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

Contents

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 (ACXXXXXXX) 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.

Abridged South Australian English Scope and Sequence

The South Australian English Scope and Sequence (September 2022) is also available in an abridged version. It provides a concise snapshot of the curriculum.

Year level descriptions

	Year 7	Year 8	Year 9	Year 10
Contexts for interacting	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.
Experiencing texts	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.
Reading	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. 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. 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. 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.	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. 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. 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. 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.	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. 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. 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. 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.	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. 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. 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. 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.
Creating texts	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
By the end of year 7, students: • read, view and comprehend texts created to inform, influence and/or engage audiences • identify how ideas are portrayed and how texts are influenced by contexts • identify the aesthetic qualities of texts • identify how text structures, language features including literary devices and visual features shape meaning.	By the end of year 8, students: • read, view and comprehend a range of texts created to inform, influence and/or engage audiences • explain how ideas are represented and how texts reflect or challenge contexts • explain the aesthetic qualities of texts • explain how text structures shape meaning • explain the effects of language features including intertextual references and literary devices, and visual features.	By the end of year 9, students: • read, view and comprehend a range of texts created to inform, influence and/or engage audiences • analyse representations of people, places, events and concepts, and how texts respond to contexts • analyse the aesthetic qualities of texts • analyse the effects of text structures • analyse language features including literary devices, intertextual references, and multimodal features.	By the end of year 10, students: • read, view and comprehend a range of texts created to inform, influence and engage audiences • analyse and evaluate representations of people, places, events and concepts, and how interpretations of these may be influenced by readers and viewers • 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.

Interacting and creating spoken texts

Year 7	Year 8	Year 9	Year 10
By the end of year 7, students: • interact with others, and listen to and create spoken and/or multimodal texts including literary texts • with different purposes and for audiences, discuss, express and expand ideas with evidence • adopt text structures to organise, develop and link ideas • adopt language features including literary devices, and/or multimodal features and features of voice.	By the end of year 8, students: • interact with others, and listen to and create spoken and/or multimodal texts including literary texts • with different purposes and for audiences, discuss, express and elaborate on ideas with supporting evidence • select and vary text structures to organise, develop and link ideas • select and vary language features including literary devices, and/or multimodal features and features of voice.	By the end of year 9, students: • interact with others, and listen to and create spoken and multimodal texts including literary texts • with a range of purposes and for audiences, discuss and expand on ideas, shaping meaning and providing substantiation • select and experiment with text structures to organise and develop ideas • select and experiment with language features including literary devices, and experiment with multimodal features and features of voice.	By the end of year 10, students: • interact with others, and listen to and create spoken and multimodal texts including literary texts • with a range of purposes and for audiences, discuss ideas and responses to representations, making connections and providing substantiation • select and experiment with text structures to organise and develop ideas • select, vary and experiment with language features including rhetorical and literary devices, and experiment with multimodal features and features of voice.

Creating written and multimodal texts

Year 7	Year 8	Year 9	Year 10
By the end of year 7, students: • create written and/or multimodal texts, including literary texts, for different purposes and audiences • express and expand on ideas with evidence • adopt text structures to organise, develop and link ideas • adopt language features including literary devices, and/or multimodal features.	By the end of year 8, students: • create written and/or multimodal texts, including literary texts for different purposes and audiences • express and advance ideas with supporting evidence • select and vary text structures to organise, develop and link ideas • select and vary language features including literary devices, and/or multimodal features.	By the end of year 9, students: • create written and multimodal texts, including literary texts, for a range of purposes and audiences • express and expand ideas, shaping meaning and providing substantiation • select and experiment with text structures to organise, develop and link ideas • select and experiment with language features including literary devices, and experiment with multimodal features.	By the end of year 10, students: • create written and multimodal texts, including literary texts, for a range of purposes and audiences • express ideas and representations, making connections and providing substantiation • select and experiment with text structures to organise, develop and link ideas and representations • select, vary and experiment with language features including literary devices, and experiment with multimodal features.

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
Language variation for interaction Language expresses and shapes the identity, relationships, roles and status of participants.	Understand how language expresses and creates personal and social identities. (AC9E7LA01) This may involve students: • understanding local idioms and discussing their connection with personal and social identities • developing dialogue that reveals character in comics, cartoons and animations.	Recognise how language shapes relationships and roles. (AC9E8LA01) This may involve students: • understanding that group identities are formed through language that reflects shared values, beliefs and behaviours, and through language choices that engender solidarity such as specialist terminology, acronyms and terms of address; for example, teenage groups and sportspeople have adopted particular words and ways of communicating • exploring the Australian Institute of Aboriginal and Torres Strait Islander Studies Map of Indigenous Australia and identifying language names that inform relationships to Country/Place.	Recognise how language empowers relationships and roles. (AC9E9LA01) This may involve students: • identifying the various communities to which students belong and how language reinforces membership of these communities; for example, the intimate language of family members, the jargon of teenage groups, the technicality of some online communities, the language specific to recreational groups and the interaction patterns of the classroom • exploring language used by First Nations Australian authors to express and reinforce relationships to Country/Place and with others; for example, 'How are you?' in Kaurna language is ''Marni niina'; 'Where are you going' is 'wanti niina' when talking to one person.	Understand how language can have inclusive and exclusive social effects, and can empower or disempower people. (AC9E10LA01) This may involve students: • identifying language that seeks to align the speaker or author with the listener or reader; for example, 'of course', 'obviously', 'as you can imagine' • identifying the use of first person ('I', 'we') and second person ('you') pronouns to distance or involve the audience • identifying language used to reference or indicate shared assumptions • identifying language that appeals to shared cultural knowledge, values and beliefs • identifying examples of language that are inclusive or marginalising.

Thread:	Year 7	Year 8	Year 9	Year 10
Interpretive and evaluative language 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) This may involve students: • building knowledge about words of interpretation and evaluation, including words to express emotional responses to texts, interpretation of characters' names, actions, speech, and appearance, and appreciation of the aesthetic qualities of text • analysing how interpretive and evaluative language can be used to explain the salient elements and assess the qualities of a narrative or persuasive text; for example, the text's impact on the reader or the author's skill in the use of language • recognising how evaluative language is used to critically assess the validity of evidence and the reliability of sources; for example, when assessing the balance of evidence-based logical rhetoric and emotional rhetoric in a report or advertisement.	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) This may involve students: • identifying how brochures for a national park and a luxury resort, use different language and literary devices while both are providing information about landscape and accommodation • identifying how a formal interpretive response to a text uses technical and literary terms while a commercial review may use more metaphoric layered devices, such as: ○ irony – making a statement but implying or meaning the opposite ○ hyperbole– exaggerating or overstating something ○ understatement –making something appear less serious than it really is ○ parody– imitating something with mockery ○ similes, metaphor and idiom.	Understand how interpretation and evaluation of a text can be expressed directly and indirectly using devices such as allusion, evocative vocabulary and metaphor. (AC9E9LA02) This may involve students: • comparing the use of linear and non-linear narratives in a range of short stories, and determining the purpose and effect of the different structures • comparing the opening paragraphs of different public texts such as feature articles, and determining the purpose and effect of the different structures, literary devices and language features.	Understand that the language used to interpret and evaluate, implicitly or explicitly reveals an individual's values. (AC9E10LA02) This may involve students: • identifying explicit expressions of values when evaluating • identifying subtle or implied values communicated through language; for example, using a term such as 'teenager' to refer to an individual rather than using a specific name.

