for example ‘I might come home’) or a degree of obligation (for example ‘You must give it to me’, ‘You are not permitted to smoke in here’).
Modality	Aspects of language that suggest a particular perspective on events, a speaker or writer’s assessment of possibility, probability, obligation and conditionality. Modality is expressed linguistically in choices for modal

	verbs (for example <i>can, may, must, should</i>), modal adverbs (for example <i>possibly, probably, certainly</i>) and modal nouns (for example <i>possibility, probability, certainty</i>).
Mode	The various processes of communication – listening, speaking, reading, writing, viewing and representing. Modes are also used to refer to the semiotic (meaning-making) resources associated with these communicative processes, such as sound, print, image and gesture (see <i>Language modes</i>).
Mood	<ul style="list-style-type: none"> • In literature, the emotive attitude or feeling carried by a particular text, for example happiness, excitement, doom. It has much in common with tone (see <i>Tone</i>). • Grammatically, a verb form conveying the speaker’s attitude towards the subject. Traditionally classified as indicative (statements and questions), imperative (commands) or subjunctive (hypothetical or conditional). The subjunctive involves use of auxiliaries such as <i>could, may, should, might</i>.
Morpheme	The smallest meaningful or grammatical unit in language. Morphemes are not necessarily the same as words. The word <i>cat</i> has one morpheme, while the word <i>cats</i> has two morphemes: <i>cat</i> for the animal and <i>s</i> to indicate that there is more than one. Similarly <i>like</i> has one morpheme, while <i>dislike</i> has two: <i>like</i> to describe appreciation and <i>dis</i> to indicate the opposite. Morphemes are very useful in helping students work out how to read and spell words.
Multimedia	Those texts that use more than one medium, for example combining visual media, such as words and images, with sound. Television, the internet and developments in computer and digital technology have resulted in multimedia texts becoming increasingly rich and complex. Multimedia texts now generally feature moving images, sophisticated and complex graphics, and interactivity. Examples of multimedia texts include texts delivered on CD-ROM and DVD, music videos, cartoons, video games and internet texts.
Multimodal	Comprising more than one mode. A multimodal text uses a combination of two or more communication modes, for example print, image and spoken text as in film or computer presentations.
Myths	Important stories that have begun in the early times of a culture and remained within that culture and may be the basis of other pieces of literature.
Narrative	A story of events or experiences, real or imagined. Narrative includes the story (what is narrated) and the discourse (how it is narrated).
Neologism	The creation of a new word or expression. Words which were neologisms quickly become mainstream, for example <i>robot, email</i> .
Nominalisation	A process for forming nouns from verbs (for example <i>reaction</i> from <i>react</i> or <i>departure</i> from <i>depart</i>) or adjectives (for example <i>length</i> from <i>long</i> , <i>eagerness</i> from <i>eager</i>). Also a process for forming noun phrases from clauses (for example ‘their destruction of the city’ from ‘they destroyed the city’). Nominalisation is often a feature of texts that contain abstract ideas and concepts.
Noun	<p>A word used to represent people, places, ideas and things.</p> <ul style="list-style-type: none"> • Nouns used to name any one of a class of things are known as <i>common</i> nouns, for example <i>girl, classroom, egg</i>. • Nouns used to name a place, a person or the title of something are known as <i>proper</i> nouns. They are signalled by a capital letter, for example <i>Sam, Wagga Wagga, Olympic Games</i>.

	<ul style="list-style-type: none"> • Nouns used to name a group of things are known as <i>collective</i> nouns, for example <i>crowd, swarm, team</i>. • Nouns used to name things that we cannot see but which exist in thoughts and feelings are known as <i>abstract</i> nouns, for example <i>sadness, love, wonder</i>. • <i>Pronouns</i> are words like <i>I, you, them, hers</i> that are used in place of a noun (see <i>Pronouns</i>).
Noun groups	A group of words representing who or what is involved in the action or condition of the verb. Noun groups may occur in the place of the subject or the object of the verb. They can include different types of articles, adjectives and nouns linked together, for example ‘ <i>The run-down old inner-city terrace house is for sale</i> ’. Noun groups can also include adjectival phrases and adjectival clauses, for example ‘ <i>The house with the broken windows is for sale</i> ’, ‘ <i>The house that we saw yesterday is for sale</i> ’. A noun group can consist of two or more nouns, ‘ <i>Boys and girls come out to play</i> ’, ‘ <i>Jenny, the oldest child, came into the room</i> ’.
