

# Year 7 to 10

# English

September 2022

## Scope and sequence

Revised to align with the Australian Curriculum V9.0 (2022)

V2.0



Government  
of South Australia

Department for Education

# English: Year 7 to 10

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# Context statement

## The scope of the English learning area

The scope of the English curriculum is built around the 3 interrelated strands of Language, Literature and Literacy.

- Language: knowing about the English language and how it works.
- Literature: understanding, appreciating, responding to, analysing and creating literary texts of personal, cultural and social value.
- Literacy: interpreting and creating texts with appropriateness, accuracy, confidence, fluency and efficacy for learning in and out of school, and for participating in Australian life more generally.

Together, the 3 strands develop students' knowledge, understanding and skills in listening, reading, viewing and speaking, writing and creating. The 3 strands are organised into sub-strands that, in turn, are further organised into threads. Teaching and learning programs should balance and integrate all strands, sub-strands and threads.

## The sequence of the English learning area

The developmental sequence of the English is articulated through the successive content descriptions as organised along each thread, from reception to year 10. Thus, learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.

The content descriptions for each year are required elements of a learning program that form an informed connection with each year level's achievement standard. They specify the knowledge, understanding and skills that guide what teachers are expected to teach, and students are expected to learn in order to progress. They do not prescribe approaches to teaching.

The elaborations for each content description illustrate and exemplify the content of English and assist teachers in developing common programs. They are not a requirement for teaching the Australian Curriculum.

## The South Australian English Scope and Sequence 7 to 10 provides:

- year level descriptions and achievement standards presented in tables and dot points to provide ready comparison
- clarity for teachers in the explicit mapping of the teaching progression of the Australian Curriculum and which opportunities are important for ongoing English learning. This supports school curriculum planning and assessment.
- a clear balance between the 3 interrelated strands: Language, Literacy and Literature when demonstrating their interconnectedness
- a description of the knowledge, skills and understanding taught at each year level enabling flexibility in how these can be taught in different contexts.

# Connections between the South Australian English Scope and Sequence and Version 9 of ACARA

The South Australian English Scope and Sequence (September 2022) is aligned to Version 9 of the Australian Curriculum.

Teachers can be confident that when following the South Australian English Scope and Sequence (September 2022), they are covering the depth of the English Secondary Curriculum Version 9.

## Alignment with Version 9 of the Australian Curriculum

The year level descriptions in the South Australian English Scope and Sequence (September 2022) come from the Version 9 year level description with the addition of the below headings:

- Contexts for interacting
- Experiencing texts
- Reading
- Creating texts.

The Achievement standards are ordered under the headings:

- Reading, viewing and comprehending
- Interacting and creating spoken texts
- Creating written and multimodal texts.

This order follows the teaching and learning cycle embedded within the secondary English units.

The content descriptions have been reordered to reflect the order of teaching through the teaching and learning cycle. The Australian Curriculum codes (ACXXXXXX) have been included to support mapping back to the Australian Curriculum Version 9 if needed.

## Sub-strand: Examining literary and other texts

This sub-strand has been expanded in the South Australian English Scope and Sequence (September 2022) to provide guidance on the following 3 domains:

- Narrative domain
- Rhetoric domain
- Poetic domain

The content of the sub-strand remains the same, however the strand has been structured to provide support and additional information.

## Elaborated South Australian English Scope and Sequence

The South Australian English Scope and Sequence (September 2022) is also available in an elaborated version. It provides further advice through contextualised elaborations for each strand.