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
Purpose, audience and structure of text types 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) This may involve students: • examining the structures of book or film reviews and how they might move from description of context to summary of the text and then to judgement of the text • recognising the social purpose of a persuasive text and how the purpose is reflected in the text structure and by the language features and literary devices; for example, analysing the structure, language features and literary devices of advertising posters • describing the structure, language features and literary devices of literary texts, arguments, discussions, creative and analytical responses to literary texts, films or popular media, and discussing how the structure and language serves the purpose of the text.	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) This may involve students: • recognising how texts such as critical responses to texts, expositions, text interpretations and discussions are typically structured to achieve their purpose • discussing how the placement of images and written text in a linear or non-linear way, such as online texts, is used differently in a variety of texts for a purpose • explaining the structure, language features and literary devices of texts such as narratives, literary recounts, memoirs, drama scripts, types of poems, formal speeches, comparisons and creative responses, discussions and debates, and explaining how these structures, language features and literary devices support their purpose.	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) This may involve students: • comparing the use of linear and non-linear narratives in a range of short stories, and determining the purpose and effect of the different structures • comparing the opening paragraphs of different public texts such as feature articles, and determining the purpose and effect of the different structures, language features and literary devices.	Analyse text structures and language features and evaluate their effectiveness in achieving their purpose. (AC9E10LA03) This may involve students: • comparing and evaluating the text structures and language features of a text in its original print form and when it is transposed to an online platform • analysing the text structures and language features of reviews from different sources, and evaluating their effectiveness • analysing and experimenting with combinations of graphics, text and sound, in the production of multimodal texts such as documentaries, media reports, online magazines and digital books to influence audience responses.
Text structure and cohesion Text structures and cohesive devices are used to group and connect meanings across texts. Such structures and devices include: • paragraphing • reference chains (noun/pronoun,	Understand that the cohesion of texts relies on devices that signal structure and guide readers, such as overviews and initial and concluding paragraphs. (AC9E7LA04) This may involve students: • comparing and analysing the structure of media texts such as digital news sites or print media, identifying strategies used to create cohesion	Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs with examples, quotations and substantiation of claims. (AC9E8LA04) This may involve students: • writing paragraphs of extended length that explain, substantiate and illustrate a particular viewpoint	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) This may involve students: • sequencing and developing an argument using language structures that suggest conclusions – 'therefore', 'moreover' and	Understand how paragraph structure can be varied to create cohesion, and paragraphs and images can be integrated for different purposes. (AC9E10LA04) This may involve students: • examining how authors vary paragraph structures for effect • examining the integration of paragraphs and images on websites for effect

Thread:	Year 7	Year 8	Year 9	Year 10
synonym/antonym, word associations) • reference items • sentence openers • logical text connectives.	• identifying how authors foreshadow how a text will unfold; for example, identifying the topic sentence, sentence openers and text connectives.	• writing paragraphs which substantiate main arguments with selected cause and effect, comparative, rebuttal and concessional arguments; and providing verifiable evidence and examples as required.	'so'– or give reasons– 'since', 'because'– or suggest conditionals –'if … then'.	• evaluating the effect of the integration of text and images in graphic novels.
Concepts of print and screen 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
Sentence and clause-level grammar Simple sentences are formed around single clauses. Simple sentences are combined into compound sentences with coordinate conjunctions. Simple sentences are elaborated and combined into complex sentences with: • subordinate conjunctions • relative pronouns • non-finite verbs • saying and thinking verbs for attribution.	Understand how complex and compound-complex sentences can be used to elaborate, extend and explain ideas. (AC9E7LA05) This may involve students: • consolidating knowledge of simple sentences as they are formed around a single verb group • consolidating knowledge of compound and complex sentences, recognising that a simple sentence can express sophisticated ideas and a complex sentence need not express 'complex' ideas • identifying and experimenting with a range of clause structures and discussing the effect of these in the expression and development of ideas • examining the addition of ideas using a complex-compound sentence; for example,	Examine a variety of clause structures including passive voice, sentence fragments and embedded clauses that add information and expand ideas in sentences. (AC9E8LA05) This may involve students: • recognising that tone is influenced when an author chooses active or passive voice • examining how writers use patterns of sentence fragments, blunt and relatively simple clauses, or more elaborate and complex syntax, and how these influence meaning • evaluating how speechmakers influence audiences though embedded clauses to add information	Identify how authors vary sentence structures creatively for effects, such as intentionally using a sentence fragment or a dependent clause on its own or. (AC9E9LA05) This may involve students: • identifying the effects of using an interrupting clause inside another clause; for example, 'His friend, who had left home the previous year, suddenly returned.', intentionally using a dependent clause on its own; for example, 'If you see what I mean.' or using a sentence fragment; for example, 'Breathtaking!'. • explore how complex clause structures, including nominalised attributing techniques, are used in response genres to explain the author's perspectives, choice of device, and impact upon readers. For example, 'Marsden's subtle suggestion	Analyse and evaluate the effectiveness of sentence structures to express and craft ideas. (AC9E10LA05) This may involve students: • recognising how the focus of a sentence can be changed through using the passive voice; for example, compare active 'The police had caught the thief.' with passive 'The thief had been caught.' • recognising how authors sometimes use verbless clauses for effect; for example, 'And what about the other woman? With her dark glasses and briefcase.' • recognising that a sentence can begin with a coordinating conjunction for stylistic effect; for example, 'And she went on planning how she would manage it.'

