



English K–10

Draft syllabus

Consultation period
1 August – 16 September 2011

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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.

On 8 December 2010 Australian education ministers endorsed the Australian curriculum content descriptions for Foundation to Year 10 English. The endorsed content descriptions form the basis for the Board’s development of the *English K–10 Draft Syllabus* for implementation in NSW schools.

The 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 draft syllabus

The draft syllabus has been guided by the *English K–10 Directions for Syllabus Development* available on the NSW Board of Studies website. The *Directions for Syllabus Development* reflects the Australian Curriculum, Assessment and Reporting Authority (ACARA) developed curriculum, the feedback received from NSW stakeholders and the advice of the K–10 NSW Board Curriculum Committee for English.

The Board’s syllabus development process

This project commenced at the draft syllabus development phase of the Board’s syllabus development process, recognising the substantial work that ACARA has undertaken. 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

Steps in the syllabus development process	Date
<i>Directions for syllabus development</i>	
K–10 Board Curriculum Committee established to provide advice to the Board of Studies during the syllabus development process, including actions for the development of a quality syllabus	Established May 2010
Endorsement of the Australian curriculum content descriptions as the basis for development of the NSW syllabus	8 December 2010
<i>Directions for Syllabus Development</i> prepared	February to March 2011
<i>Syllabus development</i>	
Draft syllabus and survey prepared	March to July 2011
Consultation	1 August to 16 September 2011
Consultation report and final syllabus to K–10 Board Curriculum Committee	October 2011
Consultation report and final syllabus to Board of Studies for endorsement	November 2011
Publication of the syllabus	Term 4, 2011

Assisting respondents

The following icons are used to assist respondents:

 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.

Note: Australian curriculum content has a grey screen to differentiate it from NSW content. It looks like this:

- understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community

Consultation

The *English K–10 Draft Syllabus* 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 syllabus. Please comment on both the strengths and the weaknesses of the draft syllabus. Feedback will be considered when the draft syllabus is modified.

The consultation period is from 1 August to 16 September 2011.

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

Structure of the draft syllabus

The draft syllabus has the following sections:

- The K–10 curriculum
- Rationale
- The place of the *English K–10 Syllabus* in the K–12 curriculum
- Aim
- Objectives
- Outcomes
- Content
- Years 7–10 Life Skills outcomes and content
- Continuum of learning in English K–10
- Assessment.

Each section of the draft syllabus includes:

- an explanation of the section's purpose
- the material on which responses and views are sought through the consultation.

The draft syllabus

1 Introduction

1.1 The K–10 curriculum

This syllabus has been developed within the parameters set by the Board of Studies NSW in its *K–10 Curriculum Framework*. This framework ensures that K–10 syllabuses and curriculum requirements are designed to provide educational opportunities that:

- engage and challenge all students to maximise their individual talents and capabilities for lifelong learning
- enable all students to develop positive self-concepts and their capacity to establish and maintain safe, healthy and rewarding lives
- prepare all students for effective and responsible participation in their society, taking account of moral, ethical and spiritual considerations
- encourage and enable all students to enjoy learning, and to be self-motivated, reflective, competent learners who will be able to take part in further study, work or training
- promote a fair and just society that values diversity
- promote continuity and coherence of learning, and facilitate the transition between primary and secondary schooling.

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

- understand, develop and communicate ideas and information
- access, analyse, evaluate and use information from a variety of sources
- work collaboratively with others to achieve individual and collective goals
- possess the knowledge and skills necessary to maintain a safe and healthy lifestyle
- understand and appreciate the physical, biological and technological world and make responsible and informed decisions in relation to their world
- understand and appreciate social, cultural, geographical and historical contexts, and participate as active, discerning and informed citizens
- express themselves through creative activity and engage with the artistic, cultural and intellectual work of others
- understand and apply a variety of analytical and creative techniques to solve problems
- understand, interpret and apply concepts related to numerical and spatial patterns, structures and relationships
- be productive, creative and confident in the use of technology and understand the impact of technology on society
- understand the work environment and be equipped with the knowledge, understanding and skills to evaluate potential career options and pathways
- develop a system of personal values based on their understanding of moral, ethical and spiritual matters.

The broad learning outcomes of the *K–10 Curriculum Framework* are consistent with the *Melbourne Declaration on Educational Goals for Young Australians (December 2008)*. These goals are:

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.

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 enunciates 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. It contains advice to assist teachers to program learning for those students who have gone beyond achieving the outcomes through their study of the essential content.

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.

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.

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

Students with special education needs can access the syllabus outcomes and content in a range of ways, including:

- under regular course arrangements
- through content from a different stage
- with curriculum adjustments
- through Years 7–10 Life Skills outcomes and content.

Curriculum 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.

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, 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 relevant and meaningful age-appropriate program. A range of curriculum adjustments should be explored before a decision is made to access Years 7–10 Life Skills outcomes and content.

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 syllabus outcomes and content with adjustments, and/or may engage with outcomes and content from an earlier stage. 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 from Kindergarten to Year 6 as they undertake courses to meet the requirements for the School Certificate. For a small percentage of these students the provision of curriculum adjustments may be insufficient to enable access to the regular syllabus outcomes and content. In this case the Years 7–10 Life Skills outcomes and content may be appropriate.

The Years 7–10 Life Skills outcomes and content are developed from the objectives of the *English K–10 Syllabus*. Further information relating to 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*.


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 contained in section 10.

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.

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.

 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*.

With the development of increasing competence and expertise in English, students will continue to explore and learn about the role and use of language in their own lives, and in

their own and other cultures. They will be able to communicate their thoughts and feelings, to participate in society, to make informed decisions about personal and social issues, to analyse information and viewpoints, to use their imaginations and to think about the influence of culture on the meanings made with language.

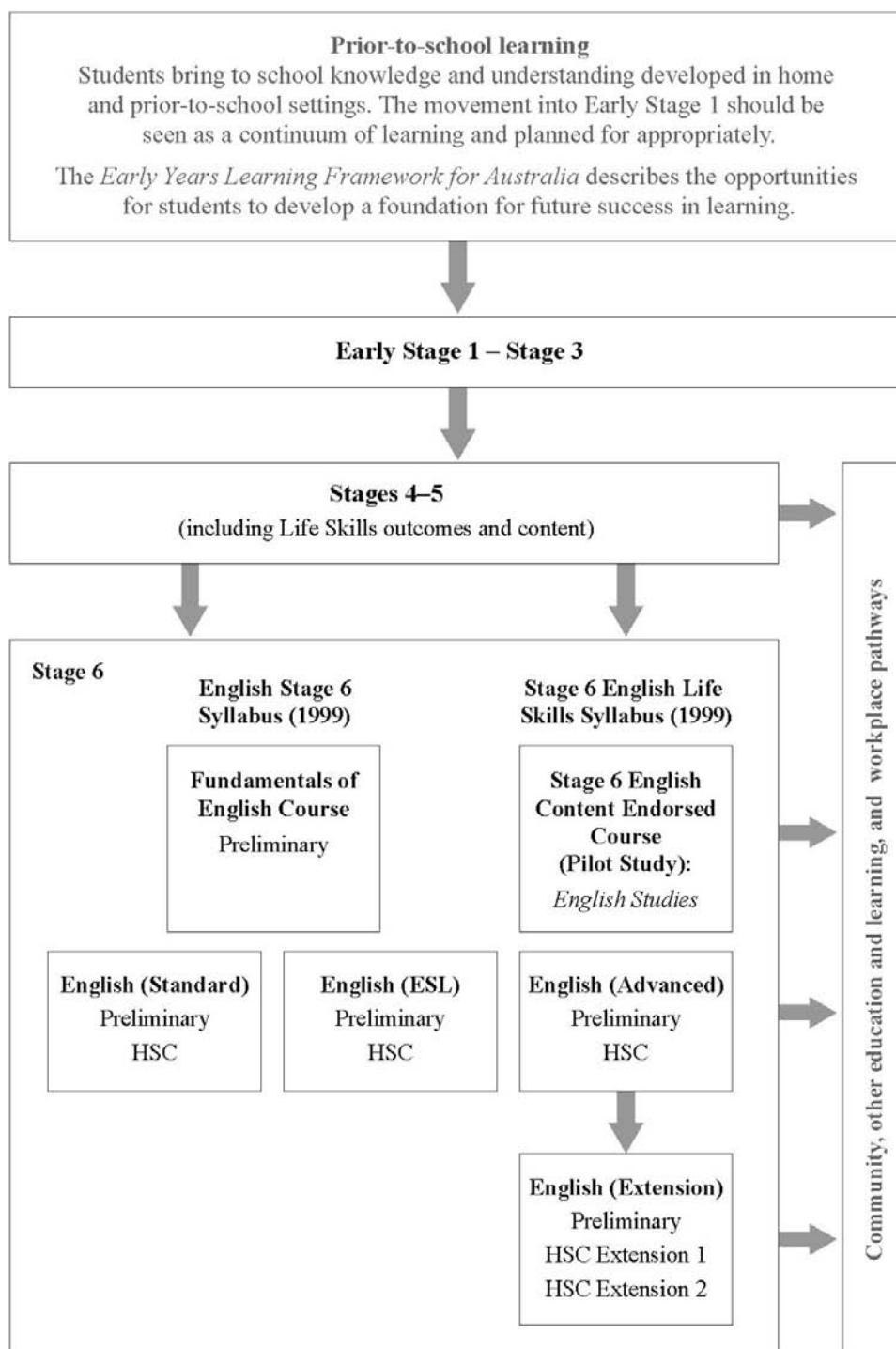
In their study of English, students continue to develop their critical and imaginative faculties and broaden their capacity for cultural understanding. They examine the contexts of language usage to understand how meaning is shaped by a variety of social factors. As students' command of English grows, 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. They amplify the aim and provide direction to teachers on the teaching and learning process emerging from the syllabus. They define, in broad terms, the knowledge, understanding, skills and values and attitudes to be developed through study in the subject. They act as organisers for the intended outcomes.

Objectives will be organised under the areas of:

- knowledge, understanding and skills
- values and attitudes.

 consult

Knowledge, understanding and skills

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to:


- think in ways that are imaginative, creative, critical and interpretive
- respond to and compose a wide range of texts, including the close study of texts
- use language to make meaning appropriately and effectively according to audience and purpose
- use language to express themselves and their relationships with others and the world
- learn and reflect on their learning through their study of English.

Values and attitudes

Students:

- develop enjoyment, confidence and independence as language users and learners
- acknowledge and value their own home language.


6 Outcomes

 for your information

Syllabus outcomes express the specific intended results from teaching the syllabus. They provide clear statements of the knowledge, understanding, skills, values and attitudes expected to be gained by most students as a result of effective teaching and learning. They are derived from the objectives of the syllabus.

Years 7–10 Life Skills outcomes

For 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 – see section 8.

 consult

Scope and sequence of outcomes


<i>Objectives: Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to:</i>			
	Early Stage 1 Outcomes	Stage 1 Outcomes	Stage 2 Outcomes
	A student:	A student:	A student:
<i>think in ways that are imaginative, creative, critical and interpretive</i>	1. engages imaginatively, creatively and critically with familiar topics to respond to and compose texts	1. engages imaginatively, creatively and critically with experience and familiar topics to respond to and compose texts	1. engages imaginatively, creatively and critically with experience, familiar topics and ideas to respond to and compose a widening range of texts
<i>respond to and compose a wide range of texts, including the close study of texts</i>	2. engages with and composes texts to explore ideas, feelings and experiences	2. engages with and composes a range of texts for understanding and pleasure	2. engages with and composes a widening range of texts for understanding and pleasure
	3. demonstrates understanding of vocabulary, spelling, handwriting, grammar and punctuation skills to respond to and compose different types of texts in a range of mediums	3. draws on an increasing range of vocabulary, spelling, handwriting, grammar and punctuation skills to respond to and compose different types of texts in different mediums and technologies	3. uses an integrated range of vocabulary, spelling, grammar, punctuation and other skills to respond to and compose different types of texts in a variety of mediums and technologies
	3a. demonstrates developing reading skills and strategies to read and view texts in a range of mediums	3a. draws on an increasing range of skills and strategies to read and view texts in different mediums and technologies	3a. uses an integrated range of skills and strategies to read, view and interpret texts in a variety of mediums and technologies
<i>use language to make meaning and communicate appropriately and effectively according to audience and purpose</i>	4. uses basic sentence and text structures for a range of purposes and audiences	4. uses a range of sentence and text structures for different purposes and audiences	4. demonstrates awareness of and uses a range of sentence and text structures for different purposes and audiences
	4a. uses language to communicate clearly with peers and known adults	4a. uses a range of language forms and features to communicate and interact	4a. demonstrates awareness of and uses a range of language forms and features to communicate and interact effectively with different audiences
	5. demonstrates awareness of basic similarities and differences between a range of texts	5. recognises and understands basic similarities and differences within a limited range of texts	5. recognises and understands that texts can have similarities and differences
<i>express themselves and their relationships with others and their world</i>	6. recognises aspects of their own experience in texts	6. recognises and understands that texts can express aspects of their own experience	6. recognises and understands that texts can express a range of experiences similar to and different from their own
	7. recognises aspects of home and familiar community life in texts	7. engages with and responds to aspects of home and the wider community life in texts	7. engages with and responds to aspects of the broader world expressed in texts
<i>learn and reflect on their learning through their study of English</i>	8. demonstrates an awareness of how to reflect on and assess their own and others' learning	8. reflects on and assesses their own and others' learning	8. uses an increasing range of skills and strategies to reflect on their own and others' learning

Scope and sequence of outcomes *continued*


<i>Objectives: Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to:</i>			
	Stage 3 Outcomes	Stage 4 Outcomes	Stage 5 Outcomes
	A student:	A student:	A student:
<i>think in ways that are imaginative, creative, critical and interpretive</i>	1. engages imaginatively, creatively and critically with experience, challenging topics, ideas and points of view to respond to and compose an increasingly diverse range of texts	1. engages imaginatively and creatively, critically and interpretively with experience, information, ideas and arguments to respond to and compose texts	1. engages imaginatively and creatively, critically and interpretively, with experience, information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
<i>respond to and compose a wide range of texts, including the close study of texts</i>	2. engages with and composes increasingly diverse texts for understanding, analysis, imaginative expression and pleasure	2. responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure	2. responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
	3. identifies and uses a diverse range of reading, vocabulary, spelling, grammar, punctuation and other skills to respond to and compose a wide range of texts in different mediums and technologies	3. uses a range of processes for responding to and composing texts in different mediums and technologies	3. uses and critically assesses a range of processes for responding to and composing texts in different mediums and technologies
<i>use language to make meaning and communicate appropriately and effectively according to audience and purpose</i>	4. uses language forms and features and structures of texts to communicate and interact effectively for a range of purposes and audiences	4. selects and uses language forms and features and structures of texts appropriate to different purposes, audiences and contexts with accuracy, clarity and coherence	4. selects and uses language forms and features and structures of texts appropriate to different purposes, audiences and contexts with accuracy, clarity and coherence and describes and explains their effects on meaning
	5. recognises and explains connections between texts	5. makes connections between and among texts	5. investigates the relationships between and among texts
<i>express themselves and their relationships with others and their world</i>	6. recognises and explains that texts can express aspects of their world and a diverse range of experiences	6. demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it	6. demonstrates understanding of the diverse ways texts can represent personal and public worlds
	7. engages with and demonstrates understanding that aspects of the broader world can be expressed in a range of texts	7. identifies and understands the ways aspects of culture are expressed in texts	7. questions, challenges and evaluates how aspects of culture are represented in texts and the effects on meaning
<i>learn and reflect on their learning through their study of English</i>	8. reflects on and identifies their strengths as a language learner and user and identifies areas for improvement	8. uses, reflects on and assesses their individual and collaborative skills for learning	8. uses, reflects on, assesses and adapts their individual and collaborative skills for learning with increasing independence and effectiveness

7 Content

7.1 Organisation of content

 for your information

Content includes knowledge, understanding, skills, values and attitudes, and describes the substance of the subject matter that is to be studied. Syllabus content reflects a balance between the acquisition of knowledge and the processes of learning so that students are encouraged to engage in, take responsibility for, and continue their own learning.

 consult

Use of terminology

In the *English K–10 Syllabus*, 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.

‘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.

The *K–10 English Syllabus* organises content under each of the staged outcomes.

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. In the primary years of schooling, opportunities for 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 and multimedia which should include appropriate texts drawn from media, multimedia and digital texts.

The selection of texts **must** give students experience of:

- texts which are widely regarded as quality literature
- a widely defined Australian literature, including texts written from the perspective of and about 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 and texts from and about the peoples and countries of Asia, including texts written about and by Asian Australians
- everyday and community texts
- a wide range of factual texts that present information, issues and ideas
- 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 and multimedia	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.

The selection of texts **must** give students experience of:

- texts which are widely regarded as quality literature
- a widely defined Australian literature, including texts written by and about 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 and texts from and about the peoples and countries of Asia, including texts written about and by Asian Australians
- everyday and workplace texts
- a wide range of cultural, social and gender perspectives, popular and youth cultures
- 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 and multimedia	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.

The selection of texts must give students experience of:

- texts which are widely regarded as quality literature
- a widely defined Australian literature, including texts written by and about 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 and texts from and about the peoples and countries of Asia, including texts written about and by Asian Australians
- Shakespearean drama
- everyday and workplace texts
- a wide range of cultural, social and gender perspectives, popular and youth cultures
- 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

Life Skills outcomes and content are in section 8 of the syllabus.

Extension and enrichment

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 or in less than the Board’s indicative times. 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.

Inclusion of the ESL scales

English as an additional language/dialect (EAL/D)* students and the English syllabus

Many students in Australian schools are learners of English as an additional language or dialect (EAL/D). Learners of EAL/D 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.

EAL/D learners enter Australian schools at different ages and at different stages of English language learning and have various educational backgrounds in their first languages. For some, school is the only place they use English.

The aims of the *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.

The ESL scales provide a detailed description of English language progression for EAL/D learners. In the *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.

*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).

Using the ESL scales

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 students 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 ESL students 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 a pathway from the levels of language that ESL learners may be working on, to the level of English that they need to have to achieve the English outcomes. English teachers can use the ESL scales outcomes, and the relevant performance indicators in the ESL scales document, to plan and program for the language needs of ESL students. This should be done in conjunction with development of the skills, knowledge and understanding of the English syllabus content.

Cross-curriculum areas

 for your information

The Board of Studies has described cross-curriculum areas that are to be included in syllabuses. In K–10 syllabuses, the identified areas will be embedded in the descriptions of content. The cross-curriculum areas address issues, perspectives and policies that will assist students to achieve the broad learning outcomes defined in the Board of Studies *K–10 Curriculum Framework*. The cross-curriculum areas take account of the general capabilities and cross-curriculum priorities in the Australian curriculum.

Knowledge, understanding, skills, values and attitudes derived from the cross-curriculum areas will be included in Board syllabuses, while ensuring that subject integrity is maintained.

 consult

Aboriginal and Torres Strait Islander histories and cultures [ATSI]

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 and to develop knowledge and understanding of Indigenous history and culture in Australia and internationally. 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 relationship with Asia [A]

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]

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 technologies [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.

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 [L]

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.

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.