# Year level descriptions

	Year 7	Year 8	Year 9	Year 10
<b>Contexts for interacting</b>	In year 7, students interact with others for a variety of purposes.	In year 8, students communicate with others for a variety of purposes.	In year 9, students interact with others and experience learning in familiar and unfamiliar contexts, including local or global community and vocational contexts.	In year 10, students interact with others and experience learning in familiar and unfamiliar contexts, including local or global community and vocational contexts.
<b>Experiencing texts</b>	Students engage with a variety of texts for enjoyment. They listen to, read, view, analyse, interpret, create and perform a range of spoken, written and multimodal texts. Texts may include various types of media, online and digital texts, novels, non-fiction, film, poetry and dramatic performances. The features of these texts may be used by students as models for creating their own work.	Students engage with a variety of texts for enjoyment. They listen to, read, view, analyse, interpret, evaluate, create and perform a range of spoken, written and multimodal texts. Texts may include various types of media texts including online and digital texts, novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts are influenced by context, purpose and audience. They understand how the features of texts may be used as models for creating their own work.	Students engage with a variety of texts for enjoyment. They analyse, interpret, evaluate, discuss, create and perform a wide range of texts. Texts may include various types of media texts including film, digital and online texts, novels, non-fiction, poetry, dramatic performances and multimodal texts. Themes and issues may involve levels of abstraction, higher order reasoning and intertextual references. Students are beginning to develop a critical understanding of how texts, language, literary devices and visual and audio features are influenced by context.	Students engage with a variety of texts for enjoyment. They analyse, interpret, evaluate, discuss, create and perform a wide range of texts. Texts may include various types of media texts including film, digital and online texts, novels, non-fiction, poetry, dramatic performances and multimodal texts. Themes and issues may involve levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of how texts, language, literary devices and visual and audio features are influenced by context.
<b>Reading</b>	<p>The range of literary texts comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.</p> <p>Literary texts that support and extend students in year 7 as independent readers may be drawn from a range of realistic, fantasy, speculative fiction and historical genres. They may involve some challenging sequences of events and/or less predictable characters.</p> <p>These texts may explore themes of interpersonal relationships and ethical dilemmas in real-world and fictional settings, and represent a variety of perspectives. Informative texts may present technical information and content from credible sources about specialised topics. Text structures may be more complex, including chapters, headings and subheadings, tables of contents, indexes and glossaries.</p> <p>Language features and literary devices may include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and other poetic devices, and rhetorical devices, and/or information supported by various types of images and graphics.</p>	<p>The range of literary texts comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.</p> <p>Literary texts that support and extend students in year 8 as independent readers may be drawn from a range of realistic, fantasy, speculative fiction and/or historical genres. They may involve intertextual references, some challenging sequences and/or non-stereotypical characters.</p> <p>These texts may explore themes of interpersonal relationships and ethical dilemmas in real-world and fictional settings, and/or represent a variety of perspectives. Informative texts may present technical information and abstract content from credible sources about specialised topics and concepts.</p> <p>Language features and literary devices may include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and other poetic devices, and rhetorical devices, and/or information supported by various types of images and graphics.</p>	<p>The range of literary texts comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.</p> <p>Literary texts that support and extend students in year 9 as independent readers may be drawn from a range of genres. They may involve complex, challenging plot sequences and/or hybrid structures that may serve multiple purposes.</p> <p>These texts may explore themes of human experience and cultural significance, interpersonal relationships, and/or ethical and global dilemmas in real-world and fictional settings. They may represent a variety of perspectives. Informative texts may represent a synthesis of technical and abstract information (from credible or verifiable sources) about a wide range of specialised topics and concepts.</p> <p>Language features and literary devices may include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, sophisticated poetic devices, and rhetorical devices, and/or dense information supported by various types of images and graphics.</p>	<p>The range of literary texts comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.</p> <p>Literary texts that support and extend students in year 10 as independent readers may be drawn from a range of genres. They may involve complex, challenging plot sequences and hybrid structures that may serve multiple purposes.</p> <p>These texts may explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas in real-world and fictional settings. They may represent a variety of perspectives. Informative texts may represent a synthesis of technical and abstract information (from credible or verifiable sources) about specialised topics and concepts.</p> <p>Language features and literary devices may include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, sophisticated poetic devices, and rhetorical devices, and/or dense information supported by various types of images and graphics.</p>
<b>Creating texts</b>	Year 7 students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive and/or analytical; for example, narratives, performances, reports, reviews and arguments for different audiences.	Year 8 students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive and/or analytical; for example, narratives, performances, reports and discussions, interpretive literary analyses and reviews for different audiences.	Year 9 students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive, analytical and/or critical; for example, narratives, performances, reports, discussions, interpretive literary analyses, arguments, transformations of texts and reviews for a range of audiences.	Year 10 students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive, analytical and/or critical; for example, narratives, arguments that include analytical expositions and discussions, analysis and responses that include personal reflections, reviews, and interpretive and critical responses for a range of audiences.

# Achievement standards

## Reading, viewing and comprehending

Year 7	Year 8	Year 9	Year 10
<p>By the end of year 7, students:</p> <ul style="list-style-type: none"> <li>• read, view and comprehend texts created to inform, influence and/or engage audiences</li> <li>• identify how ideas are portrayed and how texts are influenced by contexts</li> <li>• identify the aesthetic qualities of texts</li> <li>• identify how text structures, language features including literary devices and visual features shape meaning.</li> </ul>	<p>By the end of year 8, students:</p> <ul style="list-style-type: none"> <li>• read, view and comprehend a range of texts created to inform, influence and/or engage audiences</li> <li>• explain how ideas are represented and how texts reflect or challenge contexts</li> <li>• explain the aesthetic qualities of texts</li> <li>• explain how text structures shape meaning</li> <li>• explain the effects of language features including intertextual references and literary devices, and visual features.</li> </ul>	<p>By the end of year 9, students:</p> <ul style="list-style-type: none"> <li>• read, view and comprehend a range of texts created to inform, influence and/or engage audiences</li> <li>• analyse representations of people, places, events and concepts, and how texts respond to contexts</li> <li>• analyse the aesthetic qualities of texts.</li> <li>• analyse the effects of text structures</li> <li>• analyse language features including literary devices, intertextual references, and multimodal features.</li> </ul>	<p>By the end of year 10, students:</p> <ul style="list-style-type: none"> <li>• read, view and comprehend a range of texts created to inform, influence and engage audiences</li> <li>• analyse and evaluate representations of people, places, events and concepts, and how interpretations of these may be influenced by readers and viewers</li> <li>• analyse the effects of text structures, and language features including literary devices, intertextual connections, and multimodal features, and their contribution to the aesthetic qualities of texts.</li> </ul>