Thread:	Year 7	Year 8	Year 9	Year 10
	'When dinosaurs roamed the Earth, weather patterns shifted significantly and as a result vegetation was depleted.'	• exploring how clauses and embedded clauses can be used to express ideas more succinctly • examine how a range of attributing verbs and clause structures are used in response genres to explain the author's perspectives, choice of device, and impact upon readers. For example, 'Marsden suggests that …'; 'Lindquist frames the story with…'; 'Pascoe reveals a hidden…'; 'Plath insists that…'; 'Readers see how…'.	that …'; 'Lindquist's framing proleptic irony engages readers …'; 'Pascoe's revelation that First Nations agricultural practices … '; 'Plath's insistence that…'; 'Readers' realisation that …' .	• analysing how logical relations between ideas are built up by combining main with subordinate clauses indicating cause, result, manner, concession, condition, and so on; for example, 'Although the poet was not generally well received by critics during her life (concession), her reputation grew substantially after her death.'
Word-level grammar Words are classed according to their function in a specific sentence: nouns, verbs, adjectives, adverbs, articles, pronouns, conjunctions, and prepositions. Word groups are classed according to their function in a sentence: • verb groups (processes) • noun groups (subject and object participants) • adverbial groups, including prepositional phrases.	Understand how consistency of tense through verbs and verb groups achieves clarity in sentences. (AC9E7LA06) This may involve students: • consolidating knowledge of how infinitive verb forms are given 'person', 'time' and 'level of completion' to form finite forms; for example, 'to run' in the simple present tense is formed as 'I run; you run; he/she/it runs; we run; you run; they run' • reviewing the use of auxiliary words in verb groups, including modals and negatives; for example, 'I will be running', I had been running', 'I could have run', I shouldn't have been running' • identifying and discussing how verb tense is maintained in compound, complex and compound-complex sentences • identifying and discussing different forms of verb tenses and their use in different sentences; for example, 'I organise the cake stall every week, and I am running the meeting this weekend, as well.'	Understand the effect of nominalisation in texts. (AC9E8LA06) This may involve students: • highlighting examples of nominalisation in a range of texts including informative texts and explaining the impact on content and tone • nominalising relevant verbs in a series of sentences and discussing the impact of the change in tone on potential audiences • nominalise attributing verbs in response genres; for example, 'Griffith uses …'/ 'Griffith's use…'; 'Nix depicts …/Nix's depiction …'; 'Carmody portrays …'/'Carmody's portrayal …'.	Understand how abstract nouns and nominalisation can be used to summarise ideas in text. (AC9E9LA06) This may involve students: • exploring sections of academic and technical texts, and analysing the use of abstract nouns; for example, 'the previous argument', 'the prologue', to summarise and distil information, structure the argument and summarise preceding explanations • nominalise key attributing verbs in response genres; for example, 'Griffith uses many situations that have slapstick and absurd humour because that's what teenagers like to read.' becomes 'Griffith's use of slapstick, absurdist humour engages teenage readers.'	Analyse how meaning and style are achieved through syntax. (AC9E10LA06) This may involve students: • considering how nominalisation affects the way in which events are constructed and explained, making some information more explicit than other information • considering how abstraction in a noun group allows for greater generalisation of complex ideas in a sentence; for example, 'He focused on the political, religious, social and economic elements of the society in his thesis.'
Vocabulary Vocabulary choices range from every day to specialist. Appropriate vocabulary is chosen according to the	Investigate the role of vocabulary in building specialist and technical knowledge, including terms that have both everyday and technical meanings. (AC9E7LA08) This may involve students:	Identify and use vocabulary typical of academic texts. (AC9E8LA08) This may involve students: • brainstorming strategies for learning technical vocabulary. For example, inventing mnemonics, designing classroom	Analyse how vocabulary choices contribute to style, mood and tone. (AC9E9LA08) This may involve students: • identifying the words used to create nuanced meaning; for example,	Use an expanded technical and academic vocabulary for precision when writing academic texts. (AC9E10LA08) This may involve students: • identifying the meaning of an increasing range of technical vocabulary; for

Thread:	Year 7	Year 8	Year 9	Year 10
intended audience, purpose and context.	• recognising vocabulary used to represent high utility, abstract academic concepts; for example, 'factor', 'hypothesise', 'issue' and 'critique' • identifying vocabulary used to write about a topic; for example, using terms for poetic devices and words to explain the effects of the devices in poems.	posters, chanting, choreographing, investigating morphemic and etymological information, low-risk 'word-of the-day' games, and devising everyday definitions • identifying the vocabulary of academic report writing on a topic; for example, the use of words such as 'evidence', 'consequence', 'contradiction' and acknowledge' for the topic 'sustainability' • investigating how vocabulary choices in academic texts create precise information or convey abstract ideas.	identifying the words that create a sarcastic tone in a text • identifying how the vocabulary used in a text contributes to its stylistic effectiveness.	example, using specific terms about rhythm such as 'iambic pentameter' when analysing poetry.
Punctuation Punctuation performs different functions in a text.	Understand the use of punctuation including colons and brackets to support meaning. (AC9E7LA09) This may involve students: • examining the impact of information added to sentences when colons and brackets are used.	Understand and use punctuation conventions including semicolons and dashes to extend ideas and support meaning. (AC9E8LA09) This may involve students: • creating dialogue in drama showing interruptions, asides and pauses for effect.	Understand punctuation conventions for referencing and citing others for formal and informal purposes. (AC9E9LA09) This may involve students: • understanding who to and how to cite in essays, reviews and academic assignments, and when it is appropriate to use direct quotations or to report sources more generally.	Understand how authors use and experiment with punctuation. (AC9E10LA09) This may involve students: • using colons and semicolons in extended texts to add detail or extend an idea • examining the use of ellipses to create tentativeness in a character's speech • reviewing the use of punctuation to represent emotions; for example, multiple exclamation marks or punctuation emojis.
Visual language 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) This may involve students: • comparing how perspectives are created in animations and advertisements • comparing how different advertisements advertise the same product, using techniques to create different perspectives for effect • analysing how the illustrations in picture books, graphic novels and advertisements use size, colour, angle, proximity, vector and salience to influence the reader.	Investigate how visual texts use intertextual references to enhance and layer meaning. (AC9E8LA07) This may involve students: • identifying intertextual references in texts such as advertisements, music videos, social media posts and news items and discussing their impact on layering meaning; for example, the interrelationship of words and images.	Analyse how symbols in still and moving images augment meaning. (AC9E9LA07) This may involve students: • investigating use of symbols; for example, how specific seasons, weather and colours in visual texts have different meanings for different groups and cultures • understanding the use of symbols by First Nations Australians, where a symbol may have many meanings or have different meanings across First Nations Australian groups; for example, artwork enables First Nations Australians from a particular Country/Place to identify symbols and interpret the artwork.	Evaluate the features of still and moving images, and the effects of those choices on representations. (AC9E10LA07) This may involve students: • examining features of visual texts that create nuance in representations; for example, analysing the use of light and dark, and evaluating the impact of light and dark on representing duplicity.