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



English • Early Stage 1

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to think in ways that are imaginative, creative, critical and interpretive

Outcome 1 – thinking creatively and critically

A student:

- engages imaginatively, creatively and critically with familiar topics to respond to and compose texts

Students:

Speaking and Listening

- 1.1 demonstrate understanding of ideas, topics and aspects of own experience through simple role play and drama
- 1.2 retell familiar literary texts through performance, use of illustrations and images
- 1.3 express personal opinions on a range of simple issues [PSC]
- 1.4 communicate for a variety of purposes, including sharing personal experiences, expressing likes and dislikes, commenting on a topic or event [L, PSC]
- 1.5 deliver a short, formal presentation on a familiar topic [L]
- 1.6 demonstrate active listening behaviours for different purposes, for example for information or entertainment [L]

Reading and Viewing

- 1.7 make meaning from a variety of written and multimodal texts through shared, guided and independent activities, for example interpreting pictures and information, sequencing to retell a story, joining in with reading aloud known parts of the text, recognising environmental print and reading own written text [L, ICT]
- 1.8 select texts to read independently for enjoyment and pleasure [L]
- 1.9 respond to a variety of texts during modelled, guided and independent reading
- 1.10 identify some features of text including events and characters and retell events from a text
- 1.11 share feelings and thoughts about the events and characters in texts

Writing and Representing

- 1.12 jointly and independently compose simple print, visual and digital texts for themselves or a familiar audience [L, ICT]
- 1.13 discuss, write and represent aspects of own experience, ideas, topics and texts in print, visual, multimodal and digital mediums [L, ICT]
- 1.14 use own drawings, illustrations and digitally produced texts to represent simple ideas, experiences and information [L, ICT]

English • Early Stage 1

1.15 use written language or symbols to label drawings, illustrations, photographs, comics and cartoons for enjoyment [L]

1.16 respond to texts identifying favourite stories, authors and illustrators

ESL scales links to the English syllabus

Students learning English as an additional language in Early Stage 1 will need support in developing their English language skills between **levels 1 and 4** on the Oral Interaction strand, **levels B1 and 1** on the Reading and Responding strand, and **levels B1 and 1** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Language and cultural understanding** and **Strategies** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

English • Early Stage 1

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to respond to and compose a wide range of texts, including the close study of texts

Outcome 2 – engaging with texts

A student:

- engages with and composes texts to explore ideas, feelings and experiences

Students:

Speaking and Listening

- 2.1 communicate with peers and familiar adults about texts encountered in and beyond the classroom [L]
- 2.2 respond to a range of texts for enjoyment [L]
- 2.3 sequence and retell events using picture cues, story maps and/or digital technologies [L, ICT]
- 2.4 replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures
- 2.5 demonstrate understanding of texts through simple dramatic representations of characters and events [L]

Reading and Viewing

- 2.6 participate in the shared reading of texts [L]
- 2.7 identify the intended audiences of imaginative and informative texts [L]
- 2.8 select, read, view and discuss favourite texts [L]
- 2.9 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
- 2.10 use context to predict meaning in written texts, for example logos, illustrations, labels and signs [L]
- 2.11 read and view texts, identifying features such as main characters, key ideas and sequence of events [L]
- 2.12 identify key aspects of texts which provide enjoyment as a reader/viewer [L]

Writing and Representing

- 2.13 engage in joint and independent writing activities, for example copying and tracing environmental print, labelling drawings and diagrams [L]
- 2.14 create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge
- 2.15 independently compose texts on familiar topics using pictures, graphics or their own choice of words [L]
- 2.16 recognise some different purposes for writing [L]
- 2.17 discuss the structures of texts, including different narratives, procedures and recounts, during joint construction activities [L]
- 2.18 identify the subject matter, audience and purpose of different texts, including their own [L]

ESL scales links to the English syllabus

Students learning English as an additional language in Early Stage 1 will need support in developing their English language skills between **levels 1 and 4** on the Oral Interaction strand, **levels B1 and 1** on the Reading and Responding strand, and **levels B1 and 1** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Language and cultural understanding** and **Strategies** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

English • Early Stage 1

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to respond to and compose a wide range of texts, including the close study of texts

Outcome 3 – responding to and composing texts

A student:

- demonstrates understanding of vocabulary, spelling, handwriting, grammar and punctuation skills to respond to and compose different types of texts in a range of mediums

Students:

Speaking and Listening

- 3.1 discuss the different uses of drawing and writing in simple texts [L]
- 3.2 discuss a range of simple spelling, writing, grammar and punctuation strategies for different writing activities [L, CCT]

Reading and Viewing

- 3.3 engage with the meanings of a variety of written, visual and digital texts through shared, guided and independent activities such as interpreting pictures, ordering pictures to tell a story, following and responding to simple stories read aloud, joining in with or reading aloud known parts of a text, recognising environmental print such as labels and instructions, reading own written texts such as observations and recounts, reading simple books from the school library [L, ICT]
- 3.4 identify statements, questions, commands and exclamations and their functions in texts [L]

Writing and Representing

- 3.5 begin to use letters to represent known words when spelling [L]
- 3.6 attempt to spell using simple strategies such as hearing and recording sounds in words [L]
- 3.7 know how to use onset and rime to spell words
- 3.8 spell some common words accurately in their own writing [L]
- 3.9 identify unfamiliar words using personal experiences and context [L]
- 3.10 write cv, vc and cvc words that contain known letter–sound relationships [L]
- 3.11 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
- 3.12 participate in joint construction and editing of texts [L]
- 3.13 demonstrate awareness that some words have multiple meanings when reading, writing and speaking [L]
- 3.14 understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school
- 3.15 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

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- 3.16 identify and use the basic conventions of punctuation in their own writing, for example capital letters, full stops, question marks and exclamation marks [L]
- 3.17 experiment with graphics, illustrations and digital technologies to represent simple ideas and topics [L, ICT]
- 3.18 demonstrate developing understanding about word families when reading and writing [L]

Handwriting

- 3.19 develop basic skills of writing, for example correct pencil grip, good posture, handwriting movements and accurate use of alternative writing tools to form all lower case and upper case letters [L]
- 3.20 construct texts using software including word processing programs
- 3.21 produce some lower case and upper case letters using learned letter formations
- 3.22 use simple functions of keyboard and mouse, including typing letters, scrolling, selecting icons and dropdown menus [L, ICT]

ESL scales links to the English syllabus

Students learning English as an additional language in Early Stage 1 will need support in developing their English language skills between **levels 1 and 4** on the Oral Interaction strand, **levels B1 and 1** on the Reading and Responding strand, and **levels B1 and 1** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Language and cultural understanding** and **Strategies** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

English • Early Stage 1

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to respond to and compose a wide range of texts, including the close study of texts

Outcome 3a – reading skills and strategies

A student:

- demonstrates developing reading skills and strategies to read and view texts in a range of mediums

Students:

Speaking and Listening

3a.1 express a point of view about texts read and viewed [L]

Reading and Viewing

3a.2 use context to predict meaning in written texts, for example book covers, illustrations, logos, labels and signs [L]

3a.3 demonstrate developing reading and viewing skills to read short, predictable written texts on familiar topics [L]

3a.4 predict meaning while reading a text using contextual cues such as illustrations [L]

3a.5 demonstrate awareness that different types of texts can have different purposes [L]

3a.6 identify language features, including nouns and verbs, and structures in texts [L]

3a.7 begin to use self-correction strategies, for example rereading, pausing, using picture cues, semantic and syntactical skills [L]

3a.8 use phonological and graphological cues to decode written texts, for example knowledge of letters and sounds to predict words (including those in initial, medial and final positions), directions of print, high frequency and known sight words) [L]

3a.9 understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality

3a.10 recognise the letters of the alphabet and know there are lower and upper case letters

3a.11 recognise parts of print texts, for example front and back covers, title and author, layout and navigation of digital texts [L, ICT]

3a.12 read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge

3a.13 explore the different contribution of words and images to meaning in stories and informative texts

3a.14 recognise the left to right direction in Standard Australian English and that direction of print and script may differ in other cultures, for example Japanese texts [L, A, IU]

3a.15 use comprehension strategies to understand and discuss texts listened to, viewed or read independently

3a.16 recognise and recall parts of imaginative texts and retell information gained from informative texts, for example recalling key facts [L]

3a.17 recognise the difference between imaginative and informative texts [L]

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- 3a.18 locate key words to show understanding of informative texts [L]
- 3a.19 identify grammatical patterns in shared and guided reading, including words that can tell ‘who’ or ‘what’ and words that indicate ‘when’ and ‘where’ actions [L]
- 3a.20 use increasingly appropriate reading behaviours, for example pitch, intonation and fluency [L]
- 3a.21 read fluently and accurately attending to punctuation [L]
- 3a.22 begin to ask questions related to the texts while reading texts [L]

ESL scales links to the English syllabus

Students learning English as an additional language in Early Stage 1 will need support in developing their English language skills between **levels 1 and 4** on the Oral Interaction strand, **levels B1 and 1** on the Reading and Responding strand, and **levels B1 and 1** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Language and cultural understanding** and **Strategies** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

English • Early Stage 1

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to use language to make meaning and communicate appropriately and effectively according to audience and purpose

Outcome 4 – language features

A student:

- uses basic sentence and text structures for a range of purposes and audiences

Students:

Speaking and Listening

- 4.1 discuss sentence and text structures of different texts during joint construction activities according to the intended audience [L]
- 4.2 make connections between different methods of communication and Standard Australian English, including home language, sign language and body language [L, PSC, DD, IU]

Reading and Viewing

- 4.3 recognise structures and features in various texts [L]
- 4.4 recognise that texts are made up of words and groups of words that make meaning
- 4.5 recognise textual features, including graphics, introductory titles and credits for a television show and speech marks and bubbles in written texts [L]
- 4.6 identify the purposes of simple print and multimodal texts and some differences between them, for example to tell a story or to give information [L, ICT]
- 4.7 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
- 4.8 understand that some language in written texts is unlike everyday spoken language
- 4.9 identify components of a sentence in an imaginative or informative text [L]
- 4.10 recognise that sentences are key units for expressing ideas
- 4.11 identify the words or groups of words that name characters and things, for example action verbs, words and groups of words that tell when, where and why [L]

Writing and Representing

- 4.12 compose texts with the intention of conveying an idea or message [L]
- 4.13 understand and use conventions of texts written in Standard Australian English, for example sentences, words, letters, spaces, spelling, punctuation [L]
- 4.14 construct effective sentences using correct word order, tenses, noun groups and punctuation [L]
- 4.15 begin to use statements and questions with appropriate punctuation in writing [L]
- 4.16 write all lower and upper case letters [L]
- 4.17 recognise overall text structure and basic grammatical features of texts and some conventions of written language, for example punctuation [L]
- 4.18 recognise simple multimodal elements used to construct multimodal texts, for example graphics, animations [L, ICT]

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- 4.19 use opportunities to write in their home language and make basic connections with English [L, IU]
- 4.20 compose simple texts using models, for example scaffolds, graphic organisers, procedural props
- 4.21 identify words around the classroom, in books and dictionaries during independent writing [L]
- 4.22 create multimedia texts with assistance [L, ICT]
- 4.23 write in their home language as well as English [L, IU, DD]
- 4.24 use simple digital technology processes to construct simple texts [L, ICT]

ESL scales links to the English syllabus

Students learning English as an additional language in Early Stage 1 will need support in developing their English language skills between **levels 1 and 4** on the Oral Interaction strand, **levels B1 and 1** on the Reading and Responding strand, and **levels B1 and 1** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Language and cultural understanding** and **Strategies** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

English • Early Stage 1

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to use language to make meaning and communicate appropriately and effectively according to audience and purpose

Outcome 4a – communicating and interacting

A student:

- uses language to communicate clearly with peers and known adults

Students:

Speaking and Listening

- 4a.1 deliver presentations using multimedia and appropriate interaction skills, for example body language, posture, gesture, facial expression, volume and eye gaze [PSC, ICT]
- 4a.2 communicate appropriately and effectively within the classroom using agreed conventions, for example staying on topic, talking and listening to others in group and class discussions, asking for and offering assistance, responding to questions and giving relevant responses, asking relevant questions using correct word order [L]
- 4a.3 recognise sound segments in words, for example syllables [L]
- 4a.4 show emerging awareness of school purposes and expectations for using spoken language with an increasing range of people [L]
- 4a.5 deliver short oral presentations to peers
- 4a.6 use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact
- 4a.7 listen to and respond orally to texts and to the communication of others in informal and structured classroom situations
- 4a.8 contribute with teacher encouragement to class discussion and make requests appropriately [L, PSC]
- 4a.9 identify the difference between a question and a statement [L]
- 4a.10 recognise rhymes, syllables and sounds (phonemes) in spoken words
- 4a.11 demonstrate knowledge of spoken sounds and letters [L]
- 4a.12 appreciate the imaginative use of language through storytelling [L]

Reading and Viewing

- 4a.13 recognise the ways in which different spoken texts can be structured, using picture charts and digital technologies to prompt the organisation of these types of texts [L, ICT]
- 4a.14 join in shared reading of stories, poems, rhymes and chants with recurring language patterns [L]

Writing and Representing

- 4a.15 use simple resources, including print, multimedia and digital, to enhance planned presentations [ICT]
- 4a.16 demonstrate an awareness of written forms of communication, including emails, letters and photographs [L, ICT]

ESL scales links to the English syllabus

Students learning English as an additional language in Early Stage 1 will need support in developing their English language skills between **levels 1 and 4** on the Oral Interaction strand, **levels B1 and 1** on the Reading and Responding strand, and **levels B1 and 1** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Language and cultural understanding** and **Strategies** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

English • Early Stage 1

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to use language to make meaning and communicate appropriately and effectively according to audience and purpose

Outcome 5 – connections between texts

- demonstrates awareness of basic similarities and differences between a range of texts

Students:

Speaking and Listening

- 5.1 identify and compare similar ideas, characters and settings in texts [L]

Reading and Viewing

- 5.2 recognise symbols in everyday contexts and understand their meaning [L]

- 5.3 identify some differences between imaginative and informative texts

- 5.4 understand that texts draw on their own knowledge to make meaning and enhance enjoyment [L]

- 5.5 recognise that texts have purposes, specific audiences and structures [L]

- 5.6 identify some familiar texts and the contexts in which they are used

Writing and Representing

- 5.7 compose texts that use aspects of simple structural and language features appropriate to purpose and audience [L]

- 5.8 experiment with basic visual, multimodal and digital processes to represent some simple ideas encountered in texts [L, ICT]

ESL scales links to the English syllabus

Students learning English as an additional language in Early Stage 1 will need support in developing their English language skills between **levels 1 and 4** on the Oral Interaction strand, **levels B1 and 1** on the Reading and Responding strand, and **levels B1 and 1** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Language and cultural understanding** and **Strategies** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

English • Early Stage 1

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to express themselves and their relationships with others and their world

Outcome 6 – personal experience

A student:

- recognises aspects of their own experience in texts

Students:

Speaking and Listening

- 6.1 express personal opinions and consider the opinions of others [PSC]
- 6.2 identify and discuss aspects of own experiences encountered in simple texts [L]
- 6.3 respond to and reflect on stories about experiences of others, including classmates and familiar adults
- 6.4 understand that language can be used to explore ways of expressing needs, likes and dislikes

Reading and Viewing

- 6.5 respond to literature and a variety of texts from a range of storytellers and cultures, including Aboriginal and Torres Strait Islander storytellers, using books and online sources [L, ATSI, ICT, IU]
- 6.6 recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences
- 6.7 begin to recognise points of view in texts in written, visual and multimodal texts [L, ICT]

Writing and Representing

- 6.8 engage in independent and joint writing activities to express ideas on familiar topics [L]
- 6.9 use imagination to represent aspects of an experience and experiences created in texts using visual, multimodal and digital technologies [L, ICT]

ESL scales links to the English syllabus

Students learning English as an additional language in Early Stage 1 will need support in developing their English language skills between **levels 1 and 4** on the Oral Interaction strand, **levels B1 and 1** on the Reading and Responding strand, and **levels B1 and 1** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Language and cultural understanding** and **Strategies** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

English • Early Stage 1

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to express themselves and their relationships with others and their world

Outcome 7 – the broader world

A student:

- recognises aspects of home and familiar community life in texts

Students:

Speaking and Listening

- 7.1 discuss dilemmas of conscience, choices between right and wrong encountered in texts [L, EU]
- 7.2 discuss how people respond to different texts and possible reasons for their responses [L, PSC]
- 7.3 explore how language is used differently at home and school depending on the relationships between people
- 7.4 understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community
- 7.5 discuss simple issues related to using the internet, emails, mobile phones, social media and aspects of appropriate etiquette [ICT]
- 7.6 discuss how to seek help with internet and mobile phone use from known adults such as teachers and parents [ICT]

Reading and Viewing

- 7.7 recognise textual features, including graphics, illustrations, captions, simple diagrams and written texts which relate to home and community life [L, ICT, DD]
- 7.8 read, view and respond to a range of stories that depict familiar aspects of home and community life and the broader world, and discuss in relation to own experiences [L, PSC]
- 7.9 view and respond to short films, simple documentaries and digital texts which depict aspects of home and community life, including sport and hobby clubs, the workplace and home life [L, ICT]

Writing and Representing

- 7.10 compose simple written and visual texts that include aspects of home and community life [L]
- 7.11 use visual, multimodal and digital processes to represent simple aspects of home and community life [L, ICT]

ESL scales links to the English syllabus

Students learning English as an additional language in Early Stage 1 will need support in developing their English language skills between **levels 1 and 4** on the Oral Interaction strand, **levels B1 and 1** on the Reading and Responding strand, and **levels B1 and 1** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Language and cultural understanding** and **Strategies** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

English • Early Stage 1

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to learn and reflect on their learning through their study of English

Outcome 8 – reflecting on learning

A student:

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

Students:

Speaking and Listening

- 8.1 discuss what it means to be an active listener [PSC]
- 8.2 discuss what it means to be a cooperative group member [PSC]
- 8.3 begin to identify why some speakers are interesting [CCT]
- 8.4 discuss favourite books, television shows, movies [L, PSC]

Reading and Viewing

- 8.5 read and view imaginative and informative texts that provide positive information and stories on learning, including the stories of significant people from the local and wider community and their learning experiences [L, DD]
- 8.6 reread own texts to clarify meaning and make appropriate amendments [L]
- 8.7 understand that favourite texts are composed by a range of people, including authors, illustrators and web designers [L, ICT]
- 8.8 read own texts aloud to ensure their meaning is clear to listeners [L]

Writing and Representing

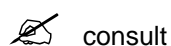
- 8.9 recognise some different purposes of their own writing [L]
- 8.10 participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops

ESL scales links to the English syllabus

Students learning English as an additional language in Early Stage 1 will need support in developing their English language skills between **levels 1 and 4** on the Oral Interaction strand, **levels B1 and 1** on the Reading and Responding strand, and **levels B1 and 1** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Language and cultural understanding** and **Strategies** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

7.3 Content for Stage 1



English • Stage 1

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to think in ways that are imaginative, creative, critical and interpretive

Outcome 1 – thinking creatively and critically

A student:

- engages imaginatively, creatively and critically with experience and familiar topics to respond to and compose texts

Students:

Speaking and Listening

- 1.1 explain personal opinions using supporting reasons, simple inferences and reasonable predictions
- 1.2 experiment with different techniques for communicating clearly and purposefully according to audience and context [L]
- 1.3 communicate with increasing confidence on an expanded range of contexts and audiences [L]
- 1.4 demonstrate active listening behaviours for different purposes, for example to select information or to understand a different viewpoint [L]
- 1.5 predict and discuss ideas drawn from own experience and texts [L]
- 1.6 demonstrate understanding of ideas, topics and aspects of own experience through simulation, role play and drama [L]
- 1.7 demonstrate an understanding of oral texts by retelling the story, including the main idea [L]

Reading and Viewing

- 1.8 express a point of view and an interpretation of a text [L, CCT]
- 1.9 identify aspects of different types of literary texts that entertain, and give reasons for personal preferences
- 1.10 read a variety of written, visual and digital texts in shared, guided and independent reading activities for enjoyment and information across an increasing range of topics [L, ICT]
- 1.11 engage in wide reading of self-selected and teacher-selected texts for enjoyment and share responses [L]

Writing and Representing

- 1.12 use own drawings, illustrations and digitally produced texts to represent ideas, experiences and information for different purposes and audiences [L, ICT]
- 1.13 engage in joint and independent writing activities to express ideas and opinions on familiar topics to develop confidence [L]
- 1.14 independently compose a range of print, visual, multimodal and digital texts for themselves and for specific audiences with increasing confidence [L, ICT]

English • Stage 1

- 1.15 use written language to enhance other texts, for example captions on photographs and written commentary on digitally produced visual texts [L, ICT]

ESL scales links to the English syllabus

Students learning English as an additional language in Stage 1 will need support in developing their English language skills between **levels 1 and 5** on the Oral Interaction strand, **levels B1 and 3** on the Reading and Responding strand, and **levels B1 and 3** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Language and cultural understanding** and **Strategies** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

English • Stage 1

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to respond to and compose a wide range of texts, including the close study of texts

Outcome 2 – engaging with texts

A student:

- engages with and composes a range of texts for understanding and pleasure

Students:

Speaking and Listening

- 2.1 discuss a range of texts for enjoyment, drawing conclusions about what was enjoyable [L]
- 2.2 discuss how authors create characters using language and images
- 2.3 demonstrate understanding of texts through dramatic representation and role play [L]
- 2.4 express preferences for specific texts and authors and listen to the opinions of others

Reading and Viewing

- 2.5 read simple texts with increasing confidence and fluency [L]
- 2.6 use content to predict meaning and self-correct when reading written texts [L]
- 2.7 discuss the characters and settings of different texts and explore how language is used to present these features in different ways
- 2.8 answer inferential questions about character motives, actions, qualities and characteristics [L, CCT]
- 2.9 understand simple explanations in diagrammatic form, including flowcharts, hierarchies, life cycles [L]
- 2.10 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
- 2.11 select, read, view and discuss favourite texts, identifying effective features of those texts [L]
- 2.12 understand and use words and terms such as 'imaginative text', 'informative text', 'poem', 'illustration' and 'diagram' when comparing texts [L]
- 2.13 use a number of sources for information, including pictures, posters, digital technologies, signs, labels, books [L, ICT]
- 2.14 identify and discuss information found in print media and advertising [L, EU, ICT]

Writing and Representing

- 2.15 engage in joint and independent construction of a range of texts for a variety of purposes [L]
- 2.16 compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning
- 2.17 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

English • Stage 1

- 2.18 create events and characters using different media that develop key events and characters from literary texts
- 2.19 recreate texts imaginatively using drawing, writing, performance and digital forms of communication

ESL scales links to the English syllabus

Students learning English as an additional language in Stage 1 will need support in developing their English language skills between **levels 1 and 5** on the Oral Interaction strand, **levels B1 and 3** on the Reading and Responding strand, and **levels B1 and 3** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Language and cultural understanding** and **Strategies** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

English • Stage 1

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to respond to and compose a wide range of texts, including the close study of texts

Outcome 3 – responding to and composing texts

A student:

- draws on an increasing range of vocabulary, spelling, handwriting, grammar and punctuation skills to respond to and compose different types of texts in different mediums and technologies

Students:

Speaking and Listening

- 3.1 discuss specific spelling, writing, grammar and punctuation strategies [L]
- 3.2 discuss the different uses of drawing and writing in relation to audience and purpose [L]
- 3.3 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

Reading and Viewing

- 3.4 recognise grammatical patterns in shared and guided reading to enhance comprehension, for example action verbs, words or groups of words that tell who or what, words and groups of words that tell when, where and how, joining words such as ‘and’, ‘but’, ‘then’, ‘so’ [L]
- 3.5 understand that nouns represent people, places, things and ideas and can be, for example, common, proper, concrete and abstract, and that noun groups can be expanded using articles and adjectives
- 3.6 identify language that can be used for appreciating texts and the qualities of people and things
- 3.7 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
- 3.8 recognise that capital letters signal proper nouns and commas are used to separate items in lists
- 3.9 understand the importance of acknowledging sources of information [EU]
- 3.10 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) [L]
- 3.11 use a dictionary for spelling activities, word meaning and grammar [L]

Writing and Representing

- 3.12 use a variety of strategies to spell familiar words, for example knowledge of sight words and letter–sound correspondences [L]
- 3.13 demonstrate the use of more precise vocabulary to describe emotions and experiences when writing [L]
- 3.14 use subject–verb and noun–pronoun agreement when writing texts [L]
- 3.15 recognise and know how to use morphemes in word families for example ‘play’ in ‘played’ and ‘playing’

English • Stage 1

- 3.16 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
- 3.17 create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams
- 3.18 construct texts featuring print, visual and audio elements using software, including word processing programs
- 3.19 develop writing skills, for example forming all letters of the alphabet correctly, writing clearly on straight lines, accurately using alternative writing tools [L]
- 3.20 write elementary descriptions of familiar people and things [L]
- 3.21 write short recounts of personal experience [L]
- 3.22 write elementary imaginative texts, descriptive information reports and explanations [L]
- 3.23 express opinions in writing [L]
- 3.24 write notes from texts [L]
- 3.25 understand the meanings of commonly used words in increasingly challenging texts and demonstrate this knowledge when reading, writing and speaking [L]
- 3.26 recognise that different words can be used to describe similar concepts, for example colloquial or technical language, synonyms [L]
- 3.27 explore differences in words that represent people, places and things (nouns and pronouns), actions (verbs), qualities (adjectives) and details like when, where and how (adverbs)
- 3.28 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
- 3.29 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

Handwriting

- 3.30 develop clear and consistent writing, using NSW Foundation Style, as appropriate [L]
- 3.31 use appropriate strategies when writing, for example maintaining correct body position, holding/using writing tools [L]
- 3.32 write using unjoined lower case and upper case letters
- 3.33 write legibly and with growing fluency using unjoined upper case and lower case letters
- 3.34 construct texts that incorporate supporting images using software including word processing programs

ESL scales links to the English syllabus

Students learning English as an additional language in Stage 1 will need support in developing their English language skills between **levels 1 and 5** on the Oral Interaction strand, **levels B1 and 3** on the Reading and Responding strand, and **levels B1 and 3** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Language and cultural understanding** and **Strategies** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

English • Stage 1

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to respond to and compose a wide range of texts, including the close study of texts

Outcome 3a – reading skills and strategies

A student:

- draws on an increasing range of skills and strategies to read and view texts in different mediums and technologies

Students:

Speaking and Listening

- 3a.1 express and justify a point of view about texts read and viewed [L, CCT]
- 3a.2 respond to familiar print, visual and multimodal texts and consider the purpose and audience for whom they were composed [L, ICT]

Reading and Viewing

- 3a.3 read and view a wider range of texts on less familiar topics with increasing independence and understanding, identifying the structure and basic grammatical features [L]
- 3a.4 use knowledge of letters and sounds to decode words [L]
- 3a.5 access the meaning of texts through a range of strategies, including visual cues, predicting, reviewing [L]
- 3a.6 self-correct when meaning is interrupted in simple texts, for example by pausing, repeating words and phrases, rereading and reading on [L]
- 3a.7 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
- 3a.8 read aloud with fluency, expression and phrasing, attending to volume, pace, intonation and pitch [L]
- 3a.9 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
- 3a.10 use context to make and justify predictions about texts [L]
- 3a.11 identify the ways in which texts differ according to their purpose, audience and content [L]
- 3a.12 locate specific information in informative texts, including digital media [L, ICT]
- 3a.13 use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features
- 3a.14 use different parts of a text, including digital texts, to access information [L, ICT]
- 3a.15 locate key information from a variety of less familiar texts [L]

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- 3a.16 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
- 3a.17 draw on knowledge of a topic to make inferences about the ideas in a text [L]
- 3a.18 use phonological and graphological cues to decode written texts, including letter–sound knowledge and sound blending, increasing repertoire of high frequency and sight words, segmenting words into syllables and syllables into onset and rime, punctuation [L]
- 3a.19 use a variety of phonological and graphological strategies to respond to texts, for example sounding out cvvc patterns, vowel digraphs, double-vowel sounds, etc, responding to punctuation, exchanging one sound for another to make a new word, comparing new words with known high-frequency and sight words [L]
- 3a.20 recognise sound–letter matches including common vowel and consonant digraphs and consonant blends
- 3a.21 recognise most sound–letter matches including silent letters, vowel/consonant digraphs and many less common sound–letter combinations
- 3a.22 identify grammatical information in shared and guided reading, for example recognising a clause as a complete message or thought expressed in words, noun–pronoun agreement, conjunctions [L]
- 3a.23 understand the variability of sound–letter matches
- 3a.24 know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines
- 3a.25 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

ESL scales links to the English syllabus

Students learning English as an additional language in Stage 1 will need support in developing their English language skills between **levels 1 and 5** on the Oral Interaction strand, **levels B1 and 3** on the Reading and Responding strand, and **levels B1 and 3** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Language and cultural understanding** and **Strategies** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

English • Stage 1

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to use language to make meaning and communicate appropriately and effectively according to audience and purpose

Outcome 4 – language features

A student:

- uses a range of sentence and text structures for different purposes and audiences

Students:

Speaking and Listening

- 4.1 discuss sentence structures and structures of different texts during joint and independent construction activities, according to the intended audience [L]
- 4.2 recognise and understand connections between different methods of communication and Standard Australian English, including home language, sign language and body language [L, PSC, DD, IU]

Reading and Viewing

- 4.3 recognise conjunctions, for example ‘and’, ‘but’, ‘so’, and understand that they join clauses in sentences [L]
- 4.4 recognise adjectives, adverbs, verbs, nouns and connectives in simple texts [L]
- 4.5 recognise the use of reported and quoted speech [L]
- 4.6 recognise common prefixes and suffixes and how they change a word’s meaning
- 4.7 identify how their own texts differ according to purpose, audience and subject matter [L]
- 4.8 identify the parts of a simple sentence that represent ‘What’s happening?’, ‘Who or what is doing or receiving the action?’ and the circumstances surrounding the action
- 4.9 understand patterns of repetition and contrast in simple texts
- 4.10 understand that different types of texts have identifiable text structures and language features that help the text serve its purpose
- 4.11 understand that the purposes texts serve shape their structure in predictable ways
- 4.12 understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms
- 4.13 recognise figurative language such as similes, metaphors, idiom and personification in texts and evaluate their effects [L]
- 4.14 recognise and discuss the use of creative word play, for example alliteration and onomatopoeia [L]

Writing and Representing

- 4.15 plan, review and compose simple imaginative and informative texts for a variety of purposes on familiar topics [L]
- 4.16 engage in joint and independent construction of various texts on familiar topics for known audiences [L]

English • Stage 1

- 4.17 use appropriate illustrations or diagrams to enhance writing [L]
- 4.18 construct sentences effectively using basic grammatical features and punctuation conventions, and integrate ideas appropriate to the type of text [L]
- 4.19 use compound words in imaginative and informative writing, for example ‘playground’ [L]
- 4.20 understand that simple connections can be made between ideas by using a compound sentence with two or more clauses and coordinating conjunctions

ESL scales links to the English syllabus

Students learning English as an additional language in Stage 1 will need support in developing their English language skills between **levels 1 and 5** on the Oral Interaction strand, **levels B1 and 3** on the Reading and Responding strand, and **levels B1 and 3** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Language and cultural understanding** and **Strategies** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

English • Stage 1

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to use language to make meaning and communicate appropriately and effectively according to audience and purpose

Outcome 4a – communicating and interacting

A student:

- uses a range of language forms and features to communicate and interact

Students:

Speaking and Listening

- 4a.1 interact with greater independence and in more extended ways with an increasing range of people
- 4a.2 adjust own communication according to audience and purpose [L]
- 4a.3 attend with focus to select information, for example for a task or project or to relate a partner's experience to the class, and to understand the viewpoints of others [L, PSC]
- 4a.4 experiment with a variety of communication strategies to indicate emotions and engage the audience, for example varying tone, volume and pace, making eye contact [L, PSC]
- 4a.5 experiment with different techniques in order to communicate with clarity [L]
- 4a.6 seek clarification from peers and teachers when something is not understood
- 4a.7 share opinions of texts read and viewed with peers and known adults [L]
- 4a.8 rehearse and deliver short presentations on familiar and new topics
- 4a.9 make short presentations using some introduced text structures and language, for example opening statements
- 4a.10 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
- 4a.11 use interactions skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace
- 4a.12 listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions
- 4a.13 engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions
- 4a.14 listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme
- 4a.15 explore different ways of expressing emotions, including verbal, visual, body language and facial expressions
- 4a.16 manipulate sounds in spoken words including phoneme deletion and substitution
- 4a.17 understand that there are different ways of asking for information, making offers and giving commands

English • Stage 1

- 4a.18 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
- 4a.19 understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others
- 4a.20 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
- 4a.21 identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs

Reading and Viewing

- 4a.22 recognise a range of purposes and audiences for spoken language according to context [L]
- 4a.23 ask specific questions about events and characters in text during shared reading [L]
- 4a.24 recognise organisational patterns and features of texts, particularly spoken texts [L]

Writing and Representing

- 4a.25 develop resources, including print and digital, to enhance planned presentations [ICT]
- 4a.26 jointly construct a range of written forms of communication, including emails and letters [L, ICT]

ESL scales links to the English syllabus

Students learning English as an additional language in Stage 1 will need support in developing their English language skills between **levels 1 and 5** on the Oral Interaction strand, **levels B1 and 3** on the Reading and Responding strand, and **levels B1 and 3** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Language and cultural understanding** and **Strategies** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

English • Stage 1

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to use language to make meaning and communicate appropriately and effectively according to audience and purpose

Outcome 5 – connections between texts

A student:

- recognises and understands basic similarities and differences within a limited range of texts

Students:

Speaking and Listening

- 5.1 discuss similarities encountered in a limited range of texts [L]
- 5.2 identify words or phrases that indicate whether an oral text is fact or fiction [L]
- 5.3 discuss a range of ideas and features in a limited range of texts [L]

Reading and Viewing

- 5.4 describe the characters from a narrative, their actions, dilemmas and qualities [L, CCT]
- 5.5 compare opinions about characters, events and settings in and between texts
- 5.6 discuss different texts on a similar topic, identifying similarities and differences between the texts
- 5.7 discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts
- 5.8 understand that texts can draw on a reader's or viewer's knowledge of texts to make meaning and enhance enjoyment, for example comparing fairytales [L]
- 5.9 recognise simple ways meaning in texts is shaped by purpose, audience and aspects of structure and perspective [L]
- 5.10 describe some differences between imaginative, informative and persuasive texts
- 5.11 identify the audience of imaginative, informative and persuasive texts

Writing and Representing

- 5.12 compose texts that integrate simple structural and language features appropriate to purpose and audience [L]
- 5.13 understand and identify specific terms that can be used to describe relationships between and among texts [L]
- 5.14 understand that different strategies can be used to present information across different types of texts [L]
- 5.15 experiment with simple visual, multimodal and digital processes to represent basic ideas encountered in texts [L, ICT]

ESL scales links to the English syllabus

Students learning English as an additional language in Stage 1 will need support in developing their English language skills between **levels 1 and 5** on the Oral Interaction strand, **levels B1 and 3** on the Reading and Responding strand, and **levels B1 and 3** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Language and cultural understanding** and **Strategies** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

English • Stage 1

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to express themselves and their relationships with others and their world

Outcome 6 – personal experience

A student:

- recognises and understands that texts can express aspects of their own experience [L]

Students:

Speaking and Listening

- 6.1 discuss the aspects of narrative such as setting and dialogue, making connections with students' own experiences [L]
- 6.2 discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences
- 6.3 relate personal experience and knowledge to their understanding of texts [L]
- 6.4 reflect on the experiences of others [L, PSC]

Reading and Viewing

- 6.5 draw on personal experience and knowledge to interpret characters, events and simple themes in stories [L]
- 6.6 understand that their own experience helps shape their responses to texts [L]

Writing and Representing

- 6.7 compose simple print, visual and digital texts that depict aspects of their own experience [L, ICT]
- 6.8 compose imaginative texts that draw on aspects of their own experience and texts encountered [L]

ESL scales links to the English syllabus

Students learning English as an additional language in Stage 1 will need support in developing their English language skills between **levels 1 and 5** on the Oral Interaction strand, **levels B1 and 3** on the Reading and Responding strand, and **levels B1 and 3** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Language and cultural understanding** and **Strategies** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

English • Stage 1

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to express themselves and their relationships with others and their world

Outcome 7 – the broader world

A student:

- engages with and responds to aspects of home and the wider community life in texts

Students:

Speaking and Listening

- 7.1 discuss issues of honesty, fairness and acceptable behaviour encountered in texts [L, CCT, EU]
- 7.2 discuss how depictions of characters in print, sound and images reflect the contexts in which they were created
- 7.3 discuss the meanings of traditional tales and Aboriginal and Torres Strait Islander stories [L, ATSI, IU]
- 7.4 discuss issues related to using the internet and a variety of websites, emails and social media, as well as aspects of appropriate etiquette [L, ICT]
- 7.5 discuss how to seek help with internet use from known adults such as teachers and parents [ICT]

Reading and Viewing

- 7.6 view short films, documentaries and digital texts that include issues related to their world, including home life and the wider community [L, ICT]
- 7.7 respond to texts drawn from a range of cultures and experiences
- 7.8 recognise textual features related to community life, including written texts, graphics, diagrammatic representations of ideas and information, illustrations and captions [L]

Writing and Representing

- 7.9 compose written, visual, multimodal and digital texts based on aspects of home and community life [L, ICT]
- 7.10 use visual, multimodal and digital texts to represent aspects of home and community life [L, ICT]
- 7.11 understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning

ESL scales links to the English syllabus

Students learning English as an additional language in Stage 1 will need support in developing their English language skills between **levels 1 and 5** on the Oral Interaction strand, **levels B1 and 3** on the Reading and Responding strand, and **levels B1 and 3** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Language and cultural understanding** and **Strategies** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

English • Stage 1

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to learn and reflect on their learning through their study of English

Outcome 8 – reflecting on learning

A student:

- reflects on and assesses their own and others' learning

Students:

Speaking and Listening

- 8.1 begin to identify how their skills help them improve their own communication [L]
- 8.2 develop and use active listening behaviours in pair and group work and whole class discussions [L, PSC]
- 8.3 jointly develop criteria for assessing their own and others' presentations with teacher guidance [L, CCT]
- 8.4 understand how their skills in language use help them to make sense of texts [L]
- 8.5 identify strategies they have found helpful during speaking, listening, reading, writing, and/or viewing and representing activities, for example writing conferences, class charts [L]

Reading and Viewing

- 8.6 read and view imaginative and informative texts that provide positive ideas, information and stories on how others learn, including the stories of significant Australians and their learning experiences [L, DD]
- 8.7 reflect on own reading, for example regularity of reading, types of texts and content, and plans for future reading [L]

Writing and Representing

- 8.8 identify elements of their writing that need improvement using feedback from teacher and peers [L]
- 8.9 recognise some different purposes and audiences for their writing [L]
- 8.10 produce pieces of published writing to meet criteria identified by teacher [L]
- 8.11 proofread and correct their writing using a simple checklist or relevant guiding questions [L]
- 8.12 reread students' own texts and discuss possible changes to improve meaning, spelling and punctuation
- 8.13 reread and edit text for spelling, sentence-boundary punctuation and text structure

ESL scales links to the English syllabus

Students learning English as an additional language in Stage 1 will need support in developing their English language skills between **levels 1 and 5** on the Oral Interaction strand, **levels B1 and 3** on the Reading and Responding strand, and **levels B1 and 3** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Language and cultural understanding** and **Strategies** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

7.4 Content for Stage 2

 consult

English • Stage 2

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to think in ways that are imaginative, creative, critical and interpretive

Outcome 1 – thinking creatively and critically

A student:

- engages imaginatively, creatively and critically with experience, familiar topics and ideas to respond to and compose a widening range of texts

Students:

Speaking and Listening

- 1.1 explain personal opinions, citing considered reasons to support views [L, CCT]
- 1.2 communicate with confidence in a range of contexts, including small groups, whole class discussion and in structured situations, for example reporting, describing, recording, explaining and interviewing [L]
- 1.3 speculate and discuss ideas drawn from experience and texts to inform and persuade [L]
- 1.4 demonstrate active listening behaviours for a range of purposes, including information, and for features such as tone and voice control [L]
- 1.5 discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the author's reasons
- 1.6 discuss literary experiences with others, sharing responses and expressing a point of view

Reading and Viewing

- 1.7 read, view and interpret a range of more challenging imaginative, informative and persuasive texts [L]
- 1.8 develop criteria for establishing personal preferences for literature
- 1.9 read and respond to Australian literature and literature from other countries and times [L, IU]
- 1.10 select a wide range of texts to read independently for enjoyment and pleasure [L]
- 1.11 respond to a variety of texts and share their experiences

Writing and Representing

- 1.12 use visual representations, including those digitally produced, to represent ideas, experience and information for different purposes and audiences [L, ICT]
- 1.13 independently compose a range of print, visual, multimodal and digital texts for enjoyment [L, ICT]
- 1.14 use written language as part of multimodal texts [L, ICT]
- 1.15 engage in joint writing and independent activities to express with confidence increasingly complex ideas and opinions on a range of topics [L]
- 1.16 create literary texts that explore students' own experiences and imagining

English • Stage 2

- 1.17 justify interpretations of a text, including characters, information and ideas, for example ‘The main character is selfish because ...’ [L, CCT]
- 1.18 demonstrate understanding of increasingly complex ideas, topics and aspects of own experiences through role play, simulation and drama [L]

ESL scales links to the English syllabus

Students learning English as an additional language in Stage 2 will need support in developing their English language skills between **levels 1 and 6** on the Oral Interaction strand, **levels B1 and 5** on the Reading and Responding strand, and **levels B1 and 5** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Language and cultural understanding** and **Strategies** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

English • Stage 2

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to respond to and compose a wide range of texts, including the close study of texts

Outcome 2 – engaging with texts

A student:

- engages with and composes a widening range of texts for understanding and pleasure

Students:

Speaking and Listening

- 2.1 respond to a range of texts for pleasure and enjoyment, and express thoughtful conclusions on the merits of those texts [L, CCT]
- 2.2 discuss how composers create effective characters and settings using language and other features [L]
- 2.3 demonstrate understanding of complex ideas and issues in texts through dramatic representation, role play and simulations [L]

Reading and Viewing

- 2.4 use context as a strategy to predict and self-correct when reading texts, for example the context of individual words, illustrations and diagrammatic representations [L]
- 2.5 identify the point of view in a text and suggest alternative points of view
- 2.6 explore the effects 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
- 2.7 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
- 2.8 analyse how diagrammatic representation contributes to texts' meaning, including tables, charts and diagrams [L]
- 2.9 explore multimodal texts and build vocabulary to describe visual elements and techniques [L, ICT]
- 2.10 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
- 2.11 identify the audience and purpose of imaginative, informative and persuasive texts
- 2.12 read fluently with purpose and expression following practice and feedback from peers [L]
- 2.13 identify and discuss information found in print and electronic media and advertising [L, EU, ICT]
- 2.14 select, read, view, discuss and reflect on a range of favourite texts, identifying effective features of some texts [L]

Writing and Representing

- 2.15 innovate and experiment with imaginative texts by changing aspects such as the time and place of the setting, adding characters or changing their qualities, offering an alternative point of view, adapting rhythm, rhyme and mood, sound effects and dialogue [L]

English • Stage 2

- 2.16 create literary texts by developing storylines, characters and settings
- 2.17 jointly and independently construct a range of imaginative, informative and persuasive texts for different purposes and audiences across a range of topics [L]
- 2.18 create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle
- 2.19 jointly alter texts for different purposes and effects, taking into account different audiences [L]

ESL scales links to the English syllabus

Students learning English as an additional language in Stage 2 will need support in developing their English language skills between **levels 1 and 6** on the Oral Interaction strand, **levels B1 and 5** on the Reading and Responding strand, and **levels B1 and 5** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Language and cultural understanding** and **Strategies** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

English • Stage 2

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to respond to and compose a wide range of texts, including the close study of texts

Outcome 3 – responding to and composing texts

A student:

- uses an integrated range of vocabulary, spelling, grammar, punctuation and other skills to respond to and compose different types of texts in a variety of mediums and technologies

Students:

