How content is presented in the draft English K-6 Syllabus

Content:

- is presented in stages
- includes Australian curriculum content descriptions for English and NSW content
- describes what students are required to learn about and to do from K-6.

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 Outcomes and appropriately and effectively according to audience and purpose content are linked. Outcome 4 - language features A student: Content is uses a range of sentence and text structures for different purposes and audiences organised in Students: language modes. **Speaking and Listening** discuss sentence structures and structures of different texts during joint and independent NSW content construction activities, according to the intended audience [L] clarifies the recognise and understand connections between different methods of communication and Standard Australian English, including home language, sign language and body language [L, Australian PSC, DD, IU1 curriculum Reading and Viewing content. It provides recognise conjunctions, for example 'and', 'but', 'so', and understand that they join clauses in breadth and depth Australian of learning and curriculum content 4.4 recognise adjectives, adverbs, verbs, nouns and connectives in simple texts [L] appropriate scope descriptions, 4.5 recognise the use of reported and quoted speech [L] for the subject. determined by recognise common prefixes and suffixes and how they change a word's meaning identify how their own texts differ according to purpose, audience and subject matter [L] ACARA, are shaded NSW content is the identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is 48 grey. focus of doing or receiving the action?' and the circumstances surrounding the action consultation. 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

ESL scales links to the syllabus give teachers of EAL students an EAL focus for each outcome.

ESL scales links to the English syllabus

evaluate their effects [L]

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.

4.13 recognise figurative language such as similes, metaphors, idiom and personification in texts and

4.14 recognise and discuss the use of creative word play, for example alliteration and onomatopoeia

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.

Cross-curriculum content is embedded and identified using codes, for example Literacy [L].