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
Texts in contexts Texts reflect and respond to the contexts in which they are created. These include contexts that are: • situational • societal • cultural • historical • technological. 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) This may involve students: • exploring ideas about heroism in literary texts by a wide range of world authors • discussing the similarities and differences in character representations in film adaptations of novels and plays • exploring representations of characters and events in literary texts by First Nations Australians • exploring depictions of the city or the bush in Australian poems and short stories from different eras.	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) This may involve students: • discussing representations of characters from historical contexts in literary texts; for example, discussing the romantic representation of the Australian swagman and the values it reflects • explaining attitudes and ideas about the natural world in literary texts drawn from contexts different to their own • explaining the ways texts by First Nations Australian authors represent unique ways of being, knowing, thinking and doing • recognising that First Nations Australian authors use words and language to set tone when writing or speaking about specific themes; for example, words used to set the tone when writing or speaking about Country/Place.	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) This may involve students: • exploring and comparing representations of values of characters; for example, exploring the values associated with authority, community and family in literature drawn from different cultures and times • exploring how texts by First Nations Australian authors reflect unique ways of being, knowing, thinking and doing • exploring the way a wide range of Australian novels, poems and films represent water and characters' relationships with water.	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) This may involve students: • analysing the ways in which cultural stories may be retold and adapted across a range of contexts, such as the story of the 'anti-hero', and evaluating how the 'anti-hero' reflects the context • analysing how stories written by First Nations Australian authors contemporise or modernise traditional stories and evaluating the responses of contemporary audiences • analysing how humour is used to represent the underdog in Australian texts and evaluating how the underdog reflects the context.

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**
Examining themes and perspectives Texts express an underlying 'voice' about focus themes and issues. This 'voice' may be a basic message or moral. In more complex texts, perspectives are developed throughout the whole text. Readers may identify with, accept or challenge the perspectives, attitudes and values of a text.	**Ideas and perspectives in literary texts**			
	Understand that an author's perspective about a theme may be explained logically and coherently. This may involve students: • identifying the focus topic of a novel, feature film, short story or poem and briefly explaining the main message. For example, 'In Don't call me Ishmael, Michael Bauer says that school bullying is common. While friends may help us, the best answer is when we see the strength in ourselves. The novel is funny and optimistic.'	Understand that all elements of a literary text work together to support the perspective; there may be major and minor themes. This may involve students: • explaining the main message of a novel and identifying how narrative devices develop the theme. For example, 'In Don't call me Ishmael, Michael Bauer uses characterisation, setting and dialogue to show that school bullying is common. While friends, such as the protagonist's debating team, may help, the best answer is when we see the strength in ourselves. The novel's dialogue is funny and the resolution is optimistic.'	Recognise and explain how differing perspectives about the world, cultures, individual people and concerns are represented in texts. This may involve students: • exploring how a text may represent an issue which has levels of personal, local and global concern.	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. This may involve students: • choosing a theme study for independent reading and keeping a journal about the different perspectives which may be applied to the novel's perspectives.
	Comparing ideas and perspectives in literary texts			
	Understand that pervasive human problems reappear in many literary texts. This may involve students: • choosing a pervasive theme to explore for independent reading and keeping a journal about the different ways that it is explored in a number of novels.	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. This may involve students: • for independent reading choosing the work of a novelist who specialises in writing for young adults and keeping a journal about their perspectives or worldview as it emerges in a number of novels.	Compare and contrast how 2 texts about a similar concern present differing perspectives through the writers' differing choices. This may involve students: • comparing how texts by First Nations Australians and other First Nations people reflect perspectives about contemporary issues.	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. This may involve students: • choosing an author study for independent reading and keeping a journal about the author's perspectives and how these are developed through preferred stylistic choices

Thread:	Year 7	Year 8	Year 9	Year 10
Examining literary devices – narrative domain Narrative devices help construct meanings in a diverse range of texts. They may be grouped as: • narrative structure • characterisation • narrative point of view • settings • symbols and imagery • paragraph, sentence and spelling crafting.	continues	**Narrative domain**		

Thread:	Year 7	Year 8	Year 9	Year 10
	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) This may involve students: • analysing how the opening framing of a narrative (title, epigraph, initial images, opening sentence, orientation) build genre expectations, sketch setting and engage readers with questions and anticipation • analysing how the closing framing of a narrative (climax, denouement and resolution) resolve the message as negative, positive or open-ended • analysing characterisation with attention to 'who says what?' 'how?' 'who says little or nothing? 'and how these construct characters' identities and relationships • analysing characterisation through attention to idiom, accents, slang, non-English words, technical and sophisticated vocabulary in dialogue • identifying the narrative point of view of a text as first person, third person limited or third person omniscient, and identifying instances of the point of view dropping into the second person • exploring traditional stories from Asia and discussing their features; for example, use of the oral mode, visual elements and verse to convey the narrative.	Compare and discuss how narrative devices, including intertextual references, enable new meanings in texts. (Contextualised from AC9E8LE05) This may involve students: • identifying intertextual references through allusion or quotation in written texts and discussing how knowledge of other texts influences the reader's new understanding and appreciation of issues and themes • comparing how 'real life 'stories, characterisation, and dramatic historical events and settings are used in a young adult novel and an educational documentary about the same event or topic • comparing the balance of figurative, descriptive and sensory vocabulary and literal, clinical, factual vocabulary in two texts and how these create tone, meaning and effect • exploring how narrative structure, characterisation, point of view, setting, symbols and imagery, sentence structures and vocabulary are enacted in graphic formats and film • analysing how spelling represents the distinctive speech of a character by noting where authors have dropped letters from words to emulate the sound of spoken words.	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) This may involve students: • interpreting and analysing more sophisticated narrative devices, for example: circular and other non-linear narrative structures, dramatic irony and prolepsis, sustained internal monologue, split perspectives, intertextual references (including analogy and satire) • comparing texts created by the same author to determine literary style, assessing their appeal • comparing the literary style and aesthetic qualities of two similar texts, for example two short stories or short films • exploring the use of an unreliable or naïve first person narrator and how this destabilises then heightens readers' appreciation of the narrative's themes • comparing narratives that are highly detailed and metaphoric in description with narratives that use sparse, clinical naming of objects, people and spaces; discuss the effects of both styles.	Examine the cultural significance of narrative in different times, cultures, sub-cultures, and technological contexts. This may involve students: • exploring traditional and evolving conventions from diverse cultures; for example, ancient Greek theatre; medieval travelling troupes; Elizabethan theatre companies; evolving Aboriginal storytelling; Hollywood, Bollywood and other national cinemas; 20th century soap operas; binge-watchable streaming services; and open mike storytelling • interpreting and critically evaluating how narrative devices may position readers to accept dominant readings or may present more satirical and marginalised 'voices 'of protest • examining how storytellers contribute their voices to understanding pervasive human problems which reappear in many literary texts.