Speaking and Listening

- 3.1 discuss and evaluate specific strategies for composing different texts for different purposes and audiences, and the effectiveness of these strategies [L]
- 3.2 discuss specific spelling, grammar and punctuation strategies and their effectiveness according to audience and purpose [L]
- 3.3 respond to others' explanations of strategies for composing texts, identifying relevant strategies for their own composing [L]
- 3.4 discuss issues related to using the internet, emails, mobile phones and social media, as well as aspects of appropriate etiquette [L, ICT, CC, EU]
- 3.5 use digital texts for research and enjoyment purposes and understand the concept of being a responsible digital citizen [L, CC, ICT]

Reading and Viewing

- 3.6 understand how adverbials (adverbs and prepositional phrases) work in different ways to provide circumstantial details about an activity
- 3.7 recognise how quotation marks are used in texts to signal dialogue, titles and reported speech
- 3.8 understand differences between the language of opinion and feeling and the language of factual reporting or recording
- 3.9 understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense
- 3.10 understand that the meaning of sentences can be enriched through the use of noun and verb groups and prepositional phrases

Writing and Representing

- 3.11 use a range of strategies to spell familiar and unfamiliar words, for example knowledge of letter–sound correspondences and common letter patterns [L]
- 3.12 find the meaning of unknown words in reference sources, for example dictionaries and thesauruses [L]
- 3.13 demonstrate awareness of the ways to determine the meaning of unknown words [L]
- 3.14 write a wider range of text types using appropriate structural stages [L]
- 3.15 write more involved, complex and extended texts, for example procedures, descriptions and information reports [L]

English • Stage 2

- 3.16 write a range of imaginative texts, including poetry [L]
- 3.17 write simple sequential explanations and responses [L, ICT]
- 3.18 express a point of view in writing with supporting arguments [L]
- 3.19 recognise homophones and know how to use context to identify correct spelling
- 3.20 apply knowledge of spelling conventions and strategies to their own writing, especially when attempting unknown or difficult words [L]
- 3.21 understand how to use sound–letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example ‘tion’
- 3.22 understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters
- 3.23 incorporate new vocabulary from a range of sources into students’ own texts including vocabulary encountered in research
- 3.24 learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs
- 3.25 examine how evaluative language can be varied to be more or less forceful
- 3.26 understand that a clause is a unit of meaning usually containing a subject and a verb and that these need to be in agreement

Handwriting

- 3.27 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
- 3.28 use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements
- 3.29 write using joined letters that are clearly formed and consistent in size
- 3.30 write using clearly-formed joined letters, and develop increased fluency and automaticity

ESL scales links to the English syllabus

Students learning English as an additional language in Stage 2 will need support in developing their English language skills between **levels 1 and 6** on the Oral Interaction strand, **levels B1 and 5** on the Reading and Responding strand, and **levels B1 and 5** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Language and cultural understanding** and **Strategies** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

English • Stage 2

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to respond to and compose a wide range of texts, including the close study of texts

Outcome 3a – reading skills and strategies

A student:

- uses an integrated range of skills and strategies to read, view and interpret texts in a variety of mediums and technologies

Students:

Speaking and Listening

- 3a.1 discuss how writers and composers of texts engage the interest of the reader or viewer [L]
- 3a.2 discuss the grammatical and structural features of texts [L]
- 3a.3 interpret ideas and information in texts using group discussion skills, for example rephrasing to clarify meaning, guiding discussion by assuming the role of group leader [L]

Reading and Viewing

- 3a.4 independently read and view a wide range of texts on increasingly challenging topics [L]
- 3a.5 access the meaning of texts through an increasing range of strategies, including predicting, rereading, visual cues [L]
- 3a.6 read texts, including poems and scripted drama, using appropriate expression, for example pitch, pause, emphasis and attending to punctuation [L]
- 3a.7 use a range of self-correction strategies when reading for meaning, for example sounding out, looking at a word in context, rereading, reading on, referring back, pausing and subvocalising [L]
- 3a.8 use a variety of graphological and phonological strategies to respond to texts, for example knowledge of homonyms and contractions, and of irregular multisyllabic words [L]
- 3a.9 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
- 3a.10 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
- 3a.11 know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters
- 3a.12 recognise high frequency sight words
- 3a.13 use graphological and phonological strategies, including knowledge of syllables, word families and common prefixes, when reading to make meaning [L]
- 3a.14 use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts
- 3a.15 use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features

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- 3a.16 interpret an increasingly wide range of visual texts, including maps, tables, diagrams and animation, and understand the key ideas [L, ICT]
- 3a.17 use headings to locate information when scanning a text [L]
- 3a.18 select informative texts to locate specific information [L]
- 3a.19 skim print texts for key ideas using headings, subheadings, layout and graphics [L]
- 3a.20 investigate how the organisation of texts, including online texts, can be used to predict content and assist navigation, for example chapters, headings, subheadings, home pages [L, ICT]
- 3a.21 use keywords to confirm predictions and locate specific information [L]
- 3a.22 locate information from a wide range of texts, including digital texts [L, ICT]
- 3a.23 identify the features of online texts that enhance navigation
- 3a.24 identify features of online texts that enhance readability including text, navigation, links, graphics and layout
- 3a.25 participate in online searches for information using navigation tools and discussing similarities and differences between print and digital information [L, ICT]
- 3a.26 identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments
- 3a.27 respond to a wide range of written, visual and digital texts to make inferences about ideas in texts [L, ICT, CCT]

ESL scales links to the English syllabus

Students learning English as an additional language in Stage 2 will need support in developing their English language skills between **levels 1 and 6** on the Oral Interaction strand, **levels B1 and 5** on the Reading and Responding strand, and **levels B1 and 5** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Language and cultural understanding** and **Strategies** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

English • Stage 2

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to use language to make meaning and communicate appropriately and effectively according to audience and purpose

Outcome 4 – language features

A student:

- demonstrates awareness of and uses a range of sentence and text structures for different purposes and audiences

Students:

Speaking and Listening

- 4.1 discuss how the purpose and intended audience of texts influence choice of language forms and features and structures [L]
- 4.2 use metalanguage to describe the effects of ideas, text structures and language features of literary texts
- 4.3 contribute to discussions about the intended audience and structure of a range of texts during joint and independent construction activities [L]
- 4.4 make increasingly complex connections between different methods of communication and Standard Australian English, including home language, sign language and body language [L, PSC, DD, IU]
- 4.5 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

Reading and Viewing

- 4.6 identify clause structure in terms of subject, verb, object [L]
- 4.7 recognise cohesive links in a text, for example referring words, pronouns [L]
- 4.8 understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives
- 4.9 recognise that subject–verb agreement in terms of person and number is essential for accurate sentence structures [L]
- 4.10 identify additional elements in noun groups, for example article ('the'), numbering adjective ('three'), describing adjective ('beautiful'), and how to build a noun group [L]
- 4.11 identify how each stage of a text contributes to the overall impact on the reader or viewer and how this impact can be adjusted and augmented, for example using the evaluation stage of narrative to build suspense [L]
- 4.12 understand that paragraphs are a key organisational feature of written texts
- 4.13 understand how different types of texts vary in use of language choices, depending on their function and purpose, for example tense, mood, and types of sentences
- 4.14 identify the conventions of digital texts [L, ICT]
- 4.15 recognise and discuss the use of figurative language such as similes, metaphors, idiom and personification in texts, and evaluate their effects [L]

Writing and Representing

- 4.16 compose texts using effective sentence structures, grammatical features and punctuation conventions [L]
- 4.17 investigate how quoted (direct) and reported (indirect) speech work in different types of text
- 4.18 compose well-constructed sentences using grammatical features for specific purposes, for example reported and quoted speech in narratives, structure of noun groups in information reports, past tense in recounts, use of relating verbs in descriptions, use of modality in exposition [L]
- 4.19 jointly and independently construct a range of texts and jointly alter texts to take into account different purposes and audiences [L]
- 4.20 plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose
- 4.21 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
- 4.22 identify different topics that can be selected for writing, for example familiar/unfamiliar, everyday/technical, personal/objective [L]
- 4.23 use simple examples of direct speech, for example ‘I want to go home’, and indirect speech, for example ‘Kim said she wanted to go home’, in their writing [L]

ESL scales links to the English syllabus

Students learning English as an additional language in Stage 2 will need support in developing their English language skills between **levels 1 and 6** on the Oral Interaction strand, **levels B1 and 5** on the Reading and Responding strand, and **levels B1 and 5** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Language and cultural understanding** and **Strategies** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

English • Stage 2

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to use language to make meaning and communicate appropriately and effectively according to audience and purpose

Outcome 4a – communicating and interacting

A student:

- demonstrates awareness of and uses a range of language forms and features to communicate and interact effectively with different audiences

Students:

Speaking and Listening

- 4a.1 communicate in school and in social contexts on topics across the curriculum [L]
- 4a.2 interact effectively in groups or pairs, adopting a range of roles [PSC]
- 4a.3 identify the effect of purpose and audience on spoken texts and distinguish between different varieties of English [L]
- 4a.4 identify structural patterns and language features of spoken texts [L]
- 4a.5 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
- 4a.6 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
- 4a.7 understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase
- 4a.8 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
- 4a.9 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
- 4a.10 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
- 4a.11 understand the different roles in a formal debate
- 4a.12 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
- 4a.13 use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently
- 4a.14 plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences
- 4a.15 use a range of skills to enhance presentations, eg palm cards, posters, costumes, digital tools [L, ICT]

English • Stage 2

4a.16 plan and deliver short presentations, providing some key details in logical sequence

4a.17 listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations

4a.18 guide discussions by taking on the role of group leader [PSC]

4a.19 retell or perform part of a story from a character’s point of view [L]

4a.20 use different forms of communication and adjust relevant skills in different situations, for example face-to-face conversation, phone, radio, video conferencing and other digital technologies [L, ICT]

4a.21 develop an understanding of technologies available for hearing and visually impaired people [ICT, DD]

Reading and Viewing

4a.22 share a review of texts read and viewed, identifying favourite elements and making recommendations for suitable audiences [L]

4a.23 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

4a.24 identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text

4a.25 recognise rhyme, syllables and rhythm when reading a poem [L]

Writing and Representing

4a.26 develop resources to enhance planned presentations, for example use of palm cards and multimedia tools [ICT]

4a.27 jointly and independently construct a range of written forms of communication demonstrating emerging awareness of conventions, for example email etiquette [L, ICT]

ESL scales links to the English syllabus

Students learning English as an additional language in Stage 2 will need support in developing their English language skills between **levels 1 and 6** on the Oral Interaction strand, **levels B1 and 5** on the Reading and Responding strand, and **levels B1 and 5** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Language and cultural understanding** and **Strategies** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

English • Stage 2

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to use language to make meaning and communicate appropriately and effectively according to audience and purpose

Outcome 5 – connections between texts

A student:

- recognises and understands that texts can have similarities and differences

Students:

Speaking and Listening

- 5.1 compose texts that make connections with other texts [L]
- 5.2 identify some textual features, discuss similarities and differences between a range of texts, and explain how they help readers and viewers to understand texts [L]
- 5.3 identify purposes for listening in a variety of formal and informal situations [L]
- 5.4 discuss how key ideas and features encountered in a range of texts are presented [L]

Reading and Viewing

- 5.5 compare texts that are organised differently according to their purpose [L]
- 5.6 identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts
- 5.7 identify similarities and differences in structural and language features of texts produced in different media [L]
- 5.8 compare texts that deal with similar topics or the same topic, for example a television news report and a newspaper report on the same topic [L, CCT]
- 5.9 recognise basic ways texts draw on a reader's or viewer's knowledge of texts to make meaning and enhance enjoyment [L]
- 5.10 understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience
- 5.11 recognise basic ways meaning in texts is shaped by purpose, audience and aspects of structure, style and perspective [L]

Writing and Representing

- 5.12 compose texts that integrate structural and language features of other texts appropriate to purpose and audience [L]
- 5.13 create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue
- 5.14 experiment with visual, multimodal and digital processes to represent ideas encountered in texts [L, ICT]

ESL scales links to the English syllabus

Students learning English as an additional language in Stage 2 will need support in developing their English language skills between **levels 1 and 6** on the Oral Interaction strand, **levels B1 and 5** on the Reading and Responding strand, and **levels B1 and 5** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Language and cultural understanding** and **Strategies** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

English • Stage 2

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to express themselves and their relationships with others and their world

Outcome 6 – personal experience

A student:

- recognises and understands that texts can express a range of experiences similar to and different from their own

Students:

Speaking and Listening

- 6.1 respond to and reflect on the experiences and relationships of others [L, PSC]
- 6.2 identify and discuss the experiences represented in print, visual and digital texts [L, ICT]

Reading and Viewing

- 6.3 recognise how characters, actions and events in narratives engage the reader or viewer [L]
- 6.4 recognise, reflect on and explain connections between their own experience and experiences encountered in texts [L]
- 6.5 understand how aspects of personal perspective influence responses to texts [L]

Writing and Representing

- 6.6 use narrative and other types of texts, for example simple poetry, to express themselves and their relationships in print, visual and digital texts [L, ICT]
- 6.7 compose written, oral, visual and/or digital texts that depict aspects of their own and the broader world [L, ICT]
- 6.8 experiment with visual, multimodal and digital technologies to represent aspects of experience and relationships [L, ICT]
- 6.9 use aspects of personal experience to compose simple, imaginative, persuasive and critical texts [L]
- 6.10 discuss, write and represent aspects of own experience, ideas, topics and texts in print, visual, multimodal and digital mediums [L, ICT]

ESL scales links to the English syllabus

Students learning English as an additional language in Stage 2 will need support in developing their English language skills between **levels 1 and 6** on the Oral Interaction strand, **levels B1 and 5** on the Reading and Responding strand, and **levels B1 and 5** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Language and cultural understanding** and **Strategies** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

English • Stage 2

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to express themselves and their relationships with others and their world

Outcome 7 – the broader world

A student:

- engages with and responds to aspects of the broader world expressed in texts

Students:

Speaking and Listening

- 7.1 describe and discuss issues of honesty, fairness and acceptable behaviour encountered in texts [L, CCT]
- 7.2 discuss how different perspectives influence responses to texts, including narratives [L]
- 7.3 discuss how people from different times and cultures may respond differently to characters, actions and events in texts [L, DD, IU]
- 7.4 discuss appropriate internet, email and social media use and appropriate etiquette [ICT]
- 7.5 discuss how to seek help with internet use from known adults such as teachers and parents [ICT]

Reading and Viewing

- 7.6 recognise some ways that texts depict aspects of culture through use of language, symbols and images [L, IU]
- 7.7 recognise some ways that stories depict Australians who are significant at a local and broader level
- 7.8 engage with Aboriginal and Torres Strait Islander literature and literature from a range of cultures [L, ATSI, IU]
- 7.9 view and respond to short films, documentaries and digital texts that express familiar and new aspects of the broader world [L, ICT]

Writing and Representing

- 7.10 compose a range of texts that demonstrate thoughtful interaction with their own and the broader world, including diary entries and observations about people, places and events, music and movie reviews and imaginative writing reflecting on aspects of their world [L]
- 7.11 use visual, multimodal and digital processes to represent own opinions and feelings about their relationships and aspects of their own and the broader world [L, ICT]

ESL scales links to the English syllabus

Students learning English as an additional language in Stage 2 will need support in developing their English language skills between **levels 1 and 6** on the Oral Interaction strand, **levels B1 and 5** on the Reading and Responding strand, and **levels B1 and 5** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Language and cultural understanding** and **Strategies** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

English • Stage 2

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to learn and reflect on their learning through their study of English

Outcome 8 – reflecting on learning

A student:

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

Students:

Speaking and Listening

- 8.1 set personal goals for communicating with others [L, PSC]
- 8.2 jointly develop criteria for assessing their own and others' presentations [L, CCT]
- 8.3 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]
- 8.4 identify how their skills and strategies as viewers, writers, readers, speakers and/or listeners help them to become competent language users and makers [L]
- 8.5 describe how some of their skills in speaking, listening, reading, writing, viewing and/or representing help their development as language learners [L]
- 8.6 discuss how texts, including their own, are adjusted to relate to different readers, how they develop the subject matter and how they serve a wide variety of purposes [L]

Reading and Viewing

- 8.7 read and view imaginative, informative and critical texts that provide positive ideas, information and stories on how others learn in different contexts, including the stories of significant Australians and their learning experiences [L]
- 8.8 reflect on their own reading and identify the qualities of texts that have contributed to their enjoyment [L]
- 8.9 reread and review own texts during and after writing to check accuracy, consistency of meaning and appropriateness for purpose [L]
- 8.10 reflect on the usefulness of sources, including digital sources when researching topics [ICT, CCT]

Writing and Representing

- 8.11 make simple revisions to improve the content, clarity and interest of their writing [L]
- 8.12 adjust their writing to suit different purposes and audiences [L]
- 8.13 reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation
- 8.14 reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure
- 8.15 evaluate how their own texts have been structured to achieve their purpose and to ensure text cohesion and effective language choices [L]
- 8.16 revise texts to check and improve meaning, deleting information or adding new information [L]
- 8.17 produce revised draft pieces of writing to meet identified criteria [L]

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8.18 proofread and correct their writing using more comprehensive checklists [L]

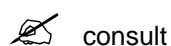
8.19 show awareness of how to acknowledge sources of information in texts [L, EU]

ESL scales links to the English syllabus

Students learning English as an additional language in Stage 2 will need support in developing their English language skills between **levels 1 and 6** on the Oral Interaction strand, **levels B1 and 5** on the Reading and Responding strand, and **levels B1 and 5** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Language and cultural understanding** and **Strategies** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

7.5 Content for Stage 3



English • Stage 3

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to think in ways that are imaginative, creative, critical and interpretive

Outcome 1 – thinking creatively and critically

A student:

- engages imaginatively, creatively and critically with experience, challenging topics, ideas and points of view to respond to and compose an increasingly diverse range of texts

Students:

Speaking and Listening

- debate and justify ideas drawn from experience and texts in order to inform and persuade [L, CCT]
- justify personal opinions by citing evidence, negotiating with others and recognising opinion presented as fact [L, PSC]
- experiment with a range of techniques to communicate clearly and persuasively on a range of topics according to context, purpose and audience [L, CCT]
- engage with increasing confidence in a wide variety of communication activities for a range of purposes, including debates, formal talks, interviews, explanations, anecdotes and recitations [L]
- participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions
- demonstrate understanding of challenging topics, ideas and own experience through role play, simulation and drama [L]
- hypothesise, speculate and discuss ideas using a range of mediums [L, ICT]
- formulate questions for specific purposes, including to clarify, hypothesise, analyse, evaluate and reflect [L, CCT]

Reading and Viewing

- critically interpret sustained and challenging imaginative, informative and persuasive texts that contain increasing levels of technicality and abstraction, including extended novels and complex information reports [L, CCT]
- recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses
- justify own preferences for a particular interpretation of a text, referring to text details and own knowledge and experience [L]
- discuss the impact of the narrative voice on the empathy and engagement of the audience [L]
- read and view a wide range of self-selected texts for enjoyment, and share responses in a variety of contexts, including group work [L]

- 1.14 read, view and respond to a wide range of Australian literature, both contemporary and from the past, critically, interpretively and for interest and enjoyment, for example classics, short stories, ballads, verse and songs which reflect Australia’s history [L, CCT]
- 1.15 read, view and respond to literature from other countries and times, both classical and contemporary [L, DD, IU]
- 1.16 understand how to move beyond making bare assertions and take account of differing perspectives and points of view
- 1.17 interpret a wide variety of more complex material with increasing autonomy, for example digital texts, performance texts, visual texts, maps, charts, diagrams, graphs [L, ICT]

Writing and Representing

- 1.18 engage in joint writing and independent writing activities to express with confidence increasingly well-considered and complex ideas and opinions on challenging topics [L]
- 1.19 evaluate the effectiveness of texts encountered [L]
- 1.20 compose a range of short and sustained texts for pleasure and enjoyment [L]
- 1.21 use visual representations, including those digitally produced, to represent complex ideas, experiences and information for different purposes and audiences [L, ICT]
- 1.22 independently compose a range of print, visual, multimodal and digital texts for humour and enjoyment [L, ICT]
- 1.23 use written language as part of multimodal texts to convey complex ideas and information [L, ICT]

ESL scales links to the English syllabus

Students learning English as an additional language in Stage 3 will need support in developing their English language skills between **levels 1 and 8** on the Oral Interaction strand, **levels B1 and 7** on the Reading and Responding strand, and **levels B1 and 7** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Language and cultural understanding** and **Strategies** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

English • Stage 3

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to respond to and compose a wide range of texts, including the close study of texts

Outcome 2 – engaging with texts

A student:

- engages with and composes increasingly diverse texts for understanding, analysis, imaginative expression and pleasure

Students:

Speaking and Listening

- 2.1 respond to a diverse range of print, digital and multimodal texts for enjoyment, articulating thoughtful and insightful conclusions about the merits of those texts [L, ICT]
- 2.2 interpret and discuss how information is organised and presented differently in a variety of texts, including picture books, comic strips and digital texts, to engage the audience [L, ICT]
- 2.3 demonstrate increasingly complex understanding of specific aspects of texts through dramatic representation, role plays and simulations of characters, events and main ideas [L]