Noun–pronoun agreement	Occurs when a writer or speaker selects the correct pronoun for the noun or noun group to which it is referring, for example ‘ <i>The boy was looking for his father in the supermarket</i> ’. There should be agreement in number and gender. In an effort to avoid sexist statements the plural <i>their</i> is sometimes used in place of <i>his</i> or <i>her</i> , without regard for the rules of agreement.
Number	A grammatical requirement for consistency between nouns, verbs and pronouns that must agree when they are referring to one (singular) or more (plural). If there is only one noun or pronoun in the subject, the verb must be singular and if there are more than one, the verb must be plural.
Object	The noun, noun group or pronoun in a sentence that is affected by an action. To find the object ask who or what after the verb, for example ‘ <i>The girl threw the ball</i> ’. (She threw what? Answer: the ball.)
Onset/Rime	The separate sounds in a word. The beginning part of the word is the onset and the rest of the word is the rime, for example <i>b-ark</i> . Onset/rime is an important early reading strategy.
Outcome	A syllabus outcome expresses a specific intended result of the teaching of the syllabus. Outcomes are derived from the objectives of the syllabus and are arranged in stages. They provide clear statements of the knowledge, skills and understanding expected to be demonstrated by most students as a result of effective teaching and learning.
Parentheses ()	Punctuation markers used to enclose an explanatory word, phrase or sentence, an aside or a commentary, for example ‘ <i>She was referring to her friend (Shirley) again</i> ’.
Passive voice	(see <i>Voice</i>)
Person	The relationship between a subject and its verb showing whether the subject is speaking about itself (<i>first person – I or we</i>), being spoken to (<i>second person – you</i>), or being spoken about (<i>third person – he, she, it or they</i>).
Personification	Attributing human characteristics to abstractions (eg <i>love</i>), things (eg <i>The trees sighed and moaned in the wind</i>) or animals (<i>The hen said to the fox ...</i>).
Perspective	A way of regarding situations, facts and texts.
Persuasive text	(see <i>Types of texts</i>)
Phonics	The term used to refer to the ability to identify the relationships between

	letters and sounds when reading and spelling.
Phonological awareness	A broad knowledge and skill that relates to the sounds of spoken language. It includes understandings about words, rhyme, syllables and onset and rime. Note: the term ‘sound’ relates to the sound we make when we say a letter or word, not to the letter in print. A letter may have more than one sound, such as the letter <i>a</i> in <i>was</i> , <i>can</i> or <i>father</i> , and a sound can be represented by more than one letter such as the sound /k/ in <i>cat</i> and <i>walk</i> . The word <i>ship</i> has three sounds /sh/, /i/, /p/, but has four letters <i>s</i> , <i>h</i> , <i>i</i> , <i>p</i> . Teachers should use the terms <i>sound</i> and <i>letter</i> accurately to help students clearly distinguish between the two items.
Phonological knowledge	Information about the sounds of language and letter–sound relationships (when comprehending a text), for example single sounds, blends.
Phrase	A group of words that forms part of a sentence and does not include a finite verb (see <i>Finite verb</i>). <ul style="list-style-type: none"> • Adjectival phrase – a group of words (usually beginning with a preposition) that gives more information about a noun, for example ‘<i>The girl with brown curly hair</i> sat at the front’, ‘The flowers <i>in the vase</i> were wilting’. • Adverbial phrase – a group of words that provides information about where, when, with what, how far, how long, with whom, about what, as what, for example ‘She swept the floor <i>with an old broom</i>’, ‘<i>Throughout time</i> people have attempted to halt old age’.
Picture book	A book, traditionally produced for children and now also being composed for older readers, in which words and illustrations complement each other to tell a story that might have some allegorical, instructive or moral level of significance.
Poetic devices	Particular patterns and techniques of language used in poems to create particular effects based in the use of sound, the creation of images and other sensory inputs. They include devices such as metaphor, simile, metonymy, rhyme, rhythm, onomatopoeia, alliteration and assonance. Note that poetic devices may also be used in prose writing and drama scripts to obtain such effects.
Poetic forms	Fixed forms within poetry that must comply with certain requirements such as ballad, sonnet, elegy, ode, dramatic monologue. The form will often be determined by the tone and subject matter. Note that some poets may deliberately subvert the fixed form (see <i>Subvert</i>).
Point of view	<ul style="list-style-type: none"> • The particular perspective brought by a composer, responder or character within a text to the text or to matters within the text. • Narrative point of view refers to the ways a narrator may be related to the story. The narrator, for example, might take the role of first or third person, omniscient or restricted in knowledge of events, reliable or unreliable in interpretation of what happens.
