

Scope and sequence

English

Year 7 to 10

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Context statement

The Australian Curriculum: English has three interrelated strands:

- **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.

Content descriptions in each of the three strands are grouped into sub-strands that, across the year levels, present a sequence of development of knowledge, understanding and skills. These sub-strands are further organised into threads that provide a deeper level of detail. The processes of listening, speaking, reading, viewing and writing, also known as the language modes, are embedded in an integrated and interdependent way across all content descriptors.

The South Australian English Scope and Sequence R-10 provides:

- Achievement standards written in dot points and positioned with content for reception to year 10 levels of schooling.
- Clarity for teachers to easily see the progression of what should be taught in the Australian Curriculum and what opportunities are important for the ongoing learning of English. This will support school curriculum planning and assessment.
- A clear balance when demonstrating the interconnectedness between the 3 interrelated strands: Language, Literacy and Literature. Each strand distinctly contributing to the curriculum area of English to support the development of knowledge, understanding and skills.
- A description of the knowledge, skills and understanding taught at each year level enabling flexibility of how these can be taught in different contexts.

Achievement standards

Receptive modes: listening, reading and viewing			
Year 7	Year 8	Year 9	Year 10
By the end of year 7, students: <ul style="list-style-type: none">understand how text structures can influence the complexity of a text and are dependent on audience, purpose and contextdemonstrate understanding of how the choice of language features, images and vocabulary affects meaningexplain issues and ideas from a variety of sources, analysing supporting evidence and implied meaningselect specific details from texts to develop their own response, recognising that texts reflect different viewpointslisten for and explain different perspectives in texts.	By the end of year 8, students: <ul style="list-style-type: none">understand how the selection of text structures is influenced by the selection of language and how this varies for different purposes and audiencesexplain how language features, images and vocabulary are used to represent different ideas and issues in textsinterpret texts, questioning the reliability of sources of ideas and informationselect evidence from the text to show how events, situations and people can be represented from different viewpointslisten for and identify different emphases in texts, using that understanding to elaborate on discussions.	By the end of year 9, students: <ul style="list-style-type: none">analyse the ways that text structures can be manipulated for effectanalyse and explain how images, vocabulary choices and language features distinguish the work of individual authorsevaluate and integrate ideas and information from texts to form their own interpretationsselect evidence from texts to analyse and explain how language choices and conventions are used to influence an audiencelisten for ways texts position an audience.	By the end of year 10, students: <ul style="list-style-type: none">evaluate how text structures can be used in innovative ways by different authorsexplain how the choice of language features, images and vocabulary contributes to the development of individual styledevelop and justify their own interpretations of textsevaluate other interpretations, analysing the evidence used to support themlisten for ways features within texts can be manipulated to achieve particular effects.
Productive modes: speaking, writing, creating			
Year 7	Year 8	Year 9	Year 10
By the end of year 7, students: <ul style="list-style-type: none">understand how the selection of a variety of language features can influence an audienceunderstand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of viewcreate texts showing how language features and images from other texts can be combined for effectcreate structured and coherent texts for a range of purposes and audiencesmake presentations and contribute actively to class and group discussions, using language features to engage the audiencedemonstrate understanding and use of grammardemonstrate more specialised vocabulary, and accurate spelling and punctuation when creating and editing texts.	By the end of year 8, students: <ul style="list-style-type: none">understand how the selection of language features can be used for particular purposes and effectsexplain the effectiveness of language choices they make to influence the audiencecombine ideas, images and from other texts and express these in new wayscreate texts for different purposes, selecting language to influence audience responsemake presentations and contribute actively to class and group discussions, using language patterns for effectwhen creating and editing texts for specific effects, take into account intended purposes and the needs and interests of audiencesdemonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.	By the end of year 9, students: <ul style="list-style-type: none">understand how to use a variety of language features to create different levels of meaningunderstand how interpretations can vary by comparing their responses to texts to the responses of othersdemonstrate how manipulating language features and images can create innovative textscreate texts that respond to issues, interpreting and integrating ideas from other textsmake presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issuesedit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.	By the end of year 10, students: <ul style="list-style-type: none">show how the selection of language features can achieve precision and stylistic effectexplain different viewpoints, attitudes and perspectives through the development of cohesive and logical argumentsdevelop their own style by experimenting with language features, stylistic devices, structures and imagescreate a wide range of texts to articulate complex ideasmake presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding argumentsdemonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