Reading and Viewing

- 2.4 read and view more demanding texts that contain increasing levels of complexity and abstraction, including extended novels and informative texts [L]
- 2.5 identify narrative voice and discuss the impact of first- and third-person narration on the reader/viewer [L]
- 2.6 access the meaning of increasingly challenging print, multimodal and digital texts [L, ICT]
- 2.7 identify specific film techniques used in narratives, television shows and short documentaries [L, ICT]
- 2.8 understand how texts vary in purpose, structure and topic as well as the degree of formality
- 2.9 analyse how text structures and language features work together to meet the purpose of a text
- 2.10 select, read, view and discuss a range of favourite texts, identifying effective stylistic features of those texts [L]
- 2.11 identify the relationship between features of narratives and poems, for example words, sounds, imagery and structural patterns [L]
- 2.12 identify and discuss information found in print and electronic media and advertising, evaluating how this information is represented [L, EU, ICT]

Writing and Representing

- 2.13 compose informative texts that experiment with language, visual and digital features and different structures to represent ideas, points of view and experiences [L, ICT]
- 2.14 create literary texts that experiment with structures, ideas and stylistic features of selected authors
- 2.15 create literary texts that adapt or combine aspects of texts students have experienced in innovative ways

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- 2.16 create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced
- 2.17 experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice [L]
- 2.18 understand, interpret and experiment with the use of imagery in narratives, poetry, songs, anthems and odes, for example similes, metaphors, personification and sound devices such as alliteration [L]

ESL scales links to the English syllabus

Students learning English as an additional language in Stage 3 will need support in developing their English language skills between **levels 1 and 8** on the Oral Interaction strand, **levels B1 and 7** on the Reading and Responding strand, and **levels B1 and 7** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Language and cultural understanding** and **Strategies** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

English • Stage 3

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to respond to and compose a wide range of texts, including the close study of texts

Outcome 3 – responding to and composing texts

A student:

- identifies and uses a diverse range of reading, vocabulary, spelling, grammar, punctuation and other skills to respond to and compose a wide range of texts in different mediums and technologies

Students:

Speaking and Listening

- 3.1 discuss and evaluate skills and strategies used to compose their own and others' texts [L]
- 3.2 discuss strategies to compose texts, identifying specific strategies relevant to their own context [L]
- 3.3 discuss and evaluate specific spelling, grammar and punctuation strategies [L, CCT]
- 3.4 understand that the pronunciation, spelling and meanings of words have histories and change over time

Reading and Viewing

- 3.5 access the meaning of increasingly challenging texts using a range of strategies such as predicting, rereading, re-viewing, making notes, skimming, scanning, reading on [L]
- 3.6 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 subheading
- 3.7 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
- 3.8 adjust reading strategies according to the type of text and its purpose, for example scan for information in informative texts, identify keys or symbols when reading a diagram, examine pictures and written text when reading picture books [L]
- 3.9 identify and locate increasingly complex information and resources using digital technologies and reliable sources through refined searches [L, ICT]
- 3.10 demonstrate high-order word recognition skills, including knowledge of word origins and morphology [L]
- 3.11 investigate how clauses can be combined in a variety of ways to elaborate, extend or explain ideas
- 3.12 read aloud with expression, pause and emphasis appropriate to the text and context of audience [L]
- 3.13 use digital texts for research and enjoyment purposes and understand the concept of being a responsible digital citizen [L, CC, ICT]
- 3.14 navigate and read texts for specific purposes applying appropriate texts processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning

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- 3.15 use comprehension strategies to interpret and analyse information, integrating and linking ideas from a variety of print and digital sources
- 3.16 use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts
- 3.17 explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations
- 3.18 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

Writing and Representing

- 3.19 compose a range of texts, including detailed literary and factual descriptions, procedures, researched recounts, explanations, and reports involving increased technical language [L]
- 3.20 compose a range of poems and other imaginative texts [L]
- 3.21 compose texts using sustained arguments and discussions supported by evidence [L]
- 3.22 use grammatical features to further develop meaning, including reference links, word chains, adverbial and adjectival phrases [L]
- 3.23 use evaluative language effectively in persuasive texts
- 3.24 use new words for concepts, for example 'sorrowful' for 'sad' [L]
- 3.25 increasingly use appropriate content and technical vocabulary when composing texts about specific topics [L]
- 3.26 analyse strategies authors use to influence readers
- 3.27 recognise uncommon plurals, for example 'foci'
- 3.28 use increasingly complex research data from print and digital sources to compose short and sustained texts [L, ICT]
- 3.29 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
- 3.30 understand how to use banks of known words as well as word origins, prefixes, suffixes and morphemes to learn and spell new words
- 3.31 research changes in word usage and meaning over time, including exploring words from a range of cultures [L, IU]
- 3.32 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
- 3.33 understand the difference between main and subordinate clauses and how these can be combined to create complex sentences through subordinating conjunctions to develop and expand ideas
- 3.34 understand the use of commas to separate clauses
- 3.35 understand how possession is signalled through apostrophes and how to use apostrophes of possession for common and proper nouns

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Handwriting

- 3.36 use a range of appropriate strategies when writing, using NSW Foundation Style as appropriate, for example correct pencil grip and body posture while emphasising size, shape, slope, correct use of alternative writing tools [L]
- 3.37 develop a handwriting style that is becoming legible, fluent and automatic
- 3.38 develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose
- 3.39 use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements
- 3.40 use a range of software, including word processing programs, learning new functions as required to create texts
- 3.41 use a range of digital technologies and applications, written text, images, sound and animation appropriate to the text being composed [L, ICT]

ESL scales links to the English syllabus

Students learning English as an additional language in Stage 3 will need support in developing their English language skills between **levels 1 and 8** on the Oral Interaction strand, **levels B1 and 7** on the Reading and Responding strand, and **levels B1 and 7** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Language and cultural understanding** and **Strategies** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

English • Stage 3

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to use language to make meaning and communicate appropriately and effectively according to audience and purpose

Outcome 4 – language features

A student:

- uses language forms and features and structures of texts to communicate and interact effectively for a range of purposes and audiences

Students:

Speaking and Listening

- 4.1 interact with autonomy in pairs and groups of various sizes and composition [PSC]
- 4.2 discuss how the intended audience, structure and context of an extended range of texts influence responses to texts [L]
- 4.3 discuss the ways in which spoken language differs from written language according to purpose, audience and context [L]
- 4.4 communicate effectively with a variety of audiences on challenging topics [L]
- 4.5 use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes
- 4.6 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
- 4.7 plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements
- 4.8 plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audience and purposes, making appropriate choices for modality and emphasis
- 4.9 develop presentation skills, for example using visual or digital aids to support presentation, engaging an audience, dealing with questions from the floor, speaking with clarity to the whole class, assembly or visitors [L, ICT]
- 4.10 present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others

Reading and Viewing

- 4.11 use a comprehensive range of skills and strategies appropriate to the text being read or viewed [L]
- 4.12 read and view independently an extensive range of texts with increasing content demands [L]
- 4.13 interpret picture books, comic strips and sequences of digital images which do not contain written text [L, ICT]
- 4.14 recognise the use and effects of tense in different types of texts [L]
- 4.15 recognise the ways composers use a range of language features, including connectives, topic sentences, preview of what is to come and the passive voice, to achieve their purposes [L]

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- 4.16 understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes
- 4.17 recognise figurative language such as similes, metaphors, idiom and personification in texts, and evaluate their effects [L]
- 4.18 recognise evaluative language, including emotive, judgemental and critical word choices, modality, intensifying or diminishing language
- 4.19 recognise how grammatical features help to build meaning in texts, including reference links, word chains, adverbial and adjectival phrases [L]
- 4.20 recognise that knowledge of text structures and organisation can be used to predict and make meaning from texts [L]
- 4.21 recognise the use and effects of multimodal elements in various multimedia texts, for example animation, voice-overs, sound effects, framing, close-ups [L, ICT]

Writing and Representing

- 4.22 select and develop resources to enhance planned presentations
- 4.23 independently construct a range of written texts to communicate with a variety of audiences, demonstrating increasing awareness of conventions, including email etiquette [L, ICT]
- 4.24 compose increasingly complex print, visual, multimodal and digital texts in frequent joint and independent activities, experimenting with language, design, layout and graphics [L, ICT]
- 4.25 spell most common words accurately, using a range of strategies to spell unfamiliar words [L]
- 4.26 plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience
- 4.27 plan own writing through discussion with others, making notes, lists or drawing diagrams, locating resources and accessing information [L, PSC]
- 4.28 understand how noun and adjective groups can be expanded in a variety of ways to provide a fuller description of the person, thing or idea
- 4.29 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
- 4.30 understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverbials
- 4.31 understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts
- 4.32 investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion
- 4.33 recognise and use prepositions in their writing, for example ‘throughout the story’ and ‘underneath the bed’, to enhance meaning [L]
- 4.34 understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English
- 4.35 understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships

English • Stage 3

- 4.36 understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects
- 4.37 understand the uses of objective and subjective language and bias
- 4.38 understand that cohesive links can be made in texts by omitting or replacing words
- 4.39 identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts
- 4.40 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
- 4.41 identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text
- 4.42 identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse

ESL scales links to the English syllabus

Students learning English as an additional language in Stage 3 will need support in developing their English language skills between **levels 1 and 8** on the Oral Interaction strand, **levels B1 and 7** on the Reading and Responding strand, and **levels B1 and 7** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Language and cultural understanding** and **Strategies** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

English • Stage 3

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to use language to make meaning and communicate appropriately and effectively according to audience and purpose

Outcome 5 – connections between texts

A student:

- recognises and explains connections between texts

Students:

Speaking and Listening

- 5.1 identify the point of view in different types of oral texts [L]
- 5.2 use metalanguage to describe the effects of ideas, text structures and language features on particular audiences
- 5.3 identify and discuss connections between texts, including similar subject matter [L]
- 5.4 discuss simple appropriation of texts [L]
- 5.5 use appropriate metalanguage to identify and describe relationships between and among texts [L]
- 5.6 compare, discuss and justify different interpretations of texts according to audience and purpose [L]

Reading and Viewing

- 5.7 extend understanding of texts by connecting the ideas in them to their own knowledge and experiences of and insights into other familiar texts and the world around them [L]
- 5.8 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
- 5.9 make connections between the ways different authors may represent similar storylines, ideas and relationships
- 5.10 analyse and evaluate similarities and differences in texts on similar topics, themes or plots
- 5.11 recognise the ways in which texts draw on a reader's or viewer's knowledge of texts to make meaning and enhance appreciation [L]
- 5.12 analyse texts and explain how specific features contribute to meaning, such as characters or setting [L]
- 5.13 recognise the ways meaning in texts is shaped by purpose, audience, structure, style and perspective [L]
- 5.14 compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches

Writing and Representing

- 5.15 compose more complex texts using a variety of forms appropriate to purpose and audience [L]
- 5.16 experiment with a range of visual, multimodal and digital processes to represent a variety of ideas encountered in texts [L, ICT]
- 5.17 identify and use a variety of strategies to present information and opinions across a range of different types of texts [L]

ESL scales links to the English syllabus

Students learning English as an additional language in Stage 3 will need support in developing their English language skills between **levels 1 and 8** on the Oral Interaction strand, **levels B1 and 7** on the Reading and Responding strand, and **levels B1 and 7** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Language and cultural understanding** and **Strategies** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

English • Stage 3

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to express themselves and their relationships with others and their world

Outcome 6 – personal experience

A student:

- recognises and explains that texts can express aspects of their world and a diverse range of experiences

Students:

Speaking and Listening

- 6.1 discuss, debate and speculate on the experiences and relationships encountered in texts [L]
- 6.2 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
- 6.3 respond to and reflect on the diverse range of others' experiences and relationships [L]
- 6.4 discuss how information on a local issue or event is presented in the media [L, CCT]

Reading and Viewing

- 6.5 recognise narrative techniques used in filmmaking and the media, including news and current affairs reporting [L, ICT]
- 6.6 identify the ways film and media can represent people, places and events [L, ICT]
- 6.7 recognise how their experience and perspectives shape their responses to texts [L]
- 6.8 identify the ways in which language use in narratives, including use of figurative language, character development, events and setting, creates interest for the reader or viewer [L]

Writing and Representing

- 6.9 experiment with imaginative representations of experiences and relationships encountered in texts and own experience, using visual, multimodal and digital technologies [L, ICT]
- 6.10 understand how personal perspective influences responses to texts [L]
- 6.11 draw connections between personal experiences and the worlds of texts, and share responses with others
- 6.12 understand the ways language choices in spoken, written, visual and digital texts can represent different experiences and influence response [L]

ESL scales links to the English syllabus

Students learning English as an additional language in Stage 3 will need support in developing their English language skills between **levels 1 and 8** on the Oral Interaction strand, **levels B1 and 7** on the Reading and Responding strand, and **levels B1 and 7** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Language and cultural understanding** and **Strategies** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

English • Stage 3

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to express themselves and their relationships with others and their world

Outcome 7 – the broader world

A student:

- engages with and demonstrates understanding that aspects of the broader world can be expressed in a range of texts

Students:

Speaking and Listening

- 7.1 discuss how different historical, social and cultural perspectives shape responses to texts, including responses to characters, actions and events [L]
- 7.2 discuss and explore moral, ethical and social dilemmas encountered in texts [L, CCT]
- 7.3 listen to and discuss a range of responses, opinions, assumptions and interpretations encountered in texts [L]
- 7.4 discuss how to seek help and advice with internet use from known adults such as teachers and parents [ICT]
- 7.5 discuss issues related to responsible use of the internet, various websites, emails and social media, as well as aspects of appropriate etiquette [ICT]
- 7.6 identify the ways cultures, cultural stories, icons and images of significant Australians and Australian landmarks are depicted in texts [L, DD, CCT]

Reading and Viewing

- 7.7 read and view a wide range of written, visual and digital texts, including informative texts and stories from other places, times and cultures, and identify aspects of the world included in these texts [L, ICT]
- 7.8 identify aspects of literary texts that convey details of information about particular social, cultural and historical contexts
- 7.9 recognise how people from different groups or in particular roles are represented in texts and consider the appropriateness of these representations [L, CCT]
- 7.10 recognise how the use of language and visual features can depict cultural assumptions in texts [L, DD, IU]
- 7.11 make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts

Writing and Representing

- 7.12 compose sophisticated and sustained texts, including researched historical recounts, detailed descriptions, arguments with supporting evidence, responses to artworks, reviews of digital media, novels and performances [L, ICT]
- 7.13 manipulate specific visual, multimodal and digital processes to investigate and analyse aspects of their relationships with others and their view of themselves as participants in the broader world [L, ICT]

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- 7.14 draw on the literature and ideas from a diverse range of countries and times when composing own imaginative and informative texts [L, DD, IU]
- 7.15 explore and investigate the impact of social media on their own relationships and the broader world [EU, CCT, ICT]
- 7.16 explore texts that deal with the diversity of experience in Aboriginal and Torres Strait Islander communities [L, ATSI]

ESL scales links to the English syllabus

Students learning English as an additional language in Stage 3 will need support in developing their English language skills between **levels 1 and 8** on the Oral Interaction strand, **levels B1 and 7** on the Reading and Responding strand, and **levels B1 and 7** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Language and cultural understanding** and **Strategies** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

English • Stage 3

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to learn and reflect on their learning through their study of English

Outcome 8 – reflecting on learning

A student:

- reflects on and identifies their strengths as a language learner and user and identifies areas for improvement

Students:

Speaking and Listening

- 8.1 adapt active listening behaviours to suit a range of contexts [L, PSC]
- 8.2 develop criteria for assessing their own and others' presentations [L, CCT]
- 8.3 discuss how to strengthen and refine spoken texts in order to entertain, inform, persuade or inspire the audience [L]
- 8.4 demonstrate an understanding of appropriate interaction skills in a variety of contexts, including paired sharing, small and large group discussions [L, PSC]

Reading and Viewing

- 8.5 read and view imaginative, informative and critical texts that provide positive ideas, information and stories and reflections on how others learn in different contexts, including the stories of significant people from a range of backgrounds and their learning experiences [L, CCT, DD]
- 8.6 assess the reliability of resources, including digital resources, when researching topics [L, ICT, CCT]
- 8.7 critically reflect on the effectiveness of their own and others' writing, seeking and responding to feedback [L]

Writing and Representing


- 8.8 critically evaluate how their own texts have been structured to achieve their purpose and to ensure text cohesion and appropriate use of language [L]
- 8.9 select pieces of writing that they believe reflects their growth and competence as writers [L]
- 8.10 reread and edit students' own and others' work using agreed criteria and explaining editing choices
- 8.11 reread and edit students' and others' work using agreed criteria for text structures and language features

ESL scales links to the English syllabus

Students learning English as an additional language in Stage 3 will need support in developing their English language skills between **levels 1 and 8** on the Oral Interaction strand, **levels B1 and 7** on the Reading and Responding strand, and **levels B1 and 7** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Language and cultural understanding** and **Strategies** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

7.6 Content for Stage 4

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English • Stage 4

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to think in ways that are imaginative, creative, critical and interpretive

Outcome 1

A student:

- engages imaginatively and creatively, critically and interpretively with experience, information, ideas and arguments to respond to and compose texts

Students learn to:

- 1.1 recognise, explain and reflect on the connections between their own experiences and the world of texts by responding to the ideas and arguments of others [CCT]
- 1.2 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 [L, ICT]
- 1.3 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
- 1.4 identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts
- 1.5 interpret, question and challenge information and ideas in texts, drawing on knowledge of the text's historical context [L, CCT]
- 1.6 analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication

Students learn about:

- 1.10 the ways in which meaning is shaped by context, purpose, form, structure, style, content, language choices and their own personal perspective [L, CCT]
- 1.11 the ways individual interpretations of texts are influenced by students' own knowledge, values and cultural assumptions [L, IU]
- 1.12 qualities of language in their own and others' texts that contribute to the enjoyment that can be experienced in responding and composing [L]
- 1.13 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]
- 1.14 the ways mobile and digital technologies influence language use and shape meaning [ICT]
- 1.15 conventions of storytelling in a range of modes and media such as digital storytelling [L, CCT]

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<p>1.7 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</p> <p>1.8 share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts</p>	<p>1.16 alternative, creative and imaginative ways of expressing ideas, recognising, valuing and celebrating originality and inventiveness [L, CCT]</p> <p>1.17 how inference and figurative language can be used in complex, subtle and creative ways [L]</p>
<p>1.9 express considered points of view accurately and coherently in speech or writing with confidence and fluency in rehearsed, unrehearsed and impromptu situations [L]</p>	

ESL scales links to the English syllabus

Students learning English as an additional language in Stage 4 will need support in developing their English language skills between **levels 1 and 8** on the Oral Interaction strand, **levels B1 and 7** on the Reading and Responding strand, and **levels B1 and 7** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Communication** and **Language structures and features** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

English • Stage 4

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to respond to and compose a wide range of texts, including the close study of texts

Outcome 2

A student:

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

Students learn to:

- 2.1 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]
- 2.2 respond to their own and others' texts by considering ideas, images, information, linguistic and visual forms and features, tone, style, and type and structure, with reference to their appropriateness for the text's purpose, audience and context [L, CCT]
- 2.3 analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication
- 2.4 recognise when information is presented objectively and subjectively by examining the language of opinion, including modality, bias, personal pronouns and other semantic cues [L, CCT]
- 2.5 analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose
- 2.6 explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener

Students learn about:

- 2.16 evaluating texts – 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
- 2.17 informative and persuasive texts – 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
- 2.18 the structures and features of imaginative texts, including characterisation, setting, tension and climax, chronology and time, narrative voice, effective beginnings and endings [L]
- 2.19 rhetorical devices – understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody
- 2.20 using language for effect – 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
- 2.21 modality – understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns

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<p>2.7 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</p>	
<p>2.8 creatively adapt texts for different purposes, audiences and contexts and articulate the effects on meaning [L]</p>	
<p>2.9 manipulate creatively, imaginatively combine and challenge different types of texts in order to compose new texts, including media texts, that address specific purposes, audience perspectives and contexts [L, CCT]</p>	<p>2.22 explicit criteria for judging the effectiveness of a text in light of its purpose, audience and context [L, CCT]</p>
<p>2.10 identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts</p>	
<p>2.11 apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts</p>	
<p>2.12 compare the ways that language and images are used to create a character, and to influence emotions and opinions in different types of texts</p>	
<p>2.13 recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches</p>	
<p>2.14 interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives</p>	
<p>2.15 discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage</p>	

ESL scales links to the English syllabus

Students learning English as an additional language in Stage 4 will need support in developing their English language skills between **levels 1 and 8** on the Oral Interaction strand, **levels B1 and 7** on the Reading and Responding strand, and **levels B1 and 7** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Strategies** ESL scales strand organiser. However, consideration should be given to the full range of ESL scales outcomes.