Popular culture	Cultural experiences, widely enjoyed by members of various groups within the community, that are popular within their own time, for example Shakespearean drama in Elizabethan England.
Positioning	The composing technique of causing the responder to adopt a particular point of view and interpret a text in a particular way. Composers position responders by selectively using detail or argument, by carefully shaping focus and emphasis and by choosing language that promotes a particular interpretation and reaction.

Predictable text	Texts that are easily navigated and read by beginning readers because they contain highly regular features such as familiar subject matter, a high degree of repetition, consistent placement of text and illustrations, simple sentences, familiar vocabulary and a small number of sight words.
Prediction	An informed presumption about something that might happen. Predicting at the text level can include working out what a text might contain by looking at the cover, or working out what might happen next in a narrative. Predicting at the sentence level is identifying what word is likely to come next in a sentence. It is a useful technique when teaching reading or when engaging with a text dealing with matters not previously known.
Prefix	A word part that is attached to the beginning of a base word to change the meaning or form, for example <i>unhappy</i> , <i>dislike</i> (see <i>Suffix</i>).
Preposition	A word that begins an adverbial phrase or an adjectival phrase indicating time, place, manner, causality, for example <i>in</i> , <i>on</i> , <i>after</i> , <i>before</i> , <i>by</i> , <i>under</i> , <i>over</i> , <i>of</i> , <i>through</i> . Pronouns following prepositions always take objective case, for example ‘ <i>between you and me</i> ’ (not between you and I).
Prepositional phrases	Units of meaning within a clause that begin with a preposition. They indicate how, when, where or why, for example ‘She ran <i>into the garden</i> ’, ‘He is available <i>from nine o’clock</i> ’.
Pronoun	A word that is used in place of a noun. There are different types of pronouns: <ul style="list-style-type: none"> • personal pronouns represent specific people or things, for example <i>she</i>, <i>it</i>, <i>they</i>, <i>you</i>, <i>we</i> • demonstrative pronouns indicate a thing or things, for example <i>this</i>, <i>these</i>, <i>that</i>, <i>those</i> • possessive pronouns refer to the belonging of one thing, person, etc, to another, for example <i>his</i>, <i>theirs</i>, <i>yours</i>, <i>mine</i> • interrogative pronouns represent the things that we are asking questions about, for example <i>who</i>, <i>whom</i>, <i>what</i>, <i>which</i> • reflexive pronouns refer back to the subject of the sentence or clause. Reflexive pronouns end in <i>-self</i> (singular) or <i>-selves</i> (plural). The reflexive pronoun <i>myself</i> is not a substitute for the personal pronouns <i>I</i> or <i>me</i> • reciprocal pronouns are used when each of two or more subjects is acting in the same way towards the other, for example ‘Jack and Jill love <i>each other</i>’, ‘The footballers were blaming <i>one another</i>’ • indefinite pronouns do not refer to any specific person, thing or amount, for example <i>all</i>, <i>another</i>, <i>any</i>, <i>anybody/anyone</i>, <i>anything</i>, <i>each</i>, <i>everybody/everyone</i>, <i>everything</i>, <i>few</i>, <i>many</i>, <i>nobody</i>, <i>none</i>, <i>one</i>, <i>several</i>, <i>some</i>, <i>somebody/someone</i> • relative pronouns introduce a relative clause. They are called relative because they relate to the words they modify. There are five relative pronouns: <i>who</i>, <i>whom</i>, <i>whose</i>, <i>which</i>, <i>that</i>.
Pronunciation	The way in which a person speaks in terms of such aspects as articulation, rhythm (stress, pause), intonation (pitch, tone) and volume.
Pun	A figure of speech where there is a play on words. Puns are usually humorous and rely on more than one meaning of a word to emphasise the point, which may be serious.

Purpose	The purpose of a text, in very broad terms, is to entertain, to inform or to persuade different audiences in different contexts. Composers use a number of ways to achieve these purposes: persuading through emotive language, analysis or factual recount; entertaining through description, imaginative writing or humour, and so on.
Question	A sentence that seeks information. The word group normally tagged onto a clause in order to signal that a reply or response is required is known as a question tag, for example ‘You are going tomorrow, aren’t you?’, ‘Move over, can’t you?’
Question mark (?)	A punctuation marker used at the end of a sentence to indicate that a question is being asked.