## Interacting and creating spoken texts

Year 7	Year 8	Year 9	Year 10
<p>By the end of year 7, students:</p> <ul style="list-style-type: none"> <li>• interact with others, and listen to and create spoken and/or multimodal texts including literary texts</li> <li>• with different purposes and for audiences, discuss, express and expand ideas with evidence</li> <li>• adopt text structures to organise, develop and link ideas</li> <li>• adopt language features including literary devices, and/or multimodal features and features of voice.</li> </ul>	<p>By the end of year 8, students:</p> <ul style="list-style-type: none"> <li>• interact with others, and listen to and create spoken and/or multimodal texts including literary texts</li> <li>• with different purposes and for audiences, discuss, express and elaborate on ideas with supporting evidence</li> <li>• select and vary text structures to organise, develop and link ideas</li> <li>• select and vary language features including literary devices, and/or multimodal features and features of voice.</li> </ul>	<p>By the end of year 9, students:</p> <ul style="list-style-type: none"> <li>• interact with others, and listen to and create spoken and multimodal texts including literary texts</li> <li>• with a range of purposes and for audiences, discuss and expand on ideas, shaping meaning and providing substantiation</li> <li>• select and experiment with text structures to organise and develop ideas</li> <li>• select and experiment with language features including literary devices, and experiment with multimodal features and features of voice.</li> </ul>	<p>By the end of year 10, students:</p> <ul style="list-style-type: none"> <li>• interact with others, and listen to and create spoken and multimodal texts including literary texts</li> <li>• with a range of purposes and for audiences, discuss ideas and responses to representations, making connections and providing substantiation</li> <li>• select and experiment with text structures to organise and develop ideas</li> <li>• select, vary and experiment with language features including rhetorical and literary devices, and experiment with multimodal features and features of voice.</li> </ul>

## Creating written and multimodal texts

Year 7	Year 8	Year 9	Year 10
<p>By the end of year 7, students:</p> <ul style="list-style-type: none"> <li>• create written and/or multimodal texts, including literary texts, for different purposes and audiences</li> <li>• express and expand on ideas with evidence</li> <li>• adopt text structures to organise, develop and link ideas</li> <li>• adopt language features including literary devices, and/or multimodal features.</li> </ul>	<p>By the end of year 8, students:</p> <ul style="list-style-type: none"> <li>• create written and/or multimodal texts, including literary texts for different purposes and audiences</li> <li>• express and advance ideas with supporting evidence</li> <li>• select and vary text structures to organise, develop and link ideas</li> <li>• select and vary language features including literary devices, and/or multimodal features.</li> </ul>	<p>By the end of year 9, students:</p> <ul style="list-style-type: none"> <li>• create written and multimodal texts, including literary texts, for a range of purposes and audiences</li> <li>• express and expand ideas, shaping meaning and providing substantiation</li> <li>• select and experiment with text structures to organise, develop and link ideas</li> <li>• select and experiment with language features including literary devices, and experiment with multimodal features.</li> </ul>	<p>By the end of year 10, students:</p> <ul style="list-style-type: none"> <li>• create written and multimodal texts, including literary texts, for a range of purposes and audiences</li> <li>• express ideas and representations, making connections and providing substantiation</li> <li>• select and experiment with text structures to organise, develop and link ideas and representations</li> <li>• select, vary and experiment with language features including literary devices, and experiment with multimodal features.</li> </ul>

# Scope and sequence

## Strand: Language

In the Language strand, students develop their knowledge of the English language and how it works.

Students learn how language enables people to interact effectively, build and maintain relationships, and express and exchange knowledge, skills, attitudes, emotions and opinions. Oral language is the foundation of learning and an essential component of exploring ideas, expressing viewpoints, forming arguments and building vocabulary.

Language operates within a contextual framework, in which choices vary according to topic, purpose and audience. Students discover the patterns and purposes of English usage, including spelling, grammar and punctuation at the levels of the word, sentence and extended text.

By developing a body of knowledge about these patterns and their connections, students learn to communicate effectively through coherent, well-structured sentences and texts. They gain a consistent way of understanding and talking about language, language in use and language as a system. This enables them to reflect on their own speaking and writing, and discuss these productively with others. This strand informs teaching and learning activities, and connects to key concepts and skills in the other strands.

### Sub-strand: Language for interacting with others

Students learn that language varies according to relationships, social setting, purpose and audience, and is a means for expressing personal and social identity.

Thread:	Year 7	Year 8	Year 9	Year 10
<b>Language variation for interaction</b> Language expresses and shapes the identity, relationships, roles and status of participants.	Understand how language expresses and creates personal and social identities. (AC9E7LA01)	Recognise how language shapes relationships and roles. (AC9E8LA01)	Recognise how language empowers relationships and roles. (AC9E9LA01)	Understand how language can have inclusive and exclusive social effects, and can empower or disempower people. (AC9E10LA01)
<b>Interpretive and evaluative language</b> Language is used to express opinions, and to interpret, and evaluate people, places, things, texts and issues.	Recognise language used to interpret and evaluate texts including visual and multimodal texts, and how interpretations and evaluations of a text can be substantiated by reference to the text and other sources. (AC9E7LA02)	Understand how some texts use formal subjective technical language while others use devices that engage readers with added layers of meaning and nuance, such as simile and metaphor. (AC9E8LA02)	Understand how interpretation and evaluation of a text can be expressed directly and indirectly using devices such as allusion, evocative vocabulary and metaphor. (AC9E9LA02)	Understand that the language used to interpret and evaluate, implicitly or explicitly reveals an individual's values. (AC9E10LA02)

**Sub-strand: Text structure and organisation**

Students learn how texts are structured for different audiences and contexts, and to achieve particular purposes. They learn the techniques that authors use to guide and influence the reader or viewer through effective use of resources at the level of the whole text, paragraph and sentence.