English • Stage 4

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to respond to and compose a wide range of texts, including the close study of texts

Outcome 3

A student:

- uses a range of processes for responding to and composing texts in different mediums and technologies

Students learn to:

- 3.1 select and use a range of appropriate listening, reading and viewing strategies at the literal, interpretive and inferential levels, for example prior knowledge, skimming, scanning, predicting and speculating, and rereading and re-viewing [L]
- 3.2 experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts
- 3.3 use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning
- 3.4 use prior knowledge and text processing strategies to interpret a range of types of texts
- 3.5 discuss and explain the processes of responding and composing, identifying the personal pleasures and difficulties experienced [CCT]
- 3.6 use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources
- 3.7 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

Students learn about:

- 3.16 the use of verbal, aural and visual techniques to create imaginative texts, such as imagery, figures of speech, selective choice of vocabulary, rhythm, sound effects, colour and design [L, CCT]
- 3.17 processes of composing, including the creative use of symbols, images, icons, clichés, stereotypes, connotations and particular aural, visual and digital techniques [L, CCT]

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<p>3.8 select and recognise the role of key evidence in developing and supporting an argument [CCT]</p>	<p>3.18 conventions for citing others, and how to reference these in different ways [L]</p>
<p>3.9 select and investigate, interview, record, organise and synthesise ideas, images and information, as well as draft, rehearse and respond to feedback in the process of editing and publishing [L]</p>	<p>3.19 ways of organising information, ideas and arguments such as clustering, listing, compare and contrast, problem–solution, semantic chains, graphic and diagram outlines, structured overviews, consequence maps, thinking wheels and mindmaps [L, ICT]</p>
<p>3.10 edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact</p>	<p>3.20 processes of planning, including investigating, interviewing, selecting, recording and organising ideas, images and information, drafting, rehearsing, responding to feedback, editing and publishing to create texts [L]</p>
<p>3.11 consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods</p>	<p>3.21 different ways to improve their texts, including editing by rereading and peer editing, checking accuracy of paragraphing, grammar, spelling, punctuation, vocabulary choice, cohesion, relevance and overall effect for purpose, audience and context [L]</p>
<p>3.12 use and understand the terminology associated with responding to and composing digital texts [L, ICT]</p>	<p>3.22 conventions associated with particular kinds of software and how to use them appropriately, building on and extending features of word processing programs encountered in Stage 3 [ICT]</p>
<p>3.13 analyse and explain the effect of technological innovations on texts, particularly media texts</p>	
<p>3.14 use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts</p>	
<p>3.15 combine visual and digital elements to create layers of meaning for serious, playful and humorous purposes [L]</p>	

ESL scales links to the English syllabus

Students learning English as an additional language in Stage 4 will need support in developing their English language skills between **levels 1 and 8** on the Oral Interaction strand, **levels B1 and 7** on the Reading and Responding strand, and **levels B1 and 7** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Language and cultural understanding** and **Language structures and features** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

English • Stage 4

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to use language to make meaning and communicate appropriately and effectively according to audience and purpose

Outcome 4

A student:

- selects and uses language forms and features and structures of texts appropriate to different purposes, audiences and contexts with accuracy, clarity and coherence

Students learn to:

- 4.1 interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays
- 4.2 experiment with text structures and language features and their effects in creating literary texts, for example using rhythm, sound effects, monologue, layout, navigation and colour
- 4.3 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
- 4.4 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
- 4.5 recognise that vocabulary choices contribute to the specificity, abstraction and style of texts
- 4.6 analyse and examine how effective authors control and use a variety of clause structures, including embedded clauses

Students learn about:

- 4.11 coherence – understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives
- 4.12 coherence – understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims
- 4.13 punctuation conventions – understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts
- 4.14 using punctuation – understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses
- 4.15 spelling – 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
- 4.16 applying knowledge – understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations
- 4.17 embedded clauses – recognise and understand embedded clauses are a common feature of sentence structures and contribute additional information to a sentence

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4.7 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	4.18 coherence – 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 topic sentences, indexes or site maps or breadcrumb trails for online texts
4.8 plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing	4.19 nominalisation – understand the effect of nominalisation in the writing of informative and persuasive texts
4.9 plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints	4.20 evolving language – understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating
4.10 analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance	4.21 the influence and impact of the English language – understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return

ESL scales links to the English syllabus

Students learning English as an additional language in Stage 4 will need support in developing their English language skills between **levels 1 and 8** on the Oral Interaction strand, **levels B1 and 7** on the Reading and Responding strand, and **levels B1 and 7** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Communication** ESL scales strand organiser. However, consideration should be given to the full range of ESL scales outcomes.

English • Stage 4

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to use language to make meaning and communicate appropriately and effectively according to audience and purpose

Outcome 5

A student:

- makes connections between and among texts

Students learn to:

- 5.1 identify, compare and describe the connection between texts with similar subject matter, such as a book and its film adaptation [L, CCT]
- 5.2 compose texts that make creative connections with other texts, such as the preparation of promotional material for a film or book or a narration for a documentary [CCT]
- 5.3 experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts
- 5.4 compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences
- 5.5 investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning
- 5.6 create literary texts that draw upon text structures and language features of other texts for particular purposes and effects
- 5.7 create literary texts that adapt stylistic features encountered in other texts, for example narrative viewpoint, structure of stanzas, contrast and juxtaposition
- 5.8 recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities

Students learn about:

- 5.10 the ways meaning is shaped by form, structure, style, personal perspective and by purpose and audience, and the ways in which use of detail, perspective and choice of vocabulary connect texts [L, CCT]
- 5.11 the similarities and differences in meaning and language between texts created for different purposes or audiences, such as different media descriptions [CCT]
- 5.12 Standard Australian English, its variations and different levels of usage across a range of different types of texts [L]
- 5.13 strategies to present information, opinions and perspectives across a range of different types of texts [L, CCT]
- 5.14 appropriations into English from a range of other cultures and times [IU, DD, A]
- 5.15 texts that include both Standard Australian English and elements of other languages, including Aboriginal languages [IU, DD, ATSI]
- 5.16 forms and features of language, structures of texts and the nature of content that enables categorisation by content, composer and genre [L]

English • Stage 4

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| 5.9 identify and explain the links between the ideas, information, perspectives and points of view presented in texts [L] | |
|---|--|

ESL scales links to the English syllabus

Students learning English as an additional language in Stage 4 will need support in developing their English language skills between **levels 1 and 8** on the Oral Interaction strand, **levels B1 and 7** on the Reading and Responding strand, and **levels B1 and 7** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Communication** and **Language and cultural understanding** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

English • Stage 4

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to express themselves and their relationships with others and their world

Outcome 6

A student:

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

Students learn to:

- 6.1 compose texts that reflect their broadening world and their relationships within it, by considering the ways in which their experiences and perspectives shape their responses to texts [CCT]
- 6.2 explore the role of ‘story’ in shaping their experience of, response to and composition of texts [CCT]
- 6.3 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]
- 6.4 compare and contrast texts that present alternative views of their own world [CCT]
- 6.5 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
- 6.6 explain and justify personal empathy, sympathy and antipathy towards characters, situations and concerns depicted in texts [CCT]
- 6.7 explore languages and dialects from Australia and Asia in relation to their own experiences [ATSI, A]

Students learn about:

- 6.8 how particular perspectives of the same event can be portrayed through the combination of images and words in various media texts [L, ICT]
- 6.9 the ways in which ‘story’ creates a world within which characters interact and shape action [CCT]
- 6.10 the ways that language features such as modality are used to represent individual, shared or disparate views of the world [L, IU]
- 6.11 the ways narrative techniques in filmmaking and the media are used to represent alternative views of the world, people, places and events [CCT]
- 6.12 the ways language choices in spoken, written, visual and digital texts can create personal and social identities [L]

ESL scales links to the English syllabus

Students learning English as an additional language in Stage 4 will need support in developing their English language skills between **levels 1 and 8** on the Oral Interaction strand, **levels B1 and 7** on the Reading and Responding strand, and **levels B1 and 7** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Communication** and **Language and cultural understanding** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

English • Stage 4

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to express themselves and their relationships with others and their world

Outcome 7

A student:

- identifies and understands the ways aspects of culture are expressed in texts

Students learn to:

- 7.1 identify and explore the ways different cultural stories, icons, Aboriginal and Asian images and significant Australians are depicted in texts [DD, A, ATSI, EU, IU]
- 7.2 explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors
- 7.3 investigate texts about Asian experiences and Aboriginal history from different sources and explain different viewpoints [L, A, ATSI, CCT]
- 7.4 recognise and consider cultural factors, including cultural background and perspective, when responding to and composing texts [DD, ATSI, EU, IU, A]
- 7.5 recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts
- 7.6 identify and explain differences between points of view in texts or different perspectives based on, for example culture, gender or age [DD, IU]
- 7.7 identify and describe cultural expressions in texts, including those about gender, ethnicity, religion, youth, age, sexuality, disability, cultural diversity, social class and work [IU, DD]
- 7.8 identify and describe the ways assumptions underlying cultural expressions in text can lead to different reading positions [IU, DD]

Students learn about:

- 7.9 the ways recurring stories such as legends and fairy stories have been written and rewritten in and for different contexts [L, IU]
- 7.10 key cultural stories, including Dreaming, myths, allegories and icons, what they represent about a particular culture and the ways they have influenced other texts [ATSI, IU]
- 7.11 representation – 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
- 7.12 speech – understand how accents, styles of speech and idioms express and create personal and social identities
- 7.13 speech – understand how conventions of speech adopted by communities influence the identities of people in those communities
- 7.14 how our use of language helps to create different identities, for example teenagers and sportspeople who adopt particular words or ways of speaking [L, PSC]
- 7.15 the ways culture and personal experience position readers and viewers and influence responses to and composition of texts [IU]

ESL scales links to the English syllabus

Students learning English as an additional language in Stage 4 will need support in developing their English language skills between **levels 1 and 8** on the Oral Interaction strand, **levels B1 and 7** on the Reading and Responding strand, and **levels B1 and 7** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Language and cultural understanding** ESL scales strand organiser. However, consideration should be given to the full range of ESL scales outcomes.

English • Stage 4

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to learn and reflect on their learning through their study of English

Outcome 8

A student:

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

Students learn to:

- 8.1 identify and articulate own processes of responding and composing
- 8.2 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
- 8.3 identify, understand and use appropriate technology for different purposes, audiences and contexts [ICT]
- 8.4 use a range of software, including word processing programs, to create, edit and publish texts imaginatively
- 8.5 develop effective ways of structuring and presenting ideas, editing and referencing [PSC]
- 8.6 identify, plan and prioritise stages of tasks making use of organisational strategies, including drawing up a schedule, monitoring progress and meeting deadlines [PSC]
- 8.7 reflect on and assess their own and others' learning against specific criteria using reflection strategies such as learning logs, journals and discussions with teachers and peers [PSC]
- 8.8 articulate and reflect on the pleasure and difficulties, successes and challenges experienced in their learning [PSC, CCT]

Students learn about:

- 8.9 bibliographies, citations (including web citations) to acknowledge sources and avoid plagiarism [L, EU]
- 8.10 appropriate etiquette for ethical digital citizenship [ICT, EU]
- 8.11 techniques for planning and rehearsing, including brainstorming, mindmapping, storyboarding, role-play and improvisation [CCT]
- 8.12 roles and responsibilities of individuals in groups, performing an allocated role responsibly in a group and assessing the success of collaborative processes [PSC]

ESL scales links to the English syllabus

Students learning English as an additional language in Stage 4 will need support in developing their English language skills between **levels 1 and 8** on the Oral Interaction strand, **levels B1 and 7** on the Reading and Responding strand, and **levels B1 and 7** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Strategies** ESL scales strand organiser. However, consideration should be given to the full range of ESL scales outcomes.

7.7 Content for Stage 5

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English • Stage 5

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to think in ways that are imaginative, creative, critical and interpretive

Outcome 1

A student:

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

Students learn to:

- 1.1 reflect on their individual 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]
- 1.2 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]
- 1.3 explain the ways in which composers transform ideas and experience into and within texts, including consideration of their insight, imaginative powers and ingenuity [L]
- 1.4 respond to and compose texts that use inference and figurative language, such as symbolism and allusion, in complex and subtle ways [L, CCT]
- 1.5 respond to and compose a range of sustained imaginative, factual and critical texts which are increasingly demanding in terms of ideas, arguments and linguistic, structural, cognitive, emotional and moral complexity [L, CCT]

Students learn about:

- 1.11 the ways in which spoken, written, visual, multimodal and digital texts are shaped according to personal, historical, cultural, social, technological and workplace contexts [L]
- 1.12 the power of language – understand how language use can have inclusive and exclusive social effects, and can empower or disempower people
- 1.13 the ways mobile and digital technologies use and meld visual images, hyperlinks and the written word to create meaning [L, CCT, ICT]
- 1.14 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 [L, CCT]
- 1.15 higher order concepts – understand how higher order concepts are developed in complex texts through language features including nominalisation, apposition and embedding of clauses

English • Stage 5

1.6	pose increasingly perceptive and relevant questions, make logical predictions, draw analogies and challenge ideas and information as presented by others and in texts [L, CCT]	1.16	the ways to formulate, develop and express their own ideas and beliefs creatively, thoughtfully, positively and confidently [L, CCT]
1.7	create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts		
1.8	reflect on, extend, endorse or refute others' interpretations of and responses to literature		
1.9	recognise and explain differences between opinions and reasoned arguments, differences in shades of opinion and inconsistencies [L]	1.17	the ways bias, stereotypes, perspectives and ideologies are constructed in texts, including the codes and phrasings that signal them [L]
		1.18	the ways the language of argument and persuasion can be adapted for different contexts [L, CCT]
1.10	reflect on, discuss and explore notions of literary value and how and why such notions vary according to context	1.19	the ways literary texts are valued for their creativity, originality, beauty and insight

ESL scales links to the English syllabus

Students learning English as an additional language in Stage 5 will need support in developing their English language skills between **levels 1 and 8** on the Oral Interaction strand, **levels B1 and 7** on the Reading and Responding strand, and **levels B1 and 7** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Communication** and **Language structures and features** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

English • Stage 5

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to respond to and compose a wide range of texts, including the close study of texts

Outcome 2

A student:

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

Students learn to:

- 2.1 explain their responses to literary texts and their widening personal preferences within and among texts
- 2.2 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
- 2.3 creatively adapt their own or familiar 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 [L, CCT]
- 2.4 select a range of digital and multimedia texts and investigate the ways content, form and ideas of texts can be related [L]
- 2.5 present an argument about a literary text based on initial impressions and subsequent analysis of the whole text
- 2.6 explore real and imagined (including virtual) worlds through close and wide reading and viewing of increasingly demanding texts [L, CCT, ICT]
- 2.7 explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts
- 2.8 analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning

Students learn about:

- 2.14 ideas, information, perspectives, contexts and ideologies presented in increasingly demanding imaginative, factual and critical texts and the ways they are presented [L]
- 2.15 the use of variations within conventions of particular genres, including forms of poetry, fiction, film, and how these variations address the texts' purpose [L]
- 2.16 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 [L, CCT]
- 2.17 the ways language forms and features, ideas, perspective and originality are used to shape meaning [L, CCT]

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2.9 evaluate the impact on audiences of different choices in the representation of still and moving images	
2.10 listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond to particular views	2.18 the ways the media represents a range of issues, events and personalities and shapes meaning and responses [L]
2.11 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	2.19 the ways generalisations, clichés, rhetorical devices, appeals to authority, and appeals to popularity and public opinion shape meaning and responses [L, CCT]
2.12 compose different media texts that use effective strategies for presenting information, opinions and perspectives [L, CCT]	2.20 the ways irony, sarcasm and ridicule can be used to expose, denounce and deride, and how these shape responses [L, CCT]
2.13 create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features	2.21 voice effects, such as tone, volume, pitch, pauses and change of pace, for their specific effects such as arguing a point of view or attempting to persuade an audience to a course of action [L, CCT, PSC]
	2.22 how the conventions of reasoning, including the use of logic, evidence, refutation and identification of digression and irrelevance, circumlocution and ellipsis can affect responses to texts [L]

ESL scales links to the English syllabus

Students learning English as an additional language in Stage 5 will need support in developing their English language skills between **levels 1 and 8** on the Oral Interaction strand, **levels B1 and 7** on the Reading and Responding strand, and **levels B1 and 7** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Strategies** ESL scales strand organiser. However, consideration should be given to the full range of ESL scales outcomes.

English • Stage 5

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to respond to and compose a wide range of texts, including the close study of texts

Outcome 3

A student:

- uses and critically assesses a range of processes for responding to and composing texts in different mediums and technologies

Students learn to:

- 3.1 identify and apply text access strategies to enhance comprehension and learning for a range of print medium, multimodal and digital texts [L]
- 3.2 choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts
- 3.3 use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts
- 3.4 use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating and supporting evidence
- 3.5 apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension
- 3.6 use increasingly sophisticated processes to respond to and compose complex spoken, written, visual, multimodal and/or digital texts for a range of purposes and audiences considering the effects of the technology, including layout and design, on meaning
- 3.7 evaluate the ways information, entertainment and interactive websites and digital texts use technology for different purposes, audiences and contexts

Students learn about:

- 3.13 the ways different modes, subject areas, media and cultural representation affect their personal and critical responses to texts [L, IU]
- 3.14 processes of representation, including the creative use of symbols, images, icons, clichés, stereotypes, connotations and particular aural, visual and digital techniques, including those of camera, design and sound, to create cohesive texts [L, CCT]
- 3.15 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 [L, CCT, ICT]
- 3.16 the ways information, ideas and issues are shaped by and presented through digital technologies [L, CCT, ICT]
- 3.17 evaluation – investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor

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3.8 use appropriate software, such as online file management systems, to organise ideas and information [L, CCT, ICT]	3.18 the nature, scope and ethical use of digital technologies in contemporary society [L, CCT, ICT, EU]
3.9 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	
3.10 apply word processing functions, including the formatting of references and bibliographies, multiple page documents and weblinks, as well as web authoring programs to compose and format texts for different purposes, audiences and contexts, including the workplace [L, CCT, ICT, WE]	
3.11 review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features	3.19 the ways of developing their strengths, addressing their weaknesses and consolidating and broadening their preferences as composers and responders [L]
3.12 vary use of the processes of planning, drafting, rehearsing, editing and publishing to compose appropriately and effectively crafted and sustained texts in a range of modes and media [L, ICT]	3.20 their own processes of composition and how these processes influence the quality of their texts [L]

ESL scales links to the English syllabus

Students learning English as an additional language in Stage 5 will need support in developing their English language skills between **levels 1 and 8** on the Oral Interaction strand, **levels B1 and 7** on the Reading and Responding strand, and **levels B1 and 7** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Language and cultural understanding** and **Language structures and features** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

English • Stage 5

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to use language to make meaning and communicate appropriately and effectively according to audience and purpose

Outcome 4

A student:

- selects and uses language forms and features and structures of texts appropriate to different purposes, audiences and contexts with accuracy, clarity and coherence and describes and explains their effects on meaning

Students learn to:

- 4.1 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
- 4.2 evaluate techniques used in spoken, written and visual texts, for example to construct plot and create emotional responses, including comparison, contrast, exaggeration, juxtaposition, changing chronological order or the expansion and compression of time [L, CCT]
- 4.3 identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text
- 4.4 compare the purposes, text structures and language features of traditional and contemporary texts in different media
- 4.5 analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style
- 4.6 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

Students learn about:

- 4.14 appropriate text structures and language – understand that authors innovate with text structures and language for specific purposes and effects
- 4.15 Standard Australian English – understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing
- 4.16 Standard Australian English – understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve
- 4.17 using paragraphs and images – understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects
- 4.18 punctuation – understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes

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<p>4.7 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</p>	
<p>4.8 analyse and evaluate the effectiveness of a wide range of clause and sentence structures as authors design and craft texts</p>	<p>4.19 sentence structures – explain how authors experiment with the structures of sentences and clauses to create particular effects</p>
<p>4.9 refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences</p>	<p>4.20 vocabulary choices – identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness</p>
<p>4.10 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</p>	<p>4.21 abstract nouns – understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text</p>
	<p>4.22 spelling – 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</p> <p>4.23 using spelling – understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech</p>
<p>4.11 plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes</p>	
<p>4.12 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</p>	
<p>4.13 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</p>	

ESL scales links to the English syllabus

Students learning English as an additional language in Stage 5 will need support in developing their English language skills between **levels 1 and 8** on the Oral Interaction strand, **levels B1 and 7** on the Reading and Responding strand, and **levels B1 and 7** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Communication** ESL scales strand organiser. However, consideration should be given to the full range of ESL scales outcomes.