Quotation marks (‘...’ or “...”)	<p>Punctuation markers used to indicate:</p> <ul style="list-style-type: none"> • quoted or direct speech, for example <i>‘I am Arno’s brother,’ he said</i>. A new paragraph and separate quotation marks are used for each speaker being quoted • in formal writing, the actual words quoted from another source. For example, <i>Shakespeare is using dramatic irony when Lady Macbeth says, ‘A little water clears us of this deed’</i>. • the titles of poems, songs, short stories or articles, for example <i>the well-known song, ‘Waltzing Matilda’</i> • that attention is being drawn to an unusual or particular sense or usage of a word, for example <i>Wombats are ‘sociable’ creatures</i>. <p>Quotation marks are not used for the speech of characters in a drama script.</p>
Quoted speech/ Direct speech	Speech in a text that quotes what someone has said, giving the exact words. It is represented in text by being contained within quotation marks (see also <i>Reported speech</i>).
Reading	<p>A process of bringing meaning to and extracting meaning from text. Reading includes interpreting, critically analysing and reflecting on the meaning of a wide range of written and visual, print and non-print texts. It may take a variety of forms in the classroom, including:</p> <ul style="list-style-type: none"> • Guided reading – occurs when a student reads a text at between 90% and 95% accuracy with teacher guidance to develop reading strategies. • Independent reading – occurs when a student reads a text with 95% or more accuracy, without assistance. • Shared reading – when the teacher or proficient reader reads aloud to a group or whole class. Students may be grouped so that they can see the text and the teacher can model reading strategies, read for enjoyment, or highlight particular features of the text.
Recount	A type of text that records events in the sequence in which they occurred. The speaker/writer has often been personally involved in these events.
Reference	A means of keeping track of objects, words and illustrations in written and spoken texts. In spoken language the references may be to items in the surrounding environment. In written language the references are usually to words in the text, or to illustrations or other graphical items.
Reference links	Links that keep track of the people, animals or objects throughout a text – usually nouns or pronouns, for example ‘Sam sailed the boat down the coast. He overturned it and <i>he</i> was towed to shore’.
Reflection	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and

	affective experience.
Reported speech/ Indirect speech	Speech in a text used to communicate what someone else said, but without using the exact words. In reported speech the tense of the verbs is often changed, for example <i>She said that she was going to leave</i> (indirect speech), <i>'I am going to leave,' she said</i> (direct speech).
Representation	The way ideas are portrayed and represented in texts, using language devices, forms, features and structures of texts to create specific views about characters, events and ideas. Representation applies to all language modes, spoken, written, visual and multimodal.
Representing	The language mode that involves composing images by means of written, visual or other texts. These images and their meaning are composed using codes and conventions. The term can include such activities as graphically presenting the structure of a novel, making a film, composing a web page or enacting a dramatic text.
Responding	The activity that occurs when students read, listen to, or view texts. It encompasses the personal and intellectual connections a student makes with texts. It also recognises that students and the texts to which they respond reflect social contexts. Responding typically involves: <ul style="list-style-type: none"> • reading, listening and viewing that depend on, but go beyond, the decoding of texts • identifying, comprehending, selecting, articulating, imagining, critically analysing and evaluating.
Rhetorical devices	Strategies used by writers and speakers to achieve particular effects, for example to stimulate the audience's imagination or thought processes, to draw attention to a particular idea, or simply to display wit and ingenuity in composition. Examples of rhetorical devices are irony, paradox, rhetorical question, contrast and appropriation.
Salience	A strategy of emphasis, highlighting what is important in a text. In images, salience is created through strategies like placement of an item in the foreground, size and contrast in tone or colour. In writing, salience can occur through placing what is important at the beginning or at the end of a sentence or paragraph or through devices such as underlining or italics.
Satire	The use of one or more of exaggeration, humour, parody, irony, sarcasm or ridicule to expose, denounce and deride folly or vice in human nature and institutions. The emphatic feature of these language devices draws attention to what is being criticised.
Scanning	When reading, moving the eyes quickly down the page seeking specific words and phrases. Scanning is also used when readers first encounter a resource to determine whether it will answer their needs or questions.
Semantic knowledge/ information	Semantic information, and knowledge of it, is the broad generalised knowledge of the world, of words and their meanings and word associations that allow responders to make sense of text beyond literal decoding and application of syntactic knowledge to text.
Semicolon (;)	A punctuation marker used to indicate a separation between clauses that is stronger than a comma but less complete than a full stop. Semicolons may separate phrases or clauses that already include commas. For example, 'The competition was not decided today; it will finish next week', 'Undo the outer wrapping, taking care not to damage the catch; remove the protective cover and open the box'. The clause after the semicolon must contain a finite verb

	and function as a stand-alone sentence.