Thread:	Year 7	Year 8	Year 9	Year 10
<b>Purpose, audience and structure of text types</b> Text structures vary according to the purpose, context and audience.	Identify and describe how texts vary in structure and have different language features and literary devices depending on their purpose. (AC9E7LA03)	Explain how texts are structured depending on their purpose, and how language features and literary devices vary, recognising that some texts are hybrids that combine different genres or elements of different genres. (AC9E8LA03)	Examine how authors adapt and subvert text structures, language features and literary devices by experimenting with spoken, written, visual and multimodal elements, and their combination. (AC9E9LA03)	Analyse text structures and language features and evaluate their effectiveness in achieving their purpose. (AC9E10LA03)
<b>Text structure and cohesion</b> Text structures and cohesive devices are used to group and connect meanings across texts.	Understand that the cohesion of texts relies on devices that signal structure and guide readers, such as overviews and initial and concluding paragraphs. (AC9E7LA04)	Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs with examples, quotations and substantiation of claims. (AC9E8LA04)	Investigate a range of cohesive devices that condense information in texts, including nominalisation, and devices that link, expand and develop ideas, including text connectives. (AC9E9LA04)	Understand how paragraph structure can be varied to create cohesion, and paragraphs and images can be integrated for different purposes. (AC9E10LA04)
<b>Concepts of print and screen</b> Conventions govern how text, images and design elements are cohesively presented on a page, a screen, online or in multimedia texts.	Thread finishes at year 4. Teachers should refer to reception to year 4 descriptions for an understanding of previous and assumed learning from year 5 to 10.			

**Sub-strand: Language for expressing and developing ideas**

Students learn how authors control and use a range of clause structures and word groups as well as combinations of sound, image, movement and layout. They build vocabulary and learn how to understand and use words according to context.

Thread:	Year 7	Year 8	Year 9	Year 10
<b>Sentence and clause-level grammar</b> Simple sentences are formed around single clauses. Simple sentences combine to express logical connections,	Understand how complex and compound-complex sentences can be used to elaborate, extend and explain ideas. (AC9E7LA05)	Examine a variety of clause structures including passive voice, sentence fragments and embedded clauses that add information and expand ideas in sentences. (AC9E8LA05)	Identify how authors vary sentence structures creatively for effects, such as intentionally using a sentence fragment or a dependent clause on its own. (AC9E9LA05)	Analyse and evaluate the effectiveness of sentence structures to express and craft ideas. (AC9E10LA05)

Thread:	Year 7	Year 8	Year 9	Year 10
and for precision, effect and power.				
<b>Word-level grammar</b> Word and word groups are classed according to their function in a sentence.	Understand how consistency of tense through verbs and verb groups achieves clarity in sentences. (AC9E7LA06)	Understand the effect of nominalisation in texts. (AC9E8LA06)	Understand how abstract nouns and nominalisation can be used to summarise ideas in text. (AC9E9LA06)	Analyse how meaning and style are achieved through syntax. (AC9E10LA06)
<b>Vocabulary</b> Vocabulary choices range from every day to specialist. Appropriate vocabulary is chosen according to the intended audience, purpose and context.	Investigate the role of vocabulary in building specialist and technical knowledge, including terms that have both everyday and technical meanings. (AC9E7LA08)	Identify and use vocabulary typical of academic texts. (AC9E8LA08)	Analyse how vocabulary choices contribute to style, mood and tone. (AC9E9LA08)	Use an expanded technical and academic vocabulary for precision when writing academic texts. (AC9E10LA08)
<b>Punctuation</b> Punctuation performs different functions.	Understand the use of punctuation including colons and brackets to support meaning. (AC9E7LA09)	Understand and use punctuation conventions including semicolons and dashes to extend ideas and support meaning. (AC9E8LA09)	Understand punctuation conventions for referencing and citing others for formal and informal purposes. (AC9E9LA09)	Understand how authors use and experiment with punctuation. (AC9E10LA09)
<b>Visual language</b> Images communicate meanings in texts, often in connection with other elements such as print and sound.	Analyse how techniques such as vectors, angle and/or social distance in visual texts can be used to create a perspective. (AC9E7LA07)	Investigate how visual texts use intertextual references to enhance and layer meaning. (AC9E8LA07)	Analyse how symbols in still and moving images augment meaning. (AC9E9LA07)	Evaluate the features of still and moving images, and the effects of those choices on representations. (AC9E10LA07)

## Strand: Literature

The Literature strand engages students in the study of literary texts of personal, cultural, social and aesthetic value. These texts include works that are recognised as having enduring social and artistic value, some of which may be referred to as classic or canonical texts, and some that attract contemporary attention. Literature is a dynamic and evolving body of work comprising texts (written, spoken, visual, multimodal, print and digital) from diverse historical and cultural contexts. These texts are valued and appreciated for their form and style, and contribution to cultural, historical and social understanding.

Learning to appreciate literary texts and to create their own literary texts enriches students' understanding of the breadth and complexity of human experiences. It builds students' knowledge of the interrelationship of language and culture, and stimulates creative and critical thinking.