English • Stage 5

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to use language to make meaning and communicate appropriately and effectively according to audience and purpose

Outcome 5

A student:

- investigates the relationships between and among texts

Students learn to:

- 5.1 identify and describe similarities and differences between and among more demanding texts [CCT]
- 5.2 analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts
- 5.3 analyse text structures and language features of literary texts, and make relevant comparisons with other texts
- 5.4 interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts
- 5.5 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
- 5.6 explain their responses to texts and their widening personal preferences within and among texts [L, CCT]
- 5.7 identify the use of variations within conventions of particular genres, including forms of poetry, fiction and film, and explain how these variations address the texts' purpose [L, CCT]

Students learn about:

- 5.15 the ways content, form and ideas represented in texts can be related [L, CCT]
- 5.16 the ways a concept may be reinterpreted over time through different texts and mediums [L, CCT]
- 5.17 the patterns of texts composed in different modes, media and multimedia [L, CCT]
- 5.18 the similarities of approach, attitude, intent, point of view, perspective and style in a range of texts [L]
- 5.19 appropriate metalanguage to identify, describe and explain relationships between and among texts [L, CCT]
- 5.20 variations within conventions of particular genres, including forms of poetry, fiction and film, and how these variations reflect a text's purpose [L, CCT]

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<p>5.8 identify and describe the recurring features of particular genres such as westerns or science fiction, focusing on their story lines, iconography, value systems and techniques [L, CCT]</p>	
<p>5.9 track and explain the treatment of a common theme or idea in a range of texts in different modes and media [L, CCT]</p>	<p>5.21 the patterns of theme, technique, similarities, differences and developments in the texts of specific composers, for example a novelist, poet, filmmaker or dramatist [L, CCT]</p>
<p>5.10 creatively transform a range of different types of texts, including their own, into new imaginative texts, experimenting with patterns, representations, intertextuality and appropriations [L, CCT]</p>	
<p>5.11 create imaginative texts that make relevant thematic and intertextual connections with other texts</p>	<p>5.22 intertextuality and how it can be used to shape meaning in texts [L]</p>
<p>5.12 create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation</p>	
<p>5.13 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</p>	
<p>5.14 locate, select, synthesise and creatively use information, ideas and arguments from texts to compose new texts [L, CCT]</p>	

ESL scales links to the English syllabus

Students learning English as an additional language in Stage 5 will need support in developing their English language skills between **levels 1 and 8** on the Oral Interaction strand, **levels B1 and 7** on the Reading and Responding strand, and **levels B1 and 7** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Communication** and **Language and cultural understanding** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

English • Stage 5

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to express themselves and their relationships with others and their world

Outcome 6

A student:

- demonstrates understanding of the diverse ways texts can represent personal and public worlds

Students learn to:

- 6.1 use aspects of personal experience to compose increasingly complex imaginative, critical and interpretive texts [L, CCT]
- 6.2 explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts
- 6.3 explain the ways in which imaginative texts can explore universal themes and social reality [L]
- 6.4 respond to and compose texts that reflect their expanding worlds from the personal to the public [L, CCT, IU, EU]
- 6.5 respond to texts by drawing on knowledge of the historical context in which texts were composed through a program of wide reading and viewing [L, CCT]
- 6.6 relate the content and ideas in texts to the world beyond the texts and appreciate the ways personal perspective and context shape meaning in texts and are shaped by historical, social and cultural influences [L, CCT]
- 6.7 describe ways in which their own responses to texts are personal and reflect their own context
- 6.8 identify and analyse ethical positions on a current issue, including the values and/or principles involved in a debate in blogs or online discussion forums [L, CCT, EU]

Students learn about:

- 6.11 aspects of their own context that influence their responses and compositions [L, CCT]
- 6.12 the ways different and changing views of the world shape meaning [L, CCT]
- 6.13 the ways personal perspective and language use shape meaning and are shaped by social, cultural and historical influences [L]
- 6.14 the ways in which their own responses to texts reflect their own personal context [L, CCT]

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6.9 evaluate the social, moral and ethical positions represented in texts	6.15 evaluation of texts – understand that people’s evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication
6.10 draw conclusions about their own values in relation to the values expressed and reflected by texts, and their responses to them	

ESL scales links to the English syllabus

Students learning English as an additional language in Stage 5 will need support in developing their English language skills between **levels 1 and 8** on the Oral Interaction strand, **levels B1 and 7** on the Reading and Responding strand, and **levels B1 and 7** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Communication** and **Language and cultural understanding** ESL scales strand organisers. However, consideration should be given to the full range of ESL scales outcomes.

English • Stage 5

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to express themselves and their relationships with others and their world

Outcome 7

A student:

- questions, challenges and evaluates how aspects of culture are represented in texts and the effects on meaning

Students learn to:

- 7.1 analyse literary texts created by and about a diverse range of Australian people, including Aboriginal people and people from Asian backgrounds, and consider the different ways these texts represent people, places and issues [L, CCT, ATSI, IU, A]
- 7.2 interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts
- 7.3 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
- 7.4 compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts
- 7.5 analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts
- 7.6 identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences
- 7.7 identify, explain and challenge cultural values, purposes and assumptions in texts, including representations of gender, ethnicity, religion, youth, age, disability, sexuality, cultural diversity, social class and work [L, CCT, PSC, IU, PSC, WE]

Students learn about:

- 7.12 the ways in which particular texts relate to their cultural experiences and the culture of others [L, CCT, PSC, IU, ATSI, A]
- 7.13 the ways texts sustain or challenge established cultural attitudes [L, CCT, IU]
- 7.14 the beliefs and value systems underpinning texts from different cultures [L, CCT, IU, PSC]

English • Stage 5

7.8 respond to and compose texts to demonstrate their view of the world by drawing on the texts of other cultures (for ESL students, this might include drawing on texts in their first language) [L, CCT, PSC, IU, ATSI, A]	7.15 the language used to express contemporary cultural issues [L, CCT, IU]
7.9 use narrative and modality with purpose to represent a range of individual or shared views of the world [L, CCT, PSC]	
7.10 compose texts that reflect cultural attitudes other than their own [L, CCT, IU, PSC]	
7.11 relate the content and ideas in texts to the world beyond the texts [L, CCT]	7.16 the ways in which imaginative texts can explore human experience, universal themes and social contexts [L, CCT, IU, PSC]

ESL scales links to the English syllabus

Students learning English as an additional language in Stage 5 will need support in developing their English language skills between **levels 1 and 8** on the Oral Interaction strand, **levels B1 and 7** on the Reading and Responding strand, and **levels B1 and 7** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Language and cultural understanding** ESL scales strand organiser. However, consideration should be given to the full range of ESL scales outcomes.

English • Stage 5

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to learn and reflect on their learning through their study of English

Outcome 8

A student:

- uses, reflects on, assesses and adapts their individual and collaborative skills for learning with increasing independence and effectiveness

Students learn to:

- 8.1 identify and articulate their own specific processes of responding to and composing a range of different types of texts [L]
- 8.2 apply existing skills, knowledge and understanding about language to access and express increasingly complex information and ideas for new purposes, audiences and contexts [L]
- 8.3 use prediction, speculation, hypothesis and paraphrasing as strategies for accessing complex types of texts with unfamiliar ideas or structures [L]

8.4 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

8.5 assess their own and others' learning according to specific guidelines of effectiveness for purpose, audience and context [L]

8.6 use a range of software, including word processing programs, flexibly and imaginatively to publish texts

8.7 plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action

Students learn about:

- 8.8 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 [L]
- 8.9 how particular forms and features of language and structures of texts can be adapted to new purposes, audiences and contexts [L]

8.10 citations – understand conventions for citing others, and how to reference these in different ways

8.11 roles and relationships – understand that roles and relationships are developed and challenged through language and interpersonal skills

8.12 the cohesion of syntax and content in familiar and unfamiliar texts [L]

ESL scales links to the English syllabus

Students learning English as an additional language in Stage 5 will need support in developing their English language skills between **levels 1 and 8** on the Oral Interaction strand, **levels B1 and 7** on the Reading and Responding strand, and **levels B1 and 7** on the Writing ESL scales strand as appropriate.

For EAL students to achieve this English syllabus outcome the teaching focus will need to be within the **Strategies** ESL scales strand organiser. However, consideration should be given to the full range of ESL scales outcomes.

8 Years 7–10 Life Skills outcomes and content

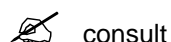
A small percentage of students with special education needs may best fulfil the curriculum requirements for English Years 7–10 by undertaking Life Skills outcomes and content.

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. However, in developing programs teachers need to take into consideration relevant system policies regarding mandatory learning experiences.

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.

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

8.1 Years 7–10 Life Skills outcomes



Objective Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to think in ways that are imaginative, creative, critical and interpretive
Life Skills outcomes A student:
LS 1 responds to texts in ways that are imaginative and interpretive
LS 2 engages critically with texts using background and personal experience

Objective Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to respond to and compose a wide range of texts, including the close study of texts
Life Skills outcomes A student:
LS 3 listens and responds for a variety of purposes in a range of contexts
LS 4 communicates productively in a range of contexts
LS 5 reads and responds to a variety of written texts
LS 6 uses strategies to obtain meaning from and interpret a variety of texts
LS 7 writes short texts for everyday purposes
LS 8 recognises that visual texts can be used in different ways and for different contexts
LS 9 views and responds to a range of visual texts, media and multimedia
LS 10 creates, edits and publishes texts for a variety of purposes and in a range of contexts

Objective

Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to use language to make meaning and communicate appropriately and effectively according to audience and purpose

Life Skills outcomes

A student:

LS 11

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

LS 12

explores and uses language structures and features to communicate effectively with a range of audiences and for a variety of purposes and contexts

Objective

Through speaking, listening, reading, writing, viewing and representing, 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:

LS 13

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

LS 14

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

LS 15

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

Objective

Through speaking, listening, reading, writing, viewing and representing, 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:

LS 16

uses individual and collaborative skills in the learning process

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.

 consult

Text requirements

There are no mandatory text requirements for students undertaking Life Skills outcomes and content within the English syllabus. However, 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:

- a widely defined Australian literature, including texts written by and about Aboriginal experiences in Australia
- a wide range of texts from other countries and times, including poetry, drama scripts, prose fiction and picture books
- texts written about intercultural experiences and texts from and 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
- nonfiction, picture books, graphic novels
- an appropriate range of digital texts, including film, media and multimedia.

English • Life Skills

Life Skills outcome 1

A student:

- responds to texts in ways that are imaginative and interpretive

Students:

- Read a variety of texts for pleasure [L]
- Share their responses to texts they have read in a variety of relevant contexts, including digital and face-to-face contexts [L, CT]
- Recognise the structures of different texts, eg recount, narrative, procedure [L]
- Recognise that texts are constructed for different purposes, eg to inform, persuade, entertain [L]
- Recognise that texts are constructed for different audiences, eg children, adults [L]
- Recognise that texts differ according to their purpose, audience and context, eg cookbooks, safety manuals, drama scripts, web pages, novels, films and television, SMS, social media [ICT, WE, L]
- Recognise the language features of different texts [L]
- Relate a personal experience, thought or feeling in relation to the characters, events, setting or themes of a text [L, PSC]
- Recognise the connections between their own experiences and the world of texts [CCT]
- Draw on personal experiences to speculate on texts, eg behaviours of characters, cause and effect, plot direction, writing style [L, CCT]
- Respond with empathy to characters, situations and issues in texts, eg imagine how they would react if they were the hero in the story [PSC]
- Draw on personal experiences to understand elements in texts, eg plot, character, setting and issues [L, CCT, PSC]
- Reflect on the ways their own background and experience affects their responses to texts [PSC, CCT]
- Explore real and imagined worlds through texts [CCT]
- Compose a range of imaginative texts in response to another text, eg compose a poem about a character in a film, create a visual image to represent a character or setting in a novel [L]

English • Life Skills

Life Skills outcome 2

A student:

- engages critically with texts using background and personal experience

Students:

- Draw on background and experiences to communicate points of view in relation to texts, eg ‘Everyone likes that character but I don’t’ [PSC]
- Justify a point of view drawing on background and experience, eg ‘I like that character because he’s just like my friend’ [L, PSC]
- Use persuasive language to present an opinion or point of view [L, PSC]
- Make a judgement in relation to elements of a text, eg structure, content [L]
- Recognise the difference between fact and opinion, reality and fantasy
- Explore ways in which ideas, information and perspectives are presented in a range of texts [L, CCT]
- Compare, discuss and justify different interpretations of texts [L, PSC, CCT]
- Identify how different texts treat the same subject matter [CCT]
- Compose persuasive texts in response to another text, eg exposition/discussion on a theme of a novel, debate on the hero/villain of a story [L, CCT]
- Draw on background and experiences to critically respond to ideas, information and perspectives in texts [L, CCT]
- Develop critical and evaluative skills, eg identify points of difference in texts, communicate preferences for texts, recognise if texts meet the intended purpose and audience [CCT]

English • Life Skills

Life Skills outcome 3

A student:

- listens and responds for a variety of purposes in a range of contexts

Students:

- Respond to auditory cues through body language or gesture, eg look at person who is talking, turn head, turn towards alarm
- Respond to verbal cues, eg wave to a friend who calls ‘goodbye’, smile in response to favourite music, say ‘hello’ when greeted [PSC]
- Make an appropriate response to auditory cues and signals, eg answer ringing telephone or alert someone else to answer, cease activity when lunch bell rings
- Recognise a variety of auditory cues occurring in the environment, eg fire alarms, shark warnings, traffic lights, auditory signals [ICT]
- Respond to directions involving a single step, eg ‘Wait’, ‘Stop’, ‘Stand up’
- Respond to directions involving more than one step, eg ‘Take out your workbook and open it at a new page’, ‘Have a look at that picture and tell me what you see’
- Recognise and demonstrate appropriate listening behaviours, eg listen to peer presentation, watch movie without interrupting, listen to a musical or dramatic performance and applaud at appropriate times [L, PSC]
- Recognise non-verbal indicators associated with listening, eg eye contact, body posture and positioning, nodding, smiling, gesturing
- Recognise the role and purpose of non-verbal indicators in communication
- Listen for the main idea, eg listen to a guest speaker to learn about a particular topic, listen to a radio advertisement for specific information such as product name, listen to and answer questions [L]
- Listen to a range of texts and express preference and reasons for a particular point of view, eg listen to a narrative and present their opinion, listen to a speaker talking about a topic in the community and express a point of view, predict changes in mood and action in a film signalled by background music
- Recognise language forms and features used to shape meaning in spoken texts, eg tone, pitch, volume, intonation, eye contact, body language, gesture, idioms, colloquial and slang language [L]

English • Life Skills

Life Skills outcome 4

A student:

- communicates productively in a range of contexts

Students:

- Use recognised conventions when communicating in a range of contexts, eg use eye gaze/gesture to select an activity, put hand up in class, use appropriate gesture to attract attention
- Recognise tools and strategies for communication, eg personalised aids, mobile phones, SMS [ICT]
- Communicate personal needs and preferences, eg use communication device to indicate need for assistance, indicate preference for a book, poem or film
- Indicate preference and convey meaning in a range of contexts and with a variety of audiences
- Greet and farewell people in an appropriate manner in a variety of contexts, eg say goodbye to a friend, shake hands to welcome a visitor to the school [PSC]
- Make requests for assistance or services, eg seek assistance in class, order a pizza
- Provide personal information to appropriate people, eg name, date of birth, address, phone number [L]
- Converse with peers and adults in an appropriate manner, eg enter and leave conversations, maintain conversations, remain on topic [PSC]
- Use technology to communicate for a variety of purposes, eg use a range of telephones, send a text message, leave a recorded message, access the internet for social networking, use a microphone [ICT]
- Contribute to class discussions using a range of skills, including turn-taking, questioning, rephrasing for clarification [PSC]

English • Life Skills

Life Skills outcome 5

A student:

- reads and responds to a variety of written texts

Students:

- Recognise and interpret single words or simple instructions in context to meet a need, eg ‘exit’, ‘no entry’, ‘out of bounds’, ‘danger’, ‘enter password’, ‘close program’, movie titles [L]
- Read instructions for a variety of purposes, eg homework sheets, instructions for operating an appliance, dosage labels on medication, recipe [L]
- Predict meaning in written texts, eg predict the storyline of a novel from reading the back cover, predict the ending of a story [L]
- Read a variety of short written texts for enjoyment or information, eg email, magazine articles, sports results, SMS [L, ICT]
- Use a dictionary [L]
- Identify the purpose of a variety of written texts, eg school diary, letter, media article [L]
- Answer questions about written texts to demonstrate understanding [L]
- Contribute to and provide an opinion on familiar topics represented in texts through class and small-group discussions [CCT]
- 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 [L]
- Use phonological, graphological, semantic and grammatical cues and strategies to read texts [L]
- Read for factual comprehension [L]

English • Life Skills

Life Skills outcome 6

A student:

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

Students:

- Identify and use textual organisers to gain meaning from texts, eg index, title page, table of contents, menu tool bar [L, ICT]
- Identify the main idea and specific information in texts [L]
- Recognise genre models, eg science fiction, horror, romance, tragedy, comedy, fantasy, myths and legends [L]
- Recognise structures of narrative texts and how these create meaning, eg orientation introduces characters and setting for the responder, conflict is used to sustain the responder's attention and move the action forward [L, CCT]
- Understand how language can be used to create layers of meaning in text, eg use of imagery, tone, figurative language, irony [L, CCT]
- Summarise ideas, arguments and information presented in a range of texts [L]
- Identify language that can be used in texts to persuade the responder, eg bias, opinion [L]
- Understand ways in which texts can create different responses to characters, setting, issues and ideas [CCT]
- Explore an issue presented in a text, using a range of media and multimedia, eg internet, articles, documentaries [ICT, CCT]
- Develop a point of view in relation to an argument or issue presented in a text [CCT]
- Use a variety of strategies such as skimming and scanning, using a glossary, to find information on an unfamiliar topic in factual texts [L]
- Recognise how grammatical features help to build up the meaning of texts, eg reference links, word chains, adjectival phrases, evaluative language [L]
- Adjust reading strategies according to the type of text and its purpose, eg look for keys or symbols when reading a diagram, examine pictures and text when reading a picture book, scan information in factual texts [L]

English • Life Skills

Life Skills outcome 7

A student:

- writes short texts for everyday purposes

Students:

- Write own name [L]
- Write signature in consistent form [L]
- Construct short texts using personalised aids, eg combining symbols for meaning, using appropriate technology to construct a text [L, ICT]
- Transfer information from one source to another, eg copy timetable to school diary, transfer details of school event into electronic diary [L]
- Complete personal details appropriately in a range of formats for a variety of purposes [L]
- Write short texts, eg notes, cards, lists, messages [L]
- Recognise the range of conventions used in written texts, eg capital letters, full stops, letter shape [L]
- Write on familiar topics, eg holidays, special events, sport [L]
- Write short texts using correct conventions [L]
- Explore the ways language structures and features can be used in a variety of simple texts for everyday purposes, eg parts of a recipe help the reader to complete the task, use of verbs in a recipe tells the reader what action to do [L]
- Construct short imaginative texts, drawing on background and experiences, using simple textual features appropriate to purpose and audience [L, CCT]
- Use digital technologies to produce different texts for particular purposes [ICT]

English • Life Skills

Life Skills outcome 8

A student:

- recognises that visual texts can be used in different ways and for different contexts

Students:

- Recognise photographs, pictures or symbols as representations of familiar people, objects, venues [ICT, L]
- Recognise symbols, signs and logos in everyday situations, eg male/female toilets, computer icons, retail brands [ICT, L]
- Recognise signs and symbols with universal meaning, eg exit sign, disabled access, poison [L]
- Recognise the variety of formats in which visual texts, media and multimedia may be presented [ICT, L]
- Select a photograph, picture or symbol to communicate information for a variety of purposes and audiences, eg use a feelings chart to communicate an emotion, express personal response to a story, poem or film [L]
- Indicate preferences in regard to a variety of media and multimedia, eg choose a DVD rather than a television program
- View and respond to a range of visual texts, media and multimedia for enjoyment, eg books, photographs, magazines, television programs, video games, DVDs [ICT, L]
- Use a range of visual texts to develop background knowledge of settings, events or characters of other texts, eg pictures of costumes used in a Shakespearean play [CCT, ICT]
- Use photographs, pictures, signs or symbols to convey information in a sequential manner, eg arrange pictures in sequence to indicate narrative flow, follow a timetable [N]
- Create simple visual texts, eg poster, cartoon [ICT, L]

English • Life Skills

Life Skills outcome 9

A student:

- views and responds to a range of visual texts, media and multimedia

Students:

- View and respond to a range of visual texts, media and multimedia for understanding, drawing on background and experience, eg recount the storyline of a text shown on a film or video [ICT, L]
- Predict meaning from visual texts, media and multimedia, eg cover of novel, video, DVD, posters, advertisements [L]
- Express a point of view in relation to the content or presentation of visual texts, media or multimedia, eg plot, genre, characters, setting of a film, purpose of an advertisement [CCT]
- Recognise the ways in which a range of visual texts, media and multimedia, including the internet, may be accessed to suit a variety of purposes, eg browsing the web to locate information; watching a documentary to gain knowledge; using the internet to communicate, both socially and professionally [ICT]
- Identify a range of features used in visual texts, media and multimedia to create meaning, eg lighting, music, camera angles, framing, layout [L, ICT]
- Explore the ways features of visual texts, media and multimedia are used to create meaning [L, ICT, CCT]
- Explore a range of visual texts, media and multimedia for a variety of purposes in a range of contexts [L]
- Respond imaginatively to a range of visual texts, media and multimedia, eg 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 or slide in a film or multimedia presentation [L, CCT]
- Respond critically to a range of visual texts, media and multimedia, eg compare visual images and express a preference, compose a review of a film, participate in a debate about an issue presented in a media text [L, CCT]
- Demonstrate understanding of ethical digital citizenship, eg recognise the internet is a public domain, use social networking sites appropriately, demonstrate responsible use of ICT [ICT, WE, EU]