Sentence	<p>A unit of written language consisting of one or more clauses that are grammatically linked. A written sentence begins with a capital letter and ends with a full stop, question mark or exclamation mark. A sentence contains a finite verb. There are different types of sentences:</p> <ul style="list-style-type: none"> • simple sentence – is a single main clause and expresses a complete thought. It has a subject and a finite verb and may also have an object, for example ‘Mary is beautiful’, ‘The ground shook’, ‘Take a seat’. • compound sentence – contains two or more clauses that are coordinated or linked in such a way as to give each clause equal status. In the following example <i>and</i> is the coordinating conjunction: ‘We went to the movies <i>and</i> bought an ice cream’. • complex sentence – contains a main (or independent) clause and one or more subordinate (or dependent) clauses. The subordinate clause is joined to the main clause through subordinating conjunctions like <i>when</i>, <i>while</i> and <i>before</i>, as in the following examples: ‘We all went outside <i>when</i> the sun came out’, ‘<i>Because</i> I am reading a long book, my time is limited’.
Simile	A figure of speech that compares two usually dissimilar things. The comparison starts with <i>like</i> , <i>as</i> or <i>as if</i> .
Sound effect	Any sound, other than speech or music, used to create a mood, feeling or response to a text such as film or drama.
Speak	Use voice to convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants and needs and to comment about the world.
Spoonerism	A slip of the tongue where the initial sounds of a pair of words are transposed. Generally used for humour, for example ‘a blushing crow’.
Standard Australian English	English which, in its spoken and written forms, is the English of more formal communication throughout the Australian community. Standard Australian English adheres to broadly accepted rules of syntax and pronunciation and uses vocabulary that is more formal than colloquial. Standard Australian English operates to facilitate communication across ethnic, social, occupational and cultural groups and can be used as a benchmark against which to recognise Australian dialects and cultural varieties of English. Standard Australian English is a valuable and empowering communicative tool for use in contexts where it is the preferred mode of communication.
Statement	A sentence that provides information, for example ‘I am leaving now’, as contrasted with a question.
Stereotype	A circumstance where a person or thing is judged to be the same as all others of its type. Stereotypes are usually formulaic and oversimplified. In literature, a stereotype is a character representing generalised racial or social traits, with no individualisation, in different texts.
Structures of texts	The relationships of different parts of a text to each other and to the text as a complex whole. The structure of a text can refer to the internal organisation of ideas, as in an argument or story, the development of parallel plots in a novel or play, or the overarching framework of the text (see <i>Language forms and features</i> and <i>Textual form</i>).
Stylistic features	The ways aspects of texts, such as words, sentences and images, are

	arranged, and how they affect meaning. Style can distinguish the work of individual authors (for example Jennings’ stories, Lawson’s poems) as well as the work of a particular period (for example Elizabethan drama, nineteenth century novels). Examples of stylistic features are narrative viewpoint, structure of stanzas, juxtaposition, use of figurative language and tone.
Subject	An element in the structure of a clause usually filled by a noun group, for example ‘The dog (subject) was barking’. The subject indicates who or what gives agency or attributes to the finite verb or verb group and is usually found by asking ‘who’ or ‘what’ before the verb. In the sentence, ‘The dog was barking’, asking ‘What was barking?’ gives the answer, the dog. The normal position of the subject is before the verb group, for example ‘ <i>The dog</i> was barking’, but in most kinds of interrogatives (questions) it follows the first auxiliary verb, for example ‘Was <i>the dog</i> barking?’, ‘Why was <i>the dog</i> barking?’ All main clauses and simple sentences must have a subject.
Subject matter	The topic or content of a text, for example an information report on boats includes building materials, engines, etc. In literary texts, the subject matter is often different from the ideas of the text. For example, the subject matter of George Orwell’s <i>Animal Farm</i> is animals running a farm, while the idea Orwell is exploring is totalitarianism.
Subject–verb agreement	The form of the verb must agree with the number of its subject, which will be a noun or noun group, for example ‘They were not home’ (as opposed to ‘They was not home’). Confusion can arise when deciding whether the subject is singular or plural, for example ‘This group of students <i>is</i> very clever’, or when there are two subjects, for example ‘Ice cream and chocolate sauce <i>are</i> delicious’ (not ‘ <i>is</i> delicious’).