Students appreciate, analyse, interpret and evaluate a range of literary texts. This range includes the oral narrative traditions and literature of First Nations Australians, classic and contemporary literature from a wide range of Australian authors, and world literature including texts from and about Asia. Students create texts such as short stories, poetry, prose, plays, short films, persuasive speeches and news media, in both legacy print and broadcast forms and convergent and emergent digital forms .

### Sub-strand: Texts in contexts

Students learn how characters, events, perspectives and issues in literary and other texts are shaped by the historical, social and cultural contexts in which they were created.

Thread:	Year 7	Year 8	Year 9	Year 10
<b>Texts in contexts</b> Texts both reflect and respond to the contexts in which they are created. Readers critically question texts from within their own contexts and by applying critical perspectives.	Identify and explore ideas, perspectives, characters, events and/or issues in literary texts, drawn from historical, social and/or cultural contexts, by First Nations Australians, and a wide range of Australian and world authors. (AC9E7LE01)	Explain the ways that ideas and perspectives may represent the values of individuals and groups in literary texts, drawn from historical, social and cultural contexts, by First Nations Australians, and a wide range of Australian and world authors. (AC9E8LE01)	Analyse the representations of people and places in literary texts, drawn from historical, social and cultural contexts, by First Nations Australians, and a wide range of Australian and world authors. (AC9E9LE01)	Analyse representations of individuals, groups and places and evaluate how they reflect their context in literary texts by First Nations Australians, and a wide range of Australian and world authors. (AC9E10LE01)

### Sub-strand: Examining literary and other texts

Students learn how to explain, analyse and evaluate the ways in which underlying perspectives, attitudes and values are constructed in texts. They learn to compare and appraise the ways authors use language and literary devices to influence readers. They also learn to understand, evaluate, interpret and discuss how certain stylistic choices can create multiple layers of interpretation and effect.

Thread:	Year 7	Year 8	Year 9	Year 10
<b>Examining themes and perspectives</b> Texts express an underlying 'voice' about focus themes and issues. This 'voice' may be a basic message or moral. In more complex texts,	<b>Ideas and perspectives in literary texts</b>			
	Understand that an author's perspective about a theme may be explained logically and coherently.	Understand that all elements of a literary text work together to support the perspective; there may be major and minor themes.	Recognise and explain how differing perspectives about the world, cultures, individual people and concerns are represented in texts.	Understand that while the perspectives in a literary text may offer insight into an author's worldview, such perspectives may be challenged by applying a different critical perspective.

Thread:	Year 7	Year 8	Year 9	Year 10
<p>perspectives are developed throughout the whole text.</p> <p>Readers may identify with, accept or challenge the perspectives, attitudes and values of a text.</p>	<b>Comparing ideas and perspectives in literary texts</b>			
	<p>Understand that pervasive human problems reappear in many literary texts.</p>	<p>Understand that the themes of a literary text may offer insight into an author's perspective or worldview. These perspectives may recur across multiple texts.</p>	<p>Compare and contrast how 2 texts about a similar concern present differing perspectives through the writers' differing choices.</p>	<p>Understand that while the perspectives in a literary text may offer insight into an author's worldview, multiple texts by the same author may reveal shifts and subtle nuances in perspective.</p>
<p><b>Examining literary devices – narrative domain</b></p> <p>Narrative devices help construct meanings in a diverse range of texts. They may be grouped as:</p> <ul style="list-style-type: none"> <li>• narrative structure</li> <li>• characterisation</li> <li>• narrative point of view</li> <li>• settings</li> <li>• symbols and imagery</li> <li>• crafting paragraphs, sentences and spelling.</li> </ul>	<b>Narrative domain</b>			
	<p>Identify and explain the ways that narrative literary devices combine to create meaning and discuss the purposes and appeal of authorial choices for narrative structure, characterisation, point of view, setting, symbols and imagery, paragraphing, sentence structures and vocabulary. (Contextualised from AC9E7LE05)</p>	<p>Compare and discuss how narrative devices, including intertextual references, enable new meanings in texts. (Contextualised from AC9E8LE05)</p>	<p>Analyse and interpret narrative texts and evaluate how the author's combination of narrative devices contributes to the text's meanings, aesthetic qualities and style. (Contextualised from AC9E9LE04)</p>	<p>Examine the cultural significance of narrative in different times, cultures, sub-cultures, and technological contexts.</p>
<p><b>Examining literary devices – rhetorical domain</b></p> <p>Rhetorical devices help construct meanings in a diverse range of texts. They may be grouped as:</p> <ul style="list-style-type: none"> <li>• logical rhetoric (logos)</li> <li>• emotive rhetoric (pathos)</li> <li>• appeals to ideas about 'character' (ethos)</li> <li>• language-based rhetoric.</li> </ul>	<b>Rhetorical domain</b>			
	<p>Identify and explain how texts such as speeches, debates, and prose arguments use a range of rhetorical literary devices: logical rhetoric (logos), emotive rhetoric (pathos), appeals to ideas about 'character' (ethos) and language-based rhetoric.</p>	<p>Identify and explain the persuasive impact of a range of rhetorical devices (logos, pathos, ethos and language-based) in a broad range of familiar and unfamiliar texts, such as opinion pieces, letters to the editor, political cartoons; and stand-up comedy, advertorials, infotainment, social media and influencer materials. (Contextualised from AC9E8LE04)</p>	<p>Analyse informative and persuasive texts and evaluate how the author's combination of rhetorical devices contributes to the text's meanings, aesthetic qualities and style. (Contextualised from AC9E9LE04 and AC9E8LE04)</p>	<p>Examine the cultural significance of public argumentation and debate in different times, cultures, sub-cultures, and technological contexts.</p>
<p><b>Examining literary devices – poetic domain</b></p> <p>Poetic devices help construct meanings in a diverse range</p>	<b>Poetic domain</b>			
	<p>Identify and explain how poetic devices (sound devices, imagery, rhythm, form, word order, other poetic devices) create layers of</p>	<p>Identify, explain and discuss how poetic devices create tone, humour, wordplay, innuendo, and parody in a broad range of</p>	<p>Analyse how poets choose and combine poetic devices to develop key perspectives</p>	<p>Examine the cultural significance of poets in different times, cultures, sub-cultures, and technological contexts.</p>

