

Summary of changes to English K–10 Draft Syllabus Version 2

Section	Syllabus element	Summary of changes made
2	Rationale	<ul style="list-style-type: none"> ■ Amendments have been made to improve clarity and remove repetition.
3	The place of the English K–10 Syllabus in the K–12 curriculum	<ul style="list-style-type: none"> ■ The flow chart has been reviewed to clarify the possible pathways of learning in the English learning area.
4	Aim	<ul style="list-style-type: none"> ■ No changes have been made.
5	Objectives	<ul style="list-style-type: none"> ■ Objectives related to skills, knowledge and understanding have been revised and reordered so that they are inclusive of all students. ■ The objectives relating to values and attitudes have been strengthened so that they represent clearly the values and attitudes integral to the study of English.
6	Outcomes	<ul style="list-style-type: none"> ■ The outcomes have been revised to improve the sequence of learning across stages, clarity, and specific direction for teaching, learning and assessment. ■ Outcomes have been reviewed so that they are appropriate to the stage of learning and inclusive of the needs of all students. ■ Outcomes have been coded to identify the stage of learning.
7.1	Organisation of content	<ul style="list-style-type: none"> ■ A diagram showing the conceptual design of the syllabus has been included. ■ Additional text relating to ‘responding’ and ‘composing’ and associated processes of language learning has been included. ■ The organisation of content has been reviewed to improve consistency of presentation across the stages of learning, sequencing and to clearly represent the relationship between content across stages of learning. ■ The content has been organised according to common ‘processes’ which emphasise aspects of language learning.
7.2	Content for Early Stage 1	<ul style="list-style-type: none"> ■ The content has been reviewed so that it is appropriate to the stage of learning.
7.3	Content for Stage 1	<ul style="list-style-type: none"> ■ Content has been reorganised to reflect the learning focus of the revised outcomes.
7.4	Content for Stage 2	<ul style="list-style-type: none"> ■ Specific advice has been included showing the way content can be adjusted for ESL learners and related to the <i>ESL scales</i>.
7.5	Content for Stage 3	
7.6	Content for Stage 4	<ul style="list-style-type: none"> ■ Life Skills outcomes related to the Stage 4 and Stage 5 outcomes have been added to each content page. ■ The content has been reviewed so that it is appropriate to the stage of learning.
7.7	Content for Stage 5	<ul style="list-style-type: none"> ■ Content has been reorganised to reflect the learning focus of the revised outcomes. ■ Specific advice has been included showing the way content can be adjusted for ESL learners and related to the <i>ESL scales</i>.

Section	Syllabus element	Summary of changes made
8.1	Years 7–10 Life Skills outcomes	<ul style="list-style-type: none"> ■ Life Skills outcomes have been revised to reflect the restructured K–10 objectives. ■ Outcomes have been reviewed to strengthen inclusivity for students with significant disabilities. ■ A table showing the relationship between the Life Skills outcomes and Stage 4 and Stage 5 outcomes has been included.
8.2	Years 7–10 Life Skills content	<ul style="list-style-type: none"> ■ Content has been reviewed to provide further access points for students with significant disabilities. ■ Stage 4 and Stage 5 content has been organised according to common 'processes' which emphasise aspects of language learning.
9	Stage outcomes	<ul style="list-style-type: none"> ■ The stage outcomes for English K–10 appear in section 6.
	Stage statements	<ul style="list-style-type: none"> ■ The prior-to-school learning statement has been revised to make it inclusive of all students. ■ The stage statements were mapped against the Australian curriculum achievement standards; two insertions were made to Early Stage 1 and Stage 1.
10	Assessment	<ul style="list-style-type: none"> ■ The generic text for Assessment and Reporting has been revised for consistency.
11	Glossary	<ul style="list-style-type: none"> ■ A glossary has been included.