Thread:	Year 7	Year 8	Year 9	Year 10
Examining literary devices – rhetorical domain Rhetorical devices help construct meanings in a diverse range of texts. They may be grouped as: • logical rhetoric (logos) • emotive rhetoric (pathos) • appeals to ideas about 'character' (ethos) • language-based rhetoric.	**Rhetorical domain**			

Thread:	Year 7	Year 8	Year 9	Year 10
	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. This may involve students: • identifying, using and explaining logical rhetoric (logos) using metalanguage; for example, 'definitional rhetoric', 'chronological rhetoric', 'cause and effect rhetoric', 'comparative rhetoric', 'evidence and example', 'rebuttal' and 'speculative rhetoric' • identifying, using and explaining emotive rhetoric (pathos) using metalanguage; for example, 'self-interest', 'adversarial rhetoric', 'personal attack', 'primary emotions', 'inclusivity 'and 'testimonial rhetoric' • identifying, using and explaining appeals to ideas about 'character' (ethos) using metalanguage; for example, appeals to 'patriotism and nationalism', 'progress', 'history and tradition', 'authority' and assumed shared values such as common sense, justice, decency and morality • identifying, using and explaining language-based rhetoric using appropriate metalanguage, for example, 'poetic devices', 'puns', 'exaggeration', 'rhetorical questions', 'repetition', 'modality' and 'command verbs'.	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) This may involve students: • recognising logical chronological, cause and effect and comparative arguments that are supported with verifiable evidence and examples • recognising logical rebuttal and speculative logics as part of an extended argument • recognising opinion, bias achieved through inclusion and exclusion, and persuasion presented as neutral • recognising the uses and possible disadvantages of adversarial rhetoric and personal attacks • recognising the persuasive effect of: ○ dark humour –managing a difficult situation by joking about it ○ irony –making a statement but implying or meaning the opposite ○ hyperbole ––exaggerating or overstating something ○ understatement –making something appear less serious than it really is ○ parody– imitating or mocking something.	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) This may involve students: • weighing up the strategic balance of logical rhetoric –reasoned logic, verifiable facts, neutral language and a balance of views and experiences– and other rhetoric (emotive material, appeals to 'character' with little evidence, clever word play) in texts • analysing a 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 for credibility, transparency, bias and disinformation • recognising, analysing and explaining how apparently 'informative' texts achieve their primary persuasive purpose by selecting and combining rhetoric, image and text, symbols, icons and metonymy, moving images, animation, diagrams and graphs, and elements of graphic design.	Examine the cultural significance of public argumentation and debate in different times, cultures, sub-cultures, and technological contexts. This may involve students: • exploring traditional and evolving conventions for persuasion and public debate from diverse cultures; for example, Aboriginal yarning circles, Ancient Greek oratory, coffee house pamphleteers, war propaganda and military recruitment campaigns, evolving political campaign techniques through the evolution of print, broadcast, narrowcast and online media • comparing and contrasting persuasive texts which deal with a similar issue, but which differ according to claims to authority, perspective, devices, situational context and mode, historical and cultural context, individuals or social groups for whom empathy is evoked, emotional impact. • examining how social commentators contribute their voices to understanding pervasive human problems which reappear in many literary texts.

Thread:	Year 7	Year 8	Year 9	Year 10
Examining literary devices – poetic domain	Poetic domain			
Poetic devices help construct meanings in a diverse range of texts. They may be grouped as: • sound devices • imagery • rhythm • form • word arrangement • other poetic devices.	Identify and explain how poetic devices (sound devices, imagery, rhythm, form, word order, other poetic devices) create layers of meaning in poems and other text types. (Contextualised from AC9E7LE06, AC9E7LE02 and AC9E7LE03) This may involve students: • explaining the sound devices and rhythm of poetry using metalanguage; for example, 'alliteration', 'sibilance' and 'plosives', 'end and internal rhyme', 'meter', 'spoken-word', 'ballad' and 'persona' and discussing how layers of meaning are created • viewing or reading First Nations Australian films, plays and poetry, and explaining the layers of meaning created by imagery.	Identify, explain and discuss how poetic devices create tone, humour, wordplay, innuendo, and parody in a broad range of familiar and unfamiliar texts; such as advertising, short stories, film, media texts, online blogs, and live drama. This may involve students: • identifying, explaining and discussing how simile, metaphor, personification, apostrophe and puns create engaging effects in a range of advertisements and news media texts • identifying, explaining and discussing how worded similes, metaphors, personification, apostrophe and puns add to characterisation and settings in narratives such as short stories and novels • identifying, explaining and discussing how images work as visual metaphors, analogies and puns in texts such as memes, films and advertisements.	Analyse how poets choose and combine poetic devices to develop key perspectives and influence the emotional responses of the audience. (Contextualised from AC9E9LE05) This may involve students: • analysing the effect of sound devices, imagery, rhythm, poetic forms and other poetic devices in a range of poems dealing with a similar theme • analysing the effect of poetic devices such as extended metaphor, metonymy, allegory, icons, intertextual refences to myths and legends, and symbolism when used in a broad range of texts, such as feature films, posters, public service announcements, social media platforms, and advertising.	Examine the cultural significance of poets in different times, cultures, sub-cultures, and technological contexts. This may involve students: • examining a range of poems by traditional bards and balladeer, Elizabethan sonneteers, World War 1 poets, protest poets, slam poets, poet laureates, and online poets, singer-songwriters and rap artists • comparing and contrasting poems with a similar theme, but which differ according to claims to authority, perspective, devices, situational context and mode, historical and cultural context, individuals or social groups for whom empathy is evoked and emotional impact • examining how poets and songwriters contribute their voices to understanding pervasive human problems which reappear in many literary texts.

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**
Engaging with and responding to texts Engaging with and responding to texts includes: • forming and expressing personal preferences and opinions • identifying and analysing how elements of texts engage and influence • identifying and analysing the aesthetic qualities and social impacts of elements of texts • creating reviews, interpretive responses and critical responses to texts.	**Forming opinions and interpretations**			
	Form an opinion about characters, settings and events in texts, identifying areas of agreement and difference with others' opinions and justifying a response. (AC9E7LE02) This may involve students: • establishing forums and criteria for discussing the relative merits of characters, settings and events in literary texts • referencing character traits such as integrity and loyalty when comparing personal opinions and justifying interpretations of characters in texts.	Share opinions about the text structures, language features and literary devices that contribute to the styles of literary texts. (AC9E8LE02) This may involve students: • comparing reviews of a literary text and evaluating opinions that challenge or support personal opinions • reflecting on and evaluating opinions and arguments about literary devices, including characterisation, setting, narrative structure, imagery, symbols and the balance of rhetorics.	Present a personal response to a literary text comparing initial impressions and subsequent analysis of the whole text. (AC9E9LE02) This may involve students: • interrogating and making judgements about a text, comparing others' ideas against the student's own and reaching an independent decision or consensus about the interpretations and ideas expressed.	Reflect on and extend others' interpretations of, and responses to literature. (AC9E10LE02) This may involve students: • debating whether a text possesses universal qualities and retains relevance • presenting arguments based on close textual analysis to support an interpretation of a text; for example, writing a formal interpretive response or creating a set of director's notes • creating personal reading lists in a variety of genres and explaining why texts qualify for inclusion on a particular list.
	Responding to elements of texts			