Thread:	Year 7	Year 8	Year 9	Year 10
<p>of texts. They may be grouped as:</p> <ul style="list-style-type: none"> <li>• sound devices</li> <li>• imagery</li> <li>• rhythm</li> <li>• form</li> <li>• word arrangement</li> <li>• other poetic devices.</li> </ul>	<p>meaning in poems and other text types. (Contextualised from AC9E7LE06, AC9E7LE02 and AC9E7LE03)</p>	<p>familiar and unfamiliar texts; such as advertising, short stories, film, media texts, online blogs, and live drama.</p>	<p>and influence the emotional responses of the audience. (Contextualised from AC9E9LE05)</p>	

**Sub-strand: Responding to literary and other texts**

Students learn to respond personally to literary and other texts and make connections to their own lives, other texts and the responses of others.

Thread:	Year 7	Year 8	Year 9	Year 10
<b>Engaging with and responding to texts</b> Engaging with and responding to texts includes: <ul style="list-style-type: none"> <li>forming and expressing personal preferences and opinions</li> <li>identifying and analysing how elements of texts engage and influence</li> <li>identifying and analysing the aesthetic qualities and social impacts of elements of texts</li> <li>creating reviews, interpretive responses and critical responses to texts.</li> </ul>	<b>Forming opinions and interpretations</b>			
	Form an opinion about characters, settings and events in texts, identifying areas of agreement and difference with others' opinions and justifying a response. (AC9E7LE02)	Share opinions about the text structures, language features and literary devices that contribute to the styles of literary texts. (AC9E8LE02)	Present a personal response to a literary text comparing initial impressions and subsequent analysis of the whole text. (AC9E9LE02)	Reflect on and extend others' interpretations of, and responses to literature. (AC9E10LE02)
	<b>Responding to elements of texts</b>			
	Explain the ways that literary devices, language features and text structures such as dialogue, and images are used to create character, and to influence readers' emotive and analytical responses in different types of texts. (AC9E7LE03)	Explain how a text's literary devices, language features and text structures, including images, position readers to respond and form viewpoints. (AC9E8LE03)	Analyse how elements of literary texts influence readers' preference for texts. (AC9E9LE03)	Analyse how elements of literary texts engage readers in the context in which the texts are experienced and influence audience response.
	<b>Responding to aesthetic qualities and social impacts</b>			
	Discuss the aesthetic qualities of features of literary texts using relevant and appropriate metalanguage. (AC9E7LE04)	Discuss the aesthetic qualities and social impact of literary texts using relevant and appropriate metalanguage. (Adapted from AC9E7LE04 to extend sub-thread)	Explore and compare the aesthetic qualities and social impact of literary texts. (Adapted from AC9E7LE04 to extend sub-thread)	Evaluate the social, moral or ethical positions represented in literature. (AC9E10LE04)
	<b>Response genres for English</b>			
	Create reviews and interpretive responses, following directions for using forms and registers that are appropriate to audience, purpose and context, along continua from: <ul style="list-style-type: none"> <li>spoken to written</li> <li>unimodal to multimodal</li> <li>informal to formal</li> <li>subjective to objective</li> <li>everyday, idiomatic to technical.</li> </ul>	Create reviews and interpretive responses, making guided choices for using forms and registers that are appropriate to audience, purpose and context, along continua from: <ul style="list-style-type: none"> <li>spoken to written</li> <li>unimodal to multimodal</li> <li>informal to formal</li> <li>subjective to objective</li> <li>everyday, idiomatic to technical.</li> </ul>	Create extended reviews, interpretive responses and critical responses, using forms and registers that are appropriate to audience, purpose and context, along continua from: <ul style="list-style-type: none"> <li>spoken to written</li> <li>unimodal to multimodal</li> <li>informal to formal</li> <li>subjective to objective</li> <li>everyday, idiomatic to technical.</li> </ul>	Create coherent extended reviews, interpretive responses and critical evaluative responses to literary texts, using forms and registers that are appropriate to audience, purpose and context, along continua from: <ul style="list-style-type: none"> <li>spoken to written</li> <li>unimodal to multimodal</li> <li>informal to formal</li> <li>subjective to objective</li> <li>everyday, idiomatic to technical.</li> </ul>

**Sub-strand: Creating literary and other texts**

Students learn how to use personal knowledge and literary texts as starting points to create texts. They create texts with imaginative and literary qualities in different genres and forms, and for particular audiences. Using print, digital and online media, students develop skills that allow them to convey meaning, address significant issues, and heighten engagement and impact.