Subvert	To compose or respond to a text in ways that are different from the widely accepted reading or different from the conventional genre. For example, Roald Dahl’s <i>Revoltin’ Rhymes</i> provides a subverted reading of <i>Cinderella</i> . The purpose of producing a subverted reading of a text might be to entertain or to raise questions about the meaning or inherent values in the original text.
Suffix	A word part that is attached to the end of a base word to change the meaning or form, for example <i>jeweller</i> , <i>eating</i> (see <i>Prefix</i>).
Sustained	When referring to texts, maintaining consistency of style, form, language features, argument and other unifying characteristics, across the entire text.
Syllabification	The process of dividing words into syllables for reading and spelling purposes.
Syllable	A unit of sound within a word containing a single vowel sound, for example <i>won-der-ful</i> , <i>sing-ly</i> .
Symbol	Any unit of language, from the letter to whole text, that signifies a concept to the responder. While it is arbitrary, a symbol has a conventionally assumed meaning.
Symbolism	Use of a symbol that represents something else, particularly in relation to a quality or concept developed and strengthened through repetition. For example, freedom can be symbolised by a bird in flight in both verbal and visual texts.
Synonym	A word or word group with the same or similar meaning as another word or word group, for example <i>want</i> (desire), <i>go away</i> (leave).
Syntactic	Related to the study of syntax.

Syntax	The way in which sentences and clauses are structured. Syntax is often described in terms of such elements as subject, verb and object, for example ‘Christine (subject) munched (verb) the apple (object)’.
Synthesise	Combine elements of language or ideas or parts of characters, and so on, to create more complex wholes.
Tense	The element that determines when the action or condition of the verb form is located in time. In broad terms the tense will be past, present or future, for example ‘Sarah <i>laughed</i> ’, ‘Sarah <i>laughs</i> ’, ‘Sarah <i>will laugh</i> ’. Participles (verbs ending in <i>-ing</i>) do not locate a verb in time and need a finite component to indicate when the event happens. For example, the participle <i>running</i> needs the finite auxiliaries, <i>was running</i> (past), <i>is running</i> (present), <i>will be running</i> (future) to indicate when the running occurred.
Term of address	A name or title used when addressing different people, for example <i>Mum, Dr Singh, Johnno, Sir, darling</i> .
Texts	Communications of meaning produced in any medium that incorporates language, including sound, print, film, electronic and multimedia representations. Texts include written, spoken, non-verbal or visual communications of meaning. They may be extended unified works, a series of related pieces or a single, simple piece of communication.
Text connectives	Often called conjunctions, these are words for signposting the development of a text and helping it hold together. They can: <ul style="list-style-type: none"> • sequence ideas, for example <i>firstly, secondly, thirdly, finally</i> • add information, for example <i>in addition, furthermore, in the same way</i> • show causes and results, for example <i>so, therefore, for that reason, accordingly, as a consequence</i> • introduce conditions or concessions, for example <i>on the other hand, however, nevertheless, despite this</i>.
Text navigation	The way readers move through text. Readers generally read novels in a linear fashion from the beginning to the end; readers of nonfiction books often use the contents page and index and move between chapters according to the information sought. Readers often read digital texts more flexibly, according to interest and purpose, using hyperlinks to move between pages and digital objects such as videos or animations, making quick judgements about the relevance of material.
Text processing strategies	Strategies for reading a text. These involve drawing on contextual, semantic, grammatical and phonic knowledge in systematic ways to work out what a text says. They include predicting, recognising words and working out unknown words, monitoring the reading, identifying and correcting errors, reading on and rereading.
Text structure	The ways information is organised in different types of texts, for example chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect. Choices in text structures and language features together define a text type and shape its meaning (see <i>Language features</i>).
Textual form	The conventions specific to a particular type of text, often signalling content, purpose and audience, for example letter form, drama script, blog.

Theme	<ul style="list-style-type: none">• Refers to the central or one of the main underlying ideas or messages of a text.• Grammatical theme – in a sentence the theme is the clause that comes in first position and indicates what the sentence is about. Theme is important at different levels of text organisation. The topic sentence serves as the theme for the points raised in a paragraph. A pattern of themes contributes to the method of development for the text as a whole.