	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)
	
	This may involve students:
	
	• comparing the representation of a character's appearance in a novel and film version of the same text
	
	• discussing how a narrative with a circular structure allows heightened reader engagement as plot events are revisited and their importance and meanings shift
	
	• comparing a film adaptation of a literary text using specific language for naming the adaptation of worded literary devices and language features to cinematic devices.
		Explain how a text's literary devices, language features and text structures, including images, position readers to respond and form viewpoints. (AC9E8LE03)
		
		This may involve students:
		
		• discussing how a complex picture book combines words and images to position readers to respond
		
		• sharing opinions about how a film positions the viewer to respond to a character and a theme
		
		• discussing how an author draws upon cultural modes of storytelling, argumentation and poetics to position readers inclusively.
			Analyse how elements of literary texts influence readers' preference for texts. (AC9E9LE03)
			
			This may involve students:
			
			• discussing and comparing how readers may be drawn into engaging with significant social issues through the use of strategically chosen literary devices such as:
			
			  ○ the page-turning appeal of fast paced comics
			
			  ○ the potent connection with the first-person point of view in adolescent fiction
			
			  ○ the flexibility of historical fiction, science fiction and fantasy setting.
				Analyse how elements of literary texts engage readers in the context in which the texts are experienced and influence audience response.
				
				This may involve students:
				
				• determining how the narrative point of view of a child may be chosen strategically to evoke reader sympathy towards an event or issue
				
				• reflecting upon how an authors' choice of text type and form allows engagement with specific readerships, for example, choosing to deal with a serious social issue through an online graphic novel or a humourous social media post.

Thread:	Year 7	Year 8	Year 9	Year 10
	Responding to aesthetic qualities and social impacts			

	Discuss the aesthetic qualities of features of literary texts using relevant and appropriate metalanguage. (AC9E7LE04)
	
	This may involve students:
	
	• determining criteria for evaluating the aesthetic value of a literary text using provided lists of possible metalanguage
	• comparing the aesthetic impacts of novel and a film version of the same text
	• identifying the psychological effects of onomatopoeic effects, for example plosives, sibilants, guttural, short vowels and long vowels
		Discuss the aesthetic qualities and social impact of literary texts using relevant and appropriate metalanguage. (Adapted from AC9E7LE04 to extend sub-thread)
		
		This may involve students:
		
		• discussing the connection between a texts' aesthetic features and its possible impact upon social debates, for example a wordless picture book about refugee experiences
		• discussing the criteria for evaluating the possible social impact of a literary text using provided lists of metalanguage
		• comparing the possible social impacts of novel and a film version of the same text.
			Explore and compare the aesthetic qualities and social impact of literary texts. (Adapted from AC9E7LE04 to extend sub-thread)
			
			This may involve students:
			
			• comparing the aesthetic values and possible social impacts of a range of forms and platforms, such as:
			  ○ a 'sponsored' 60-second public service announcement delivered via a social media platform
			  ○ a novelist/illustrator's promotional website
			  ○ an audio file of a secondary student's award-winning personal story, embedded in a competition's website.
				Evaluate the social, moral or ethical positions represented in literature. (AC9E10LE04)
				
				This may involve students:
				
				• identifying and analysing ethical positions on a significant issue, including values and/or principles involved, and evaluating the strengths and weaknesses of the position presented
				• examining how a perspective which is often marginalised in the community may be articulated in a text
				• examining how a perspective which has been marginalised in one social context or historical period may be seen as more acceptable in another context, and vice versa.

	Response genres for English			
	Create reviews and interpretive responses, following directions for using forms and registers that are appropriate to audience, purpose and context, along continua from: • spoken to written • unimodal to multimodal • informal to formal • subjective to objective • everyday, idiomatic to technical.	Create reviews and interpretive responses, making guided choices for using forms and registers that are appropriate to audience, purpose and context, along continua from: • spoken to written • unimodal to multimodal • informal to formal • subjective to objective • everyday, idiomatic to technical.	Create extended reviews, interpretive responses and critical responses, using forms and registers that are appropriate to audience, purpose and context, along continua from: • spoken to written • unimodal to multimodal • informal to formal • subjective to objective • everyday, idiomatic to technical.	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: • spoken to written • unimodal to multimodal • informal to formal • subjective to objective • everyday, idiomatic to technical.

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
Creating texts Texts, including multimodal texts, are created by adapting and experimenting with the ideas, text structures, language features and literary devices experienced.	Create and edit literary texts that experiment with language features and literary devices encountered in texts. (AC9E7LE07) This may involve students: • using diagrams to map events, and word banks, charts and other word-rich resources to plan, draft and refine characters and settings in a narrative • using text type scaffolds and mentor sentences to match the target text type • using aspects of texts in imaginative recreations such as re-situating a character from a text into a new situation • creating chapters for an autobiography, short story or diary • experimenting with different narrative structures such as the epistolary form, flashback and multiple narrators • experimenting with imagery, sentence variation, metaphor and word choice when creating a literary text • transforming familiar print narratives into short video or film narratives, drawing on knowledge of the type of text and possible adaptations to setting for a new mode.	Create and edit literary texts that experiment with language features and literary devices for particular purposes and effects. (AC9E8LE06) This may involve students: • creating short stories focusing on characters and dialogue • combining literary devices to evoke a reader response • collaborating with a peer, which may include using online spaces, to write a short script with 2 characters, focusing on dialogue choices for each character • editing the imagery and word choices when creating a literary text and reflecting on the effect of those changes.	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) This may involve students: • taking an existing short story, poem, play or speech in print form and creating a short film • adapting traditional and contemporary literature through textual intervention, prequel or sequel • editing by checking for run-on sentences, ensuring that detail or repetition is used for effect, and ensuring paragraphs are linked in ways that develop the narrative.	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) This may involve students: • experimenting with the aesthetic features that authors use in their own texts • creating a range of texts, experimenting with and manipulating 'voice' for particular purposes and audiences • creating and editing a suite of short texts that focus on a key idea expressed in different voices • describing choices of text structures, literary devices, language, auditory or visual features made in a literary text and reflecting on the effect of those choices.