Thread:	Year 7	Year 8	Year 9	Year 10
<p><b>Creating texts</b> Texts, including multimodal texts, are created by adapting and experimenting with the ideas, text structures, language features and literary devices experienced.</p>	<p>Create and edit literary texts that experiment with language features and literary devices encountered in texts. (AC9E7LE07)</p>	<p>Create and edit literary texts that experiment with language features and literary devices for particular purposes and effects. (AC9E8LE06)</p>	<p>Create and edit literary texts, that may be a hybrid, which experiment with text structures, language features and literary devices for purposes and audiences. (AC9E9LE06)</p>	<p>Create and edit literary texts with a sustained voice, selecting and adapting text structures, literary devices, and language, auditory and visual features for purposes and audiences. (AC9E10LE08)</p>

## Strand: Literacy

In the Literacy strand, students make meaning through the application of skills and knowledge from the Language strand. They develop their ability to interpret and create texts with appropriateness, accuracy, confidence, fluency and efficacy for learning in and out of school. This ability helps them to participate in Australian life more generally. They learn the sound (phonemes) and letter (graphemes) correspondences of English and how these combine when they begin to read and write.

Students learn to adapt language to meet the demands of general or specialised purposes, audiences and contexts. They learn about the different ways in which knowledge and opinion are represented and developed in texts. They learn that more or less abstraction and complexity can be shown through language and multimodal representations.

Texts chosen include media texts, everyday texts and workplace texts from increasingly complex and unfamiliar settings. Texts are composed using language ranging from the everyday language of personal experience to more abstract, specialised and technical language, including the language of schooling and academic study. This means that print and digital texts are included, and that listening, speaking, reading, viewing, writing and creating are all developed systematically and concurrently.

### Sub-strand: Strategies for understanding texts in contexts

Students learn that texts are influenced by historical and cultural contexts, and created for particular purposes and audiences.

Thread:	Year 7	Year 8	Year 9	Year 10
<p><b>Strategies for understanding texts in contexts</b></p> <p>Strategies for identifying and reflecting upon the historical, cultural, technological and situational contexts in which a text is produced and how these shape purpose and audience.</p>	<p>Explain the effect of current technology on reading, creating and responding to texts including media texts. (AC9E7LY01)</p>	<p>Use strategies to identify how texts reflect contexts. (Contextualised from AC9E8LY01)</p>	<p>Use strategies to analyse how representations of people, places, events and concepts reflect historical, social and technological contexts. (Contextualised from AC9E9LY01)</p>	<p>Select appropriate strategies to determine, research and analyse contexts of texts. (Contextualised from AC9E10LY01)</p>

### Sub-strand: Strategies for analysing, interpreting and evaluating

Students learn to apply text processing skills and strategies to navigate increasingly complex texts. Students learn to comprehend what they read and view. They develop more sophisticated processing strategies for interpreting, analysing, evaluating and critiquing ideas, information and issues from different sources. Students develop strategies for exploring how literary devices, conventions and structures are used in written, digital, multimedia and cinematic texts. They use their growing knowledge of literary devices, language features and text structures to explain how texts influence different audiences.

Thread:	Year 7	Year 8	Year 9	Year 10
<p><b>Strategies for understanding purpose and audience</b></p> <p>Strategies for identifying and reflecting upon the purposes and audiences of texts.</p>	<p>Analyse the ways in which literary device and language features shape meaning and vary according to audience and purpose. (AC9E7LY03)</p>	<p>Use strategies to analyse and evaluate the ways that language features and literary devices vary according to the purpose and audience of the text, and the ways that sources and quotations are used in a text. (Contextualised from AC9E8LY03)</p>	<p>Use strategies to analyse and evaluate how language features and literary devices are used to represent a perspective on an issue, event, situation, individual or group. (Contextualised from AC9E9LY03)</p>	<p>Select appropriate strategies to analyse and evaluate how authors organise ideas in texts to achieve a purpose. (Contextualised from AC9E10LY04)</p>

Thread:	Year 7	Year 8	Year 9	Year 10
<b>Reading processes</b> Strategies for using and combining contextual, semantic, grammatical and phonic knowledge to decode texts.	Explain the structure of ideas such as the use of definitions, taxonomies, chronology, cause and effect, comparisons, supporting evidence and examples; testimonial statements, and metaphors. (AC9E7LY04)	Use strategies to analyse how authors organise ideas to develop and shape meaning. (Contextualised from AC9E8LY04)	Use strategies to analyse the organisation of ideas in paragraphs and extended texts, and evaluate its impact on meaning. (Contextualised from AC9E9LY04)	Select appropriate strategies to analyse and evaluate how language features and literary devices are used to implicitly or explicitly represent values, beliefs and attitudes. (Contextualised from AC9E10LY03)
<b>Comprehension strategies</b> Strategies for constructing meaning from texts, including literal and inferential meaning.	Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and summarise information and ideas. (AC9E7LY05)	Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to interpret and evaluate ideas in texts. (AC9E8LY05)	Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to compare and contrast ideas and opinions in and between texts. (AC9E9LY05)	Integrate comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and interpret complex and abstract ideas. (AC9E10LY05)

#### Sub-strand: Strategies for interacting with others

Students learn strategies to develop interactive speaking and listening skills. They develop their skills to express ideas, arguments and opinions in spoken and written presentations by selecting and using linguistic and multimodal elements.