Theoretical perspectives and models	<p>Theoretical perspectives and models present significant views on the teaching of English. They incorporate different ways of considering texts to assist students to engage with the full scope of, and relationship between, meaning and texts. They include various teaching methods. Perspectives and models include ‘personal growth’, ‘critical literacy’, ‘cultural heritage’, ‘cultural literacy’ and the ‘social view of language’.</p> <p>Personal growth: an approach to teaching English that focuses on developing students’ personal responses to texts, their enjoyment of reading, and fostering individual creativity. It is particularly concerned with students’ social needs and personal interests and explicitly values students’ own experiences. Through its exploration of personal experience and its acceptance of the language of everyday communication, a personal growth model allows for the incorporation of a wide range of texts and media. This approach allows for learning about self and the world through relation to text and context.</p> <p>Critical literacy: the ability to question, challenge and evaluate the meanings and purposes of texts. It involves an understanding of the ways in which values and attitudes are communicated through language, including how subject matter, point of view and language embody assumptions about issues such as gender, ethnicity and class. A critical literacy approach to teaching English has students composing, responding to, analysing and evaluating written, spoken, visual and multimedia texts from various perspectives in order to learn how they operate as cultural products.</p> <p>Cultural heritage: that approach to teaching that focuses on transmitting to students the established knowledge and values of high culture, expressed through literary texts. In the case of English teaching, a cultural heritage model places high value on the literature of the Western canon and involves detailed analytical treatment of texts in order to uncover the meanings intended and communicated by the author.</p> <p>Cultural literacy: knowledge and understanding of texts as cultural artefacts and how language, history, values and traditions shape and are reflected in literature, the media, popular culture and everyday and workplace contexts. Cultural literacy requires an ability to respond to and compose texts with an awareness of such cultural contexts.</p> <p>Social view of language: an approach to literacy education that recognises that acts of communication (texts) are socially constructed. Texts vary according to different situations and cultural factors. The effectiveness of a text is judged according to how well it fulfils its social, personal or academic purpose.</p>

Tone	<ul style="list-style-type: none"> • The voice adopted by a particular speaker to indicate emotion, feeling or attitude to subject matter. • The author’s attitude towards the subject and audience, for example playful, serious, ironic, formal, etc.
Types of texts	<p>Classifications according to the particular purposes texts are designed to achieve. These purposes influence the characteristic features the texts employ. In general, texts can be classified as belonging to one of three types (imaginative, informative or persuasive), although it is acknowledged that these distinctions are neither static nor watertight and particular texts can belong to more than one category.</p> <ul style="list-style-type: none"> • <i>Imaginative texts</i> – texts that represent ideas, feelings and mental images in words or visual images. An imaginative text might use metaphor to translate ideas and feelings into a medium that can be communicated effectively to an audience. Imaginative texts also make new connections between established ideas or widely recognised experiences in order to create new ideas and images. Imaginative texts are characterised by originality, freshness and insight. These texts include novels, traditional tales, poetry, stories, plays, fiction for young adults and children, including picture books and multimodal texts such as film. • <i>Informative texts</i> – texts whose primary purpose is to provide information through explanation, description, argument, analysis, ordering and presentation of evidence and procedures. These texts include reports, explanations and descriptions of natural phenomena, recounts of events, instructions and directions, rules and laws, news bulletins and articles, websites and text analyses. They include texts which are valued for their informative content, as a store of knowledge and for their value as part of everyday life. • <i>Persuasive texts</i> – texts whose primary purpose is to put forward a point of view and persuade a reader, viewer or listener. They form a significant part of modern communication in both print and digital environments. Persuasive texts seek to convince the responder of the strength of an argument or point of view through information, judicious use of evidence, construction of argument, critical analysis and the use of rhetorical, figurative and emotive language. They include student essays, debates, arguments, discussions, polemics, advertising, propaganda, influential essays and articles. Persuasive texts may be written, spoken, visual or multimodal.
Upper and lower case	<p>Upper case (also called capital letters) and lower case letters are two forms of the letters of the alphabet. Lower case letters are used except when it is necessary to:</p> <ul style="list-style-type: none"> • indicate specific names such as those of organisations, titles, countries • indicate the beginning of a sentence or the initial letter of a proper noun.
Values	<p>These are the ideas and beliefs in a text. They may be reflected in characters, through what they do and say, through the setting of the text, reflecting particular social views, and through the narrative voice of the text, perhaps through authorial comment. Values are specific to individuals and groups and a text may contain a number of conflicting values.</p>
Value systems	<p>The set of personal, social and cultural beliefs that underpin a text. For example, in the western genre, a clear line is drawn between good and evil and great value is placed on rugged masculine individualism as a means of keeping order.</p>

Vector	An item that directs our eyes towards a focal point, for example when the subject in a visual text is pointing or looking in a certain direction. As the reader or viewer, our eyes will follow the direction in which they are pointing or looking.