Scope and sequence

Strand: Literature				
<p>The literature strand aims to engage students in the study of literary texts of personal, cultural, social and aesthetic value. These texts include some that are recognised as having enduring social and artistic value and some that attract contemporary attention. Texts are chosen because they are judged to have potential for enriching the lives of students, expanding the scope of their experience, and because they represent effective and interesting features of form and style. Learning to appreciate literary texts and to create their own literary texts enriches students’ understanding of human experiences and the capacity for language to deepen those experiences. It builds students’ knowledge about how language can be used for aesthetic ends, to create particular emotional, intellectual or philosophical effects. Students interpret, appreciate, evaluate and create literary texts such as short stories, novels, poetry, prose, plays, film and multimodal texts, in spoken, print, digital or online forms. Texts recognised as having enduring artistic and cultural value are drawn from world and Australian literature. These include the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, texts from Asia, texts from Australia’s immigrant cultures and texts of the students’ choice. Across the years of schooling, students will engage with literary texts in spoken, written and multimodal form, including digital texts, such as narratives, poetry, prose, plays and films. At all year levels, students will have explored the interconnectedness of country or place, identity and culture in texts by Aboriginal and Torres Strait Islander authors. The year level units for English reception to year 10 give information about the nature of texts to be studied including appropriate types of texts and typical linguistic and structural features.</p>				
Sub-strand: Texts in context: literature strand				
Students learn how ideas and viewpoints about events, issues, and characters are expressed by authors in texts. These are drawn from and shaped by different historical, social, and cultural contexts.				
Thread	Year 7	Year 8	Year 9	Year 10
<p>Texts in contexts: literature strand</p> <p>Texts both reflect and respond to the societal, cultural, historical, technological and situational contexts in which they are created.</p> <p>Readers bring re-contextualising, critical questions to bear upon the texts; these are reliant upon the readers’ own context.</p>	Identify and explore ideas and viewpoints about events, issues, and characters represented in texts that are drawn from different historical, social, and cultural contexts.	Explore the ways that ideas and viewpoints in literary texts are drawn from different historical, social, and cultural contexts.	Interpret and compare how representations of people and cultures in literary texts are drawn from different historical, social, and cultural contexts. Also, recognise how such ideas and viewpoints may reflect or challenge the values of individuals and groups.	Compare and evaluate a range of representations of individuals and groups in different historical, social, and cultural contexts.
Sub-strand: Examining literature				
Students learn how to compare and appraise the ways authors use literary devices to express themselves, influence audiences and build shared understandings, via three literary domains: poetics, rhetoric and narrative. They learn to identify, explain, interpret, discuss, evaluate, and select combinations of literary devices, text structures, language features that contribute to the construction of literary texts. They learn how stylistic impacts create multiple layers of interpretation and effect.				
Thread	Year 7	Year 8	Year 9	Year 10
<p>Themes: inferring perspectives</p> <p>Perspectives, attitudes and values about an idea, event or issue, are embedded and developed in texts. They may be logically inferred, summarised and articulated.</p> <p>Readers may identify with, accept or challenge such perspectives and representations.</p>	<p>Ideas and perspectives in literary texts</p> <p>Understand that an author’s perspective about a theme may be explained logically and coherently.</p> <p>Comparing ideas and perspectives in literary texts</p> <p>Understand that pervasive human problems reappear in many literary texts.</p>	<p>Ideas and perspectives in literary texts</p> <p>Understand that all elements of a literary text work together to support the theme; there may be major and minor themes.</p> <p>Comparing ideas and perspectives in literary texts</p> <p>Understand that the themes of a literary text may offer insight into an author’s perspective or worldview. These perspectives may occur across multiple texts.</p>	<p>Ideas and perspectives in literary texts</p> <p>Recognise and explain how differing perspectives about the world, cultures, individual people and concerns are represented in texts. Understand that all elements of a literary text work together to support such perspectives.</p> <p>Comparing ideas and perspectives in literary texts</p> <p>Compare and contrast how two texts about a similar concern present differing perspectives through the writers’ differing choices.</p>	<p>Ideas and perspectives in literary texts</p> <p>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.</p> <p>Comparing ideas and perspectives in literary texts</p> <p>Understand that while the perspectives in a literary text may offer insight into an author’s worldview, multiple texts by the same author may reveal shifts and subtle nuances in perspective.</p>
<p>Literary devices: poetic domain</p> <p>Poetic devices and how they construct meaning across diverse texts.</p> <ul style="list-style-type: none">• sound devices• imagery• rhythm• form• word arrangement• other poetic conventions	<p>Recognise, analyse and explain the stylistic impacts achieved by authors through managing a range of poetic devices within:</p> <ul style="list-style-type: none">• sound devices• imagery• rhythm• form• word order• other poetic devices. <p>Recognise, analyse and explain the stylistic impacts achieved by authors when using poetic devices in:</p> <ul style="list-style-type: none">• spoken poetry• narrative prose• graphic and filmic formats.	<p>Recognise, analyse and explain the stylistic impacts achieved by using different poetic devices in a broader range of familiar and unfamiliar texts, such as advertising, short stories, film, media texts, online blogs, and live drama.</p> <p>Identify and evaluate how such use of poetic devices create tone, humour, wordplay, innuendo, and parody.</p>	<p>Identify, explain and discuss how poets choose and combine poetic devices to develop key themes, to position a targeted audience, and to accept a dominant interpretation.</p> <p>Analyse how poetic devices such as extended metaphor, metonymy, allegory, icons, myths, and symbolism are used in a broader range of texts, such as posters, public service announcements, social media platforms, and advertising.</p>	<p>Examine the cultural significance of poets in different times, cultures, sub-cultures, and technological contexts. For example:</p> <ul style="list-style-type: none">• traditional bards and balladeers• Elizabethan sonneteers• World War 1 poets• protest poets, slam poets, poet laureates, and online poets• singer-songwriters and rap artists. <p>Compare and contrast poems with a similar theme, but which differ according to:</p> <ul style="list-style-type: none">• claims to authority• perspective• devices