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
Strategies for understanding texts in contexts 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.	Explain the effect of current technology on reading, creating and responding to texts including media texts. (AC9E7LY01) This may involve students: • investigating the influence of communicative technologies such as SMS, email and GIFs on written language • analysing the impact of interactive elements of digital texts on texts such as magazines read in a digital form • identifying changes in topics considered to be newsworthy as a result of technological change.	Use strategies to identify how texts reflect contexts. (Contextualised from AC9E8LY01) This may involve students: • identifying and explaining how social media texts reflect the context in which they are created • identifying how speeches for reconciliation reflect the context in which they are created • identifying how the features of legacy news media forms (radio, broadcast television and print newspapers) are converging and transforming into new form on digital platforms.	Use strategies to analyse how representations of people, places, events and concepts reflect historical, social and technological contexts. (Contextualised from AC9E9LY01) This may involve students: • examining the representation of public figures in media and recognising how these vary in different contexts • identifying and analysing how news is conveyed in texts; for example, analysing representations of an event at a particular time reported in the media • comparing texts from different time periods and analysing the language features and literary devices used to represent individuals or groups.	Select appropriate strategies to determine, research and analyse contexts of texts. (Contextualised from AC9E10LY01) This may involve students: • evaluating stereotypes of people, places, events and concepts, and expressing opinions on these representations in the contexts for which they are created • analysing representations of events and issues in First Nations Australian media.

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
Strategies for understanding purpose and audience Strategies for identifying and reflecting upon the purposes and audiences of texts.	Analyse the ways in which literary device and language features shape meaning and vary according to audience and purpose. (AC9E7LY03) This may involve students: • explaining the relationship between literary devices and language features, and audience and purpose, such as identifying which group would be the most likely target audience for the information in an advertisement and justifying why • examining depictions of the histories and cultures of First Nations Australians, discussing literary devices and language features that shape meaning.	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) This may involve students: • evaluating and presenting an opinion about an author's use of language features and literary devices • evaluating and presenting an opinion about how an author has used sources and quotations.	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) This may involve students: • analysing the language features and literary devices in the coverage of an issue in a range of news and social media • explaining how authors use language features and literary devices to represent ideas and convey opinions • comparing a range of advocacy, campaign or inspirational speeches and identifying language features and literary devices that influence the listener.	Select appropriate strategies to analyse and evaluate how authors organise ideas in texts to achieve a purpose. (Contextualised from AC9E10LY04) This may involve students: • identifying the organisation of ideas in a text and determining the purpose and effect; for example, how the eye is drawn across or down a webpage for a purpose • evaluating how ideas in an online review are organised and its success in achieving its purpose • comparing the organisation of ideas in political pamphlets and determining the impact of each.
Reading processes 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) This may involve students: • identifying cause and effect in explanations and how these are used to convince an audience of a course of action • identify comparisons, including analogies, similes and extended metaphors in arguments and how these are used to convince an audience of a course of action • identify humanising elements, such as testimonial witness statements, anecdotes, and personal reflections and how these are used to support an argument and engage an audience.	Use strategies to analyse how authors organise ideas to develop and shape meaning. (Contextualised from AC9E8LY04) This may involve students: • identifying the structure of ideas in a range of texts • examining texts that structure ideas according to proposition and support, cause and effect, compare and contrast, and determine their effectiveness • exploring texts approach problems in a particular way; for example, organising information by considering strengths as well as problems that arise • explore texts which predict readers' possible counter-arguments and include rebuttals and concessional arguments	Use strategies to analyse the organisation of ideas in paragraphs and extended texts, and evaluate its impact on meaning. (Contextualised from AC9E9LY04) This may involve students: • evaluating techniques used in texts to organise ideas and evoke emotional responses, such as comparison, contrast, exaggeration, juxtaposition, the changing of chronological order, and the expansion and compression of time • explaining whether the author conveys meaning effectively, through the sequence of information and evidence.	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) This may involve students: • analysing social or political cartoons to identify the implicit and explicit values, beliefs and attitudes expressed • analysing and comparing documentaries and mockumentaries to identify how implicit and explicit values, beliefs and attitudes are expressed using varied devices.

Thread:	Year 7	Year 8	Year 9	Year 10
Comprehension strategies 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) This may involve students: • using sociograms, word banks and charts for interpreting characterisation and setting in narratives, and using diagrams and mapping in narratives • annotating a short extract to explore students 'connections of text-to-self (links to the student's own life experiences), text-to-text (intertextual links to other texts which the student knows) and text-to-world (links to the wider world, including current affairs), comparing annotations in small groups and as a whole class, and summarising in sentences • using interpretive and evaluative language to explain and assess the salient elements of a narrative or persuasive text; for example, the text's impact or the author's skilled use of literary devices and language • using evaluative language is to assess the validity of evidence and the reliability of sources, for example, assessing the balance of evidence-based logical rhetoric and biased emotional rhetoric in a text • comparing the presentation of ideas in formal and informal speeches to determine reasons for the differences • analysing visual features including choice of image, colour, composition and font in covers of different editions of books when predicting the tone of a text • determining and summarising the key idea(s) of paragraphs and chapters in an extended text.	Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to interpret and evaluate ideas in texts. (AC9E8LY05) This may involve students: • reflecting on content by connecting and comparing information across and between texts • using a reading guide to develop independent reading of novels • determining and applying criteria for evaluating the content of a website; for example, criteria for content and website purpose and its effectiveness • analysing the selection and composition of an image in a text and evaluating its effect on the credibility of the story.	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) This may involve students: • comparing and contrasting visual representations of ideas, issues or events in online news reporting • using a reading guide to develop independent reading of a broader range of literary texts • comparing the representation of an event in print and digital sources, summarising their qualities, identifying opinions and analysing evidence • summarising articles representing a current event comparing and contrasting ideas and opinions in and between texts.	Integrate comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and interpret complex and abstract ideas. (AC9E10LY05) This may include students: • monitoring the language features and literary devices associated with right and wrong in a text and interpreting the representation of the abstract concept of justice • using a reading guide to develop independent reading and critical responses to a broader range of literary texts • interpreting how visual features represent abstract concepts in advertising, such as the representation of parenthood in advertisements • summarising the qualities and interpreting the role of a character archetype in a range of texts and analysing the importance of this archetype.

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
Interactive listening and speaking skills Listening and speaking in pairs, groups, whole-class and contexts beyond the classroom. 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) This may involve students: • participating in pair, group, class, school and/or community speaking and listening situations, including informal conversations, discussions, debates and presentations • using effective strategies for dialogue and discussion in a range of formal and informal contexts, including speaking clearly and coherently and for an appropriate length, clarifying and rephrasing comments of others • identifying key evidence supporting an argument in a discussion between 2 speakers • choosing vocabulary and sentence structures for purposes and audiences, adapting language choices to meet the perceived audience needs • ensuring that ways of communicating for particular audiences are acknowledged.	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) This may involve students: • participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations • listening to a conversation or speech, identifying the point being made, and explaining the tone and manner of presentation.	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) This may involve students: • discussing how stereotypes are created through language and how they position listeners to respond • using effective strategies for dialogue and discussion in a range of formal and informal contexts, including speaking clearly and coherently and for an appropriate length of time, presenting an opinion and listening to the opinions of others.	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) This may include students: • analysing spoken and multimodal features of media texts and discussing the effects of these features, for example, presenting an opinion on the combination of words and sound in creating mood.