Verb	The verb is perhaps the most important part of the sentence. A verb states what is happening in the sentence. Finite verbs locate the condition or action of the verb in a specific time frame: past, present or future (see <i>Finite verbs</i> and <i>Tense</i>). Verbs create the relationship between the subject and the object of the verb (see <i>Subject–verb agreement</i>). Different types of verbs include: <ul style="list-style-type: none"> • action verbs, for example ‘They <i>danced</i> all night.’ • relating verbs, for example ‘Cows <i>are</i> herbivores.’ • thinking verbs, for example ‘She <i>forgot</i> his name.’ • feeling verb, for example ‘Sarah <i>likes</i> baked beans.’ • possessing verbs, for example ‘He <i>has</i> a new car.’
Verb groups	A group of words built up around a verb. Verb groups may include auxiliary verbs (ie those ‘helping’ verbs used to indicate tense or modality), for example ‘She <i>is going</i> soon’, ‘They <i>must leave</i> before dark’. Verb groups can contain two or more verbs, for example ‘He <i>huffed and puffed</i> ’, ‘They <i>were going</i> to climb the fence’. These are sometimes called complex/compound verbs. Some verb groups include other words such as adverbs and prepositions, for example ‘The plane <i>took off</i> ’ (see <i>Auxiliary verbs</i>).
View	Look at text with purpose, understanding and critical awareness.
Viewing	Observing and comprehending a visual text, for example diagram, illustration, photograph, film, television documentary, multimedia. This sometimes involves listening to and reading accompanying written text.
Visual features	Visual components of a text such as placement, salience, framing, representation of action or reaction, shot size, social distance and camera angle.
Visual language choices	Choices that contribute to the meaning of an image or the visual components of a multimodal text and are selected from a range of visual features like placement, salience, framing, representation of action or reaction, shot size, social distance and camera angle. Visual language can also include elements such as symbol, colour, scene and frame composition, setting and landscape, lighting and the use of editing.
Visual literacy	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words. Visually literate people can read the intended meaning in a visual text such as an advertisement or a film shot, interpret the purpose and intended meaning, and evaluate the form, structure and features of the text. They can also use images in a creative and appropriate way to express meaning.
Visual processing	In reading, decoding and comprehending words and text based on their appearance.
Visual texts	Texts in which meaning is shaped and communicated by images rather than words. Visual texts use techniques such as line, shape, space, colour, movement, perspective, angle and juxtaposition to shape meaning. Examples of visual texts include cartoons, billboards, photographs, film, TV, artworks, web pages and illustrations.

Voice	<ul style="list-style-type: none">• In reference to a text, voice means the composer’s voice – the idea of a speaking consciousness, the controlling presence or ‘authorial voice’ behind the characters, narrators and personas in a text. It is also described as the implied composer. The particular qualities of the composer’s voice are manifested by such things as her or his method of expression (such as an ironic narrator) and specific language.• Grammatically, voice refers to the way of indicating who is doing the action. Active voice is where the ‘doer’ of the action comes before the verb, for example ‘Ann broke the vase’. Passive voice is where the ‘receiver’ of the action is placed before the verb, for example ‘The vase was broken by Ann’ (see also <i>Theme</i>). Stylistically, active voice is usually preferred in writing, as it places the agent of the verb at the start of the sentence and has a sense of immediacy, whereas passive voice creates a sense of detachment between subject and verb and is not so easily read and understood. <p>In speaking, a description of the oral production of text.</p>
Word chain	A sequence of nouns and noun groups or verbs and verb groups that unifies a text by linking a particular content strand. Chains can also be established through repetition. For example, in a text about birds, words such as pelicans, blue cranes, moorhens and ibises create a word chain based on a pattern of words connecting classes of items.
Word origin	The source and history of a word (etymology), for example <i>photograph</i> (from the Greek words for ‘light’ and ‘picture’).
Word play	Experimenting with and manipulating language (often in humour), for example spoonerisms, double meanings, puns, usually for entertaining effect.
Write	Plan, compose, edit and publish texts in print or digital forms. Writing usually involves activities using pencils, pens, word processors; and/or using drawings, models, photos to represent text; and/or using a scribe to record responses or produce recorded responses.
Youth cultures	The shared beliefs, knowledge, creative activities, customs and lifestyle of young people, particularly teenagers, within a culture. Youth cultures develop in those societies which differentiate teenagers as a group separate from children and adults. In Australia, the dominant youth culture identifies closely with popular culture, and finds expression in the music and multimedia texts of popular culture.