English • Life Skills

Life Skills outcome 10

A student:

- creates, edits and publishes texts for a variety of purposes and in a range of contexts

Students:

- Recognise the various stages involved when composing texts, eg planning, drafting, editing, publishing/presenting [L]
- Use strategies to structure written texts, eg scaffolding, graphic and diagram organisers [L]
- Use spelling rules to accurately spell a range of words when composing texts for a variety of audiences, purposes and contexts, and in a range of modes [L]
- Use grammar and punctuation conventions accurately and effectively when composing texts for a variety of audiences, purposes and contexts, and in a range of modes [L]
- Recognise ways that drafts of texts can be enhanced, eg vocabulary, spelling, punctuation, sentence structure, paragraphs, cohesion, presentation [L]
- Select and use appropriate editing techniques and tools, including ICT, eg rereading, peer editing, grammar and spelling tools, reference texts for spelling and word choice [L, ICT]
- Alter the structure and/or language of their own composition to enhance meaning [L]
- Use structures and features of text to engage an audience and sustain their interest, eg creating visual images to accompany a written text, changing the length of an oral presentation to make it more concise [CCT]
- Identify different ways of using feedback to improve their texts [L]
- Use a critical friend to assess the quality of work, eg brainstorm with a partner or group, engage in class presentations [PSC]
- Explore ways to present information using appropriate technology and strategies [ICT, CCT]
- Engage in the process of composition [L]
- Select and use a range of technology and strategies to create visual and multimedia texts for particular purposes, contexts and audiences, eg picture books, advertisements, illustrations, cartoons [ICT]
- Create oral presentations using language structures and features appropriate to purpose and context, eg speech, debate [L]

English • Life Skills

Life Skills outcome 11

A student:

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

Students:

- Identify audiences for communication, eg peers, known and unknown adults, guests, school audiences, employers [L]
- Identify the purposes of communication, eg explaining, describing, discussing, recounting, arguing, informing [L]
- Recognise the difference in purpose, audience and context when texts are presented using different mediums and modes of communication, eg comparing the purpose, audience and context of a film poster/trailer with a written response to a film, such as a blog [L, CCT]
- Recognise the range of conventions used in texts, including: [L]
 - in written texts: medium, organisation, sentence structures, 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
- Identify the features of language affected by purpose, audience and context, eg word choice, voice, tone, register, audio and visual features [L]
- Demonstrate understanding of how the language structures and features of texts vary according to the medium and mode of communication [L, CCT]

English • Life Skills

Life Skills outcome 12

A student:

- explores and uses language structures and features to communicate effectively with a range of audiences and for a variety of purposes and contexts

Students:

- Select and use the appropriate convention to communicate for a particular audience, eg use multimedia to present a school project at assembly, 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 [L]
- Select and use the appropriate convention to communicate for a particular purpose, eg choose to write a letter of complaint rather than make a telephone call, send a card rather than write a letter [L]
- Describe how the purpose, audience and context of a text affects the range of conventions used: [L]
 - in written texts: medium, organisation, sentence structures, 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
- Select and use appropriate language features when communicating with a range of audiences, eg pitch, tone, vocabulary [L]
- Select and use appropriate language features when communicating for a variety of purposes and in a range of contexts, eg medium, organisation, language choice [L]
- Use text connectives to create coherence when composing texts for a variety of audiences, purposes and contexts [L]
- Understand how grammatical conventions can shape meaning when composing texts for a variety of audiences, purposes and contexts, eg tense, active and passive voice [L]
- Explore the effects of language structures and features for a variety of audiences, purposes and contexts, eg the use of humour to sustain an audience [L, CCT]
- Explore the ways in which language structures and features can be used to position the responder, eg the use of emotive and persuasive language to create a perspective [L, CCT]

English • Life Skills

Life Skills outcome 13

A student:

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

Students:

- Identify the features of language that are affected by context, eg conventions, tone, voice, volume, pace, body language [L]
- Select and use language appropriate to the relationship, eg nickname to refer to a friend, formal salutation (Mrs/Mr/Ms) to refer to a teacher [L]
- Recognise that language affects the development and maintenance of relationships, eg offering words of comfort at a time of distress [L, PSC]
- Explore how the use of language can be empowering or disempowering, eg encouraging words build self esteem, inappropriate or disrespectful words/greetings cause offence [PSC]
- Explore how the use of language can be inclusive or exclusive, eg 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]
- Demonstrate understanding of the power of language to communicate feelings [CCT, PSC]
- Identify the effect of facial expressions and body language in communicating and developing relationships with others [PSC]
- Recognise that gestures and eye contact may be interpreted differently across cultures [IU, PSC]

English • Life Skills

Life Skills outcome 14

A student:

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

Students:

- Acknowledge the value of their own personal experiences in responding to texts [PSC]
- Identify that texts can represent individual or shared views [CCT, DD]
- Identify and explain different points of view presented in a range of texts [L, CCT]
- Identify the ways in which different groups of people may be stereotyped in texts [CCT]
- Explore personal, social and/or world issues in texts, eg gender, religion, disability, social class [IU, CC, DD]
- Recognise the ways in which ideas and points of view can be expressed in a range of spoken, written, visual and multimedia texts [L, DD]
- Recognise how texts represent people, places and events [L, CCT, IU, DD]
- Recognise how the language of persuasion represents individual and group perspectives, eg bias, argument [CCT, CC]
- Compose a response to an issue presented in a text [L, CCT]
- Compose texts that reflect their own view of the world [L, CCT]
- Draw on texts from a diverse range of cultures when writing [IU]

English • Life Skills

Life Skills outcome 15

A student:

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

Students:

- Identify vocabulary in texts that may differ across a range of contexts, eg geographic (jumper/pullover/sweater, port/suitcase/satchel), demographic (cool/great), generational (courting/dating) [IU, L]
- Identify the use of clichés, colloquial or non-literal language in a range of texts, eg ‘Get your act together’, ‘How cool is that video clip’, ‘Pull your socks up’, ‘G’day mate’ [IU]
- Identify culturally specific body language and how this is used to create meaning in a range of texts, eg thumbs up, hand shakes [IU, L]
- Identify home languages of students within their class or community [IU]
- Identify 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]
- Recognise culturally specific signs, symbols and/or stereotypes in texts [L, IU]
- Explore texts from a range of cultures, including Aboriginal and Torres Strait Islander cultures [ATSI, IU]
- Explore the ways cultural issues are represented through texts [IU, DD, A]
- Explore commonalities of and differences in experiences and ideas of texts from a range of cultures, including Aboriginal and Torres Strait Islander cultures [ATSI, IU]
- Explore how indigenous cultures, including Aboriginal history, are represented in a variety of texts [ATSI]
- Critically respond to texts from other cultures [IU, CCT]
- Develop arguments for and against cultural issues and perspectives in texts, eg the stolen generation in Aboriginal history [L, IU, DD, ATSI]
- Recognise how personal historical, social and cultural experiences can influence our understanding of texts, including our attitudes towards characters, actions and events [IU]
- Compose texts reflecting their own personal beliefs about social or cultural issues, eg draw a picture to show how they feel about an issue, write about their opinions around a particular issue [IU, DD]

English • Life Skills

Life Skills outcome 16


A student:

- uses individual and collaborative skills in the learning process


Students:

- Ask questions to assist learning, eg to clarify understanding, to seek direction
- Recognise the nature of the task [L]
- Recognise the steps involved in achieving the task
- Organise their time
- Find, select and use information from a variety of sources, eg books, internet, multimedia [L, ICT]
- Use a variety of research techniques [L, ICT]
- Use techniques to plan and rehearse texts [L]
- Use a variety of strategies to structure and present ideas and information [L, CCT]
- Take on responsibilities as a learner both individually and as part of a group, eg collect books from library, contribute to group discussion [PSC]
- Participate appropriately and confidently in partner, small-group and whole-class tasks [PSC]
- Discuss the achievements and difficulties associated with a particular task [PSC]
- Identify personal learning strengths and needs [PSC]
- Review and reflect on their learning, eg pleasure, difficulties, successes, challenges [PSC]
- Assess the effectiveness of their contributions in collaborative learning situations [PSC, CCT]
- Respond to their own and other's compositions [L]

9 Continuum of learning in English K–10

 for your information

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

 consult

9.1 Stage outcomes


Continuum of learning in English K–10

<i>Objectives: Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to:</i>			
	Early Stage 1 Outcomes	Stage 1 Outcomes	Stage 2 Outcomes
	A student:	A student:	A student:
<i>think in ways that are imaginative, creative, critical and interpretive</i>	1. engages imaginatively, creatively and critically with familiar topics to respond to and compose texts	1. engages imaginatively, creatively and critically with experience and familiar topics to respond to and compose texts	1. engages imaginatively, creatively and critically with experience, familiar topics and ideas to respond to and compose a widening range of texts
<i>respond to and compose a wide range of texts, including the close study of texts</i>	2. engages with and composes texts to explore ideas, feelings and experiences	2. engages with and composes a range of texts for understanding and pleasure	2. engages with and composes a widening range of texts for understanding and pleasure
	3. demonstrates understanding of vocabulary, spelling, handwriting, grammar and punctuation skills to respond to and compose different types of texts in a range of mediums	3. draws on an increasing range of vocabulary, spelling, handwriting, grammar and punctuation skills to respond to and compose different types of texts in different mediums and technologies	3. uses an integrated range of vocabulary, spelling, grammar, punctuation and other skills to respond to and compose different types of texts in a variety of mediums and technologies
	3a. demonstrates developing reading skills and strategies to read and view texts in a range of mediums	3a. draws on an increasing range of skills and strategies to read and view texts in different mediums and technologies	3a. uses an integrated range of skills and strategies to read, view and interpret texts in a variety of mediums and technologies
<i>use language to make meaning and communicate appropriately and effectively according to audience and purpose</i>	4. uses basic sentence and text structures for a range of purposes and audiences	4. uses a range of sentence and text structures for different purposes and audiences	4. demonstrates awareness of and uses a range of sentence and text structures for different purposes and audiences
	4a. uses language to communicate clearly with peers and known adults	4a. uses a range of language forms and features to communicate and interact	4a. demonstrates awareness of and uses a range of language forms and features to communicate and interact effectively with different audiences
	5. demonstrates awareness of basic similarities and differences between a range of texts	5. recognises and understands basic similarities and differences within a limited range of texts	5. recognises and understands that texts can have similarities and differences
<i>express themselves and their relationships with others and their world</i>	6. recognises aspects of their own experience in texts	6. recognises and understands that texts can express aspects of their own experience	6. recognises and understands that texts can express a range of experiences similar to and different from their own
	7. recognises aspects of home and familiar community life in texts	7. engages with and responds to aspects of home and the wider community life in texts	7. engages with and responds to aspects of the broader world expressed in texts
<i>learn and reflect on their learning through their study of English</i>	8. demonstrates an awareness of how to reflect on and assess their own and others' learning	8. reflects on and assesses their own and others' learning	8. uses an increasing range of skills and strategies to reflect on their own and others' learning

Continuum of learning in English K–10 *continued*

<i>Objectives: Through speaking, listening, reading, writing, viewing and representing, students will develop skills, knowledge and understanding in order to:</i>			
	Stage 3 Outcomes	Stage 4 Outcomes	Stage 5 Outcomes
	A student:	A student:	A student:
<i>think in ways that are imaginative, creative, critical and interpretive</i>	1. engages imaginatively, creatively and critically with experience, challenging topics, ideas and points of view to respond to and compose an increasingly diverse range of texts	1. engages imaginatively and creatively, critically and interpretively with experience, information, ideas and arguments to respond to and compose texts	1. engages imaginatively and creatively, critically and interpretively, with experience, information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
<i>respond to and compose a wide range of texts, including the close study of texts</i>	2. engages with and composes increasingly diverse texts for understanding, analysis, imaginative expression and pleasure	2. responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure	2. responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
	3. identifies and uses a diverse range of reading, vocabulary, spelling, grammar, punctuation and other skills to respond to and compose a wide range of texts in different mediums and technologies	3. uses a range of processes for responding to and composing texts in different mediums and technologies	3. uses and critically assesses a range of processes for responding to and composing texts in different mediums and technologies
<i>use language to make meaning and communicate appropriately and effectively according to audience and purpose</i>	4. uses language forms and features and structures of texts to communicate and interact effectively for a range of purposes and audiences	4. selects and uses language forms and features and structures of texts appropriate to different purposes, audiences and contexts with accuracy, clarity and coherence	4. selects and uses language forms and features and structures of texts appropriate to different purposes, audiences and contexts with accuracy, clarity and coherence and describes and explains their effects on meaning
	5. recognises and explains connections between texts	5. makes connections between and among texts	5. investigates the relationships between and among texts
<i>express themselves and their relationships with others and their world</i>	6. recognises and explains that texts can express aspects of their world and a diverse range of experiences	6. demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it	6. demonstrates understanding of the diverse ways texts can represent personal and public worlds
	7. engages with and demonstrates understanding that aspects of the broader world can be expressed in a range of texts	7. identifies and understands the ways aspects of culture are expressed in texts	7. questions, challenges and evaluates how aspects of culture are represented in texts and the effects on meaning
<i>learn and reflect on their learning through their study of English</i>	8. reflects on and identifies their strengths as a language learner and user and identifies areas for improvement	8. uses, reflects on and assesses their individual and collaborative skills for learning	8. uses, reflects on, assesses and adapts their individual and collaborative skills for learning with increasing independence and effectiveness

9.2 Stage statements

 for your information

Stage statements are summaries of the knowledge, understanding, skills, values and attitudes that have been developed by students as a consequence of achieving the outcomes for the relevant stage of learning.

 consult

Prior-to-school learning English

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. Children start developing language and literacy skills well before they start school since language use is a part of everyday life. In addition, many children will have participated in playgroup, childcare or preschool programs.

As children engage in daily life they construct language understanding that is often enhanced by planned literacy and language experiences in prior-to-school settings. Such understanding may include the development of concepts of print, engaging in book-like behaviours, engaging in reading and storytelling activities and sharing through communicating with others. In addition, vocabulary development is evident as students begin to acquire everyday language. Teachers need to become familiar with children's existing language and literacy skills and the language used at home as they commence school to ensure that programming is designed to meet the needs of individual students.

Early Stage 1 outcomes may not be the most appropriate starting point for all students. For some students, it will be appropriate to focus on these outcomes whereas others will benefit from a focus on more basic English concepts. Still others may demonstrate understanding beyond Early Stage 1. The movement into Early Stage 1 should be seen as a continuum of English learning. To ensure this continuum is maintained, teachers need to base their planning on the evaluation of current understanding related to all of the strands.

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 language features of written and visual 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, 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 and 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.

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, multimedia presentations.

Further examples of adjustments to assessment for students with special education needs can be found in *Life Skills Years 7–10: Advice on Planning, Programming and Assessment*.

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, in some cases 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*.

10.3 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 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) 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. In particular, for those students who are undertaking a special program of study, it may be appropriate to report against the student’s individual education plan.


10.4 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.

 consult

In assessing students, teachers employ a range of strategies for designing and managing tasks, collecting and recording assessment data, and providing appropriate feedback.

Teachers of English in Years K–10 should employ a range of assessment strategies to ensure that students are given opportunities to produce work that leads to development of their knowledge, skills and understanding. Strategies should be appropriate to the outcomes being addressed, be manageable in number and be supportive of the learning process. Teachers provide students with opportunities in the context of everyday classroom activities, as well as planned assessment events, to demonstrate their learning.

In English these tasks allow students to demonstrate their language growth through responding to and composing a range of types of text. Students are assessed on their ability to compose texts for a range of purposes, audiences and contexts. In responding to texts students demonstrate their understanding of how meaning is shaped in texts.

Teachers should provide a sequence of learning experiences that build on what students already know and should be designed to ensure that students will progress through the stages identified in the syllabus. Assessment of English syllabus outcomes should take a variety of forms and use a range and combination of modes. Students gain information about their learning through feedback from teachers and from self, peer and collaborative assessment, using techniques such as observation and conferencing.

In Years K–6 the curriculum emphasises the importance of students acquiring knowledge and skills in literacy. Teachers create opportunities to systematically observe students and to interact with them in the classroom context to gain a deeper understanding of what they know, understand and can do. In Years 7–10 the challenge and complexity of assessment tasks increase to allow for developing student independence and skills of reflection. Assessment tasks enable students to develop evaluative independence as they assess their own skills, knowledge and understanding and determine ways to improve their learning.

Planning for assessment is integral to programming for teaching and learning. Teachers review the syllabus and standards materials and describe for themselves what students should know and be able to do at a particular stage, and they consider the kinds of evidence their students could produce to show they have learned what they needed to learn. In English, this means that opportunities must be provided to assess all the language modes.

Students are provided with a description of the learning expected to be accomplished, opportunities to discuss the criteria on which judgements will be based, time to learn, and where possible, examples of what the learning looks like.

The assessment cycle is continuous; students receive and give themselves feedback on what they have learned, and what needs to be done to continue their learning.

Assessment is used to determine the students' initial understanding and skills, to monitor student progress and to collect information to report student achievement. The assessment cycle provides important opportunities to enhance the self-esteem and motivation of students.

When planning assessments teachers should ensure that:

- assessment activities are clearly related to the outcomes
- each assessment activity or series of activities allows for discrimination of student achievement
- activities and tasks provide authentic opportunities for students to demonstrate their levels of achievement in relation to the outcomes
- a variety of assessment strategies is used so that students have the opportunity to show in different ways what they know and can do
- a manageable range of assessment strategies is selected.

For each assessment task teachers:

- decide the outcomes and components to be assessed
- ensure the task type chosen will enable the outcomes to be assessed effectively
- ensure the task allows each student to demonstrate his or her level of achievement
- check that:
 - the task is valid and reliable
 - the instructions are clear
 - the language level is appropriate
 - the task is the right length
 - the level of difficulty is appropriate
 - the task is free from bias
- develop a set of criteria for judging and appropriately rewarding the quality of performance. Criteria for judging performance reflect the nature and intention of the task and will be expressed in terms of the knowledge and skills demanded by the task. The wording of outcomes and the descriptions of levels of achievement can help with developing criteria for judging performance
- share their expectations in relation to the criteria for judging the quality of performance with students.

In planning for assessment in English, teachers need to consider how results will be recorded, with a view to ensuring that there is sufficient and appropriate information collected for making an on-balance holistic judgement of the standard achieved by the student.

Teachers use the collected information for planning the next steps in learning and for providing feedback to students. Feedback in this context can be viewed as an indication of what students should be aiming for; the standard against which students can compare their own work. Students are thus involved in decisions about their own learning and are able to reflect on their own learning.

The evidence collected should enable teachers to make consistent judgements to meet the various reporting requirements that the system, school and community may have. Consistency of teacher judgement relies on a shared framework for describing student learning outcomes, a shared understanding of what those learning outcomes mean and a shared understanding of what student performance looks like at each stage and level of achievement. It involves adhering to the same principles or standards to form an opinion, estimate or conclusion based on evidence.

Consistency occurs when a teacher's judgement accords with:

- those previously made for the individual student
- those made for all other students in a range of contexts
- those judgements made by other teachers for all students within a class, across classes and throughout the system.

Assessment Resource Centre

The aim of this Board of Studies website (<http://arc.boardofstudies.nsw.edu.au>) is to support and enhance professional practice in the assessment and reporting of student achievement across Years K–12.

It provides work samples from Early Stage 1 aligned to the common grade scale, accompanied by teacher commentaries. These work samples assist teachers across NSW to consistently report student achievement against standards when using grades A to E or equivalent. Teachers may find the student work samples and teacher commentaries useful in planning a classroom assessment program.

Assessment tasks in English will include tasks with a specified time limit and tasks to be accomplished over a longer period. They include:

- responses presented in a different type of text and through a combination of modes (eg converting prose to script, or using information from a factual text to compose a literary or imaginative text)
- prepared and impromptu oral presentations
- written or spoken, short or extended, responses
- listening and viewing tasks (eg responses to taped stories, films and television programs)
- research tasks using information drawn from library, internet, databases and spreadsheets
- reflective tasks (eg completing a written text, explaining the processes used to produce the text and self-assessing the text)
- oral and written critical responses to texts using given or learned criteria (eg the strengths and weaknesses of website designs and functions) and assessing balance and objectivity in texts
- limited-time composition of texts in particular forms for specific contexts (eg preparation of a 20-second radio news bulletin)
- extended research, composition and presentation (eg development of multimedia texts and presentations)
- identification and analysis of the components of multimodal texts (eg how sound and visual components work together in a film)

- reading tasks requiring skimming, scanning or close reading
- drafts and completed versions of written texts or representations
- editing texts to remove errors; improve style; shorten; lengthen; or adjust for a different purpose, audience and context
- creating portfolios or folders of work with negotiated content and reflections on the learning processes used
- directed reading strategies (eg cloze)
- imaginative re-creation or extension from a text (eg writing as a character, creating an additional incident, interviewing the composer)
- self-assessment of the achievement of outcomes during a series of tasks (eg collaborative presentations of an advertising campaign)
- evaluating and challenging views through group discussions of issues (eg gender in the workplace)
- composition of a folder of everyday and workplace texts such as reports, letters of application, record of interview
- peer evaluation of performance for particular audiences
- composing a visual representation that emphasises a particular point of view
- a multistage task with opportunities for teacher observations at key stages.