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**
Strategies for creating written texts 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.	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) This may include students: • using graphic organisers, such as consequence charts, fishbone charts and storyboards to plan writing • using appropriate text conventions to create scripts for interviews, presentations, advertisements, radio segments, podcasts, digital and online reflections including vlogs • editing for meaning by removing unnecessary repetition, reordering sentences and varying sentence structures to refine ideas, adding or substituting words for impact, and reviewing accuracy of grammar, spelling and punctuation • tracking a word-processed document to jointly edit texts • compiling a portfolio of texts in a range of modes related to a particular concept, purpose or audience; for example, a class anthology of poems or stories • using a range of software and digital tools to plan, draft, edit and publish written texts.	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) This may include students: • experimenting with and editing text structures and language features; for example, paragraph order and content, and language choices to refine and clarify ideas • selecting vocabulary to position and persuade the reader; for example, adjusting language to show or acknowledge power • editing for accuracy of grammar, spelling and punctuation, and for meaning by experimenting with different ordering of ideas, a range of sentence structures, literary devices and vocabulary to clarify meaning for academic texts where appropriate • using conceptual maps or journals to plan and reflect on each stage of creating a written or multimodal text • selecting from a range of software and digital tools to plan, draft, edit and publish written texts.	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) This may include students: • developing an argument that has a series of sequenced and linked paragraphs, beginning with a contention, followed by a series of supported points that develop a line of argument, and a conclusion that summarises the main line of argument • creating informative texts that explain and analyse complex phenomena using well-chosen facts and precise language • reviewing and editing their own and others' texts, which may involve using online applications, for accuracy of grammar, spelling and punctuation, and to achieve particular purposes and address specific audiences by improving clarity and control of content through organising, developing, extending and linking ideas • discussing choices of literary devices used in a literary text with a peer, and evaluating the potential effect of each choice on an audience • selecting from a range of software and digital tools to plan, draft, edit and publish written texts to improve efficiency and collaborative deliberation.	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) This may include students: • creating written and multimodal texts that compel readers to empathize with the ideas and emotions expressed or implied • designing a webpage that combines navigation, text, sound, and moving and still images for a specific audience • reviewing, editing and refining their own and others' texts for accuracy of grammar, spelling and punctuation, and to achieve particular purposes and address specific audiences through control and organisation of content, sentence structures, vocabulary choices and visual features • reflecting on the effect of choices made in a written or multimodal text and how these choices may be changed or developed in future texts • independently selecting software and digital tools to plan, draft, edit and publish oral and multimodal texts to improve clarity and innovation.

Thread:	Year 7	Year 8	Year 9	Year 10
Strategies for creating oral and multimodal texts 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.	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) This may include students: • preparing a presentation combining print, visual and audio elements to explore and interpret ideas, drawing on knowledge and research about ideas and opinions different from students' own • selecting, trialling and adjusting features of vocal delivery, for different audiences and purposes, recognising the effects these have on audience understanding and engagement • selecting, trialling and adjusting features of gestural delivery, for different audiences and purposes, recognising the effects these have on audience understanding and engagement • monitoring ideas developed at each stage of creating a presentation in a blog or journal • sharing feedback with a peer while planning, creating and rehearsing a presentation • using a range of software and digital tools to plan, draft, edit and publish oral and multimodal texts.	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) This may include students: • integrating multimodal features in a spoken presentation to support the audience's understanding • choosing vocabulary and sentence structures, and using literary devices such as similes, metaphors and personification to meet perceived audience needs; for example, when debating a topic or creating a voiceover for a media presentation • selecting, trialling and adjusting features of vocal delivery, for different audiences and purposes, with attention to whether the audience will accept the ideas presented • selecting, trialling and adjusting features of gestural delivery, for different audiences and purposes, with attention to whether the audience will accept the ideas presented • collaborating with peers to develop a persuasive advertising campaign about a contemporary issue • selecting from a range of software and digital tools to plan, draft, edit and publish oral and multimodal texts.	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) This may include students: • using graphics and text animations to accompany spoken text; for example, presenting a news item suitable for a current affairs program that uses images with spoken text to influence a viewers • selecting, trialling and adjusting features of vocal delivery, to create tone, engage or to persuade an audience • selecting, trialling and adjusting features of gestural delivery, to create tone, engage or to persuade an audience • choosing text structures and adapting literary devices such as similes, metaphors and personification to meet the perceived needs of an audience when debating a topic, creating a voiceover for a media presentation or presenting a seminar • collaborating with peers to develop imaginative recreations of part of a text or to represent a key idea in a text • selecting from a range of software and digital tools to plan, draft, edit and publish oral and multimodal texts to improve efficiency and collaboration.	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) This may include students: • researching a topic to prepare an oral or multimodal presentation • planning the sequence of ideas and information using techniques such as storyboards • selecting, trialling and adjusting features of vocal delivery, such as expression, repetitions, choral interweaving, pace, tone, pitch and volume, to suit purpose and audience • selecting, trialling and adjusting features of gestural delivery, such as placement and movement in space, stance, gesture, facial expression, gaze for offer, gaze for demand, to suit purpose and audience • explaining ideas to a peer when planning a presentation • independently selecting software and digital tools to plan, draft, edit and publish oral and multimodal texts.
Handwriting Fluent, legible handwriting style, beginning with enjoined letters and moving to joined handwriting.	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: 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
Word families and word building Using knowledge about morphemes, high frequency words and word origins to build fluent reading, comprehension and spelling skills.	**Spelling patterns** 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.			
	High frequency words 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.			
	Word families and word building			
	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) This may include students: • understanding that the etymology of a base word helps to make sense of its spelling and of the rules for adding prefixes and suffixes to change the form.	Apply learnt knowledge to spell accurately and to learn new words. (AC9E8LY08) This may include students: • understanding the different ways complex words are constructed by drawing on morphemic knowledge and knowledge of unusual letter spelling combinations • understanding where to obtain the spelling of Aboriginal language words and Torres Strait Islander language words; for example, the Australian Institute of Aboriginal and Torres Strait Islander Studies Map of Indigenous Australia, and the local First Nations Australian communities.	Understand how spelling is used in texts for particular effects; for example, characterisation, humour and to represent accents and distinctive speech. (AC9E9LY08) This may include students: • exploring the spelling of neologisms and their effect in media texts such as online posts; for example, 'selfie' and 'Paralympics'.	Use knowledge of the spelling system to spell words and to manipulate standard spelling for particular effects. (AC9E10LY08) This may include students: • using homophones to create new spelling of familiar words; for example, 'lite milk' or 'mylk' for non-dairy variants.

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