Thread:	Year 7	Year 8	Year 9	Year 10
<b>Interactive listening and speaking skills</b> Developing reciprocal communication skills to coherently express opinions, cooperatively analyse, clarify and create understanding.	Use interaction skills when discussing and presenting ideas and information including evaluations of the features of spoken texts. (AC9E7LY02)	Use interaction skills for identified purposes and situations, including when supporting or challenging the stated or implied meanings of spoken texts in presentations or discussion. (AC9E8LY02)	Listen to spoken texts that have different purposes and audiences, analysing how language features position listeners to respond in particular ways, and use interacting skills to present and discuss opinions regarding these texts. (AC9E9LY02)	Listen to spoken texts and explain the purposes and effects of text structures and language features, and use interaction skills to discuss and present an opinion about these texts. (AC9E10LY02)

**Sub-strand: Strategies for creating texts**

Students apply knowledge and skills they have developed in other strands and sub-strands to create spoken, written and multimodal texts. They create these texts with clarity, authority and novelty. They do so by selecting key aspects of a topic as well as language and multimodal features. As part of the process of creating texts, students learn to edit for enhanced meaning and effect. They develop and consolidate a handwriting style that is legible, fluent and automatic, and that supports sustained writing.

Thread:	Year 7	Year 8	Year 9	Year 10
<p><b>Strategies for creating written texts</b></p> <p>Creating, drafting, editing and refining literary devices, language features and/or text structures in written texts to meet the purpose and expectations for a given audience and context.</p>	<p>Plan, create, edit and publish written and multimodal texts, selecting subject matter, and using text structures, language features, literary devices and visual features as appropriate to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive and/or analytical. (AC9E7LY06)</p>	<p>Plan, create, edit and publish written and multimodal texts, organising and expanding ideas, and selecting text structures, language features, literary devices and visual features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical. (AC9E8LY06)</p>	<p>Plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas, and selecting text structures, language features, literary devices and multimodal features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical. (AC9E9LY06)</p>	<p>Plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas through experimenting with text structures, language features, literary devices and multimodal features for specific purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical. (AC9E10LY06)</p>
<p><b>Strategies for creating oral and multimodal texts</b></p> <p>Creating, drafting, editing and refining literary devices, language features and/or text structures in oral and multimodal texts to meet the purpose and expectations for a given audience and context.</p>	<p>Plan, create, rehearse and deliver presentations for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical, by selecting text structures, language features, literary devices and visual features, and using features of voice including volume, tone, pitch and pace. (AC9E7LY07)</p>	<p>Plan, create, rehearse and deliver spoken and multimodal presentations for audiences and purposes, selecting language features, literary devices, visual features and features of voice to suit formal or informal situations, and organising and developing ideas in texts in ways that may be imaginative, reflective, informative, persuasive and/or analytical. (AC9E8LY07)</p>	<p>Plan, create, rehearse and deliver spoken and multimodal presentations for purpose and audience, using language features, literary devices and features of voice such as volume, tone, pitch and pace, and organising, expanding and developing ideas in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical. (AC9E9LY07)</p>	<p>Plan, create, rehearse and deliver short oral and/or multimodal presentations to inform, express opinions or tell stories, using a clear structure, details to elaborate ideas, topic-specific and precise vocabulary, visual features, and appropriate tone, pace, pitch and volume. (AC9E3LY07)</p>
<p><b>Handwriting</b></p> <p>Fluent, legible handwriting style, beginning with unjoined letters and moving to joined handwriting.</p>	<p>Thread finishes at year 4. Thread finishes at year 4. Teachers should refer to reception to year 4 descriptions for an understanding of previous and assumed learning from year 5 to 10.</p>			

**Sub-strand: Strategies for building word knowledge**

Students develop knowledge about the sounds of English (phonemes) and learn to identify the sounds in spoken words. They learn the letters of the alphabet and how to write words by using combinations of these letters. They apply their knowledge of phonemes and graphemes to decode words. Students learn that patterns and generalisations relate to the spelling of words in English. They learn to apply phonic knowledge to decode text, especially from reception to year 2. From year 7, the strand is called Word knowledge to reflect that students have progressed beyond phonic development. Students benefit from revision of phonological, phoneme-graphic and alphabetic knowledge.

Thread:	Year 7	Year 8	Year 9	Year 10
<b>Word families and word building</b> Using knowledge about morphemes, high frequency words and word origins to build fluent reading, comprehension and spelling skills.	<b>Spelling patterns</b> Thread finishes at year 4. Teachers should refer to Reception to year 4 descriptions for an understanding of previous and assumed learning from year 5 to 10.			
	<b>High frequency words</b> Thread finishes at year 4. Teachers should refer to reception to year 4 descriptions for an understanding of previous and assumed learning from year 5 to 10.			
	<b>Word families and word building</b>			
	Understand how to use spelling rules and word origins; for example, Greek and Latin roots, base words, suffixes, prefixes and spelling patterns to learn new words and how to spell them. (AC9E7LY08)	Apply learnt knowledge to spell accurately and to learn new words. (AC9E8LY08)	Understand how spelling is used in texts for particular effects; for example, characterisation, humour and to represent accents and distinctive speech. (AC9E9LY08)	Use knowledge of the spelling system to spell words and to manipulate standard spelling for particular effects. (AC9E10LY08)

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