				<ul style="list-style-type: none">• situational context and mode• historical and cultural context• individuals or social groups for whom empathy is evoked• emotional impact.
<p>Literary devices: rhetorical domain</p> <p>Rhetorical devices and how they construct meaning across diverse texts:</p> <ul style="list-style-type: none">• literary-based rhetoric (logos, pathos, ethos)• language-based rhetoric.	<p>Recognise, analyse and explain the stylistic impacts achieved by authors through managing a range of rhetorical devices within:</p> <ul style="list-style-type: none">• literary-based rhetoric (logos, pathos, ethos)• language-based rhetoric. <p>Recognise, analyse and explain the stylistic impacts achieved by authors when using rhetorical devices in:</p> <ul style="list-style-type: none">• speeches and debates• prose arguments and discussions• graphic and filmic formats.	<p>Recognise, analyse and explain the stylistic impacts achieved by using different rhetorical devices in a broader range of familiar and unfamiliar texts, such as opinion pieces, letters to the editor, political cartoons, and stand-up comedy.</p> <p>Recognise fact and opinion, bias achieved through inclusion and through exclusion, and persuasion that is presented as neutral information in a broad range of familiar texts such as advertorials, infotainment, social media and influencer materials.</p>	<p>Recognise, analyse and explain how apparently ‘informative’ texts achieve their primary persuasive purpose. Such persuasive purpose is achieved through selecting and combining: rhetoric, image and text, symbols, icons and metonymy, moving images, animation, diagrams and graphs, and elements of graphic design.</p>	<p>Examine the cultural significance of public argumentation and debate in different times, cultures, sub-cultures, and technological contexts:</p> <ul style="list-style-type: none">• 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. <p>Compare and contrast persuasive texts which deal with a similar issue, but which differ according to:</p> <ul style="list-style-type: none">• claims to authority• perspective• devices• situational context and mode• historical and cultural context• individuals or social groups for whom empathy is evoked• emotional impact.
<p>Literary devices: narrative domain</p> <p>Narrative devices and how they construct meaning across diverse texts:</p> <ul style="list-style-type: none">• narrative structure• characterisation• narrative point of view• settings• symbols and imagery• language features.	<p>Recognise, analyse and explain the stylistic impacts achieved by authors through managing the narrative devices of:</p> <ul style="list-style-type: none">• narrative structure• characterisation• point of view• setting• symbols and imagery• language features. <p>Recognise, analyse and explain the stylistic impacts achieved by authors constructing narratives in:</p> <ul style="list-style-type: none">• worded prose• graphic formats• film.	<p>Compare and discuss how narrative devices are used in different text types about the same topic. For example, compare the appeal of narrative devices used in a young adult novel and an educational documentary about the same event or topic.</p> <p>Explain how audiences actively interact with texts, forming layered and possibly resistant interpretations. Audiences bring to their reading understandings of other texts, their current sense of identity, their life experiences, their values and beliefs.</p>	<p>Identify, explain and discuss how authors choose and combine narrative devices to develop key themes, and to position a targeted audience to accept a dominant interpretation.</p> <p>Interpret and analyse 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).</p>	<p>Examine the cultural significance of narrative in different times, cultures, sub- cultures, and technological contexts:</p> <ul style="list-style-type: none">• traditional and evolving storytelling conventions from diverse cultures• 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• open mike story telling. <p>Interpret and critically evaluate how narrative devices position readers to accept dominant readings. Identify some available resistant and marginalised meanings, especially through comparing texts.</p>

Sub-strand: Responding to literature				
Students learn to identify personal ideas, experiences, and opinions about literary texts and discuss them with others. They learn how to recognise areas of agreement and difference, and how to develop and refine their interpretations through discussion and argument.				
<p>Responses to literary texts</p> <p>Developing responses to the ideas, values, devices, and influence of diverse literary texts: from:</p> <ul style="list-style-type: none">expressing a personal preference for different texts and texts typesidentifying the features of texts that influence personal preference. <p>through to:</p> <ul style="list-style-type: none">using metalanguage to construct interpretive responses and critical perspectives.	<p>Compare the ways that combinations of literary devices, and worded and visual language are used to create character, and to influence emotions and opinions in different types of texts.</p> <p>Reflect on ideas and opinions about characters, settings and events in literary texts. Identify the areas of agreement and difference with others and justify a point of view.</p> <p>When responding to literature, use - as directed – literary devices, text structures and language features that are appropriate to form, audience, purpose and context ie along continua:</p> <ul style="list-style-type: none">spoken to writtenunimodal to multimodalinformal to formalsubjective to objectiveeveryday, idiomatic to technical.	<p>Understand and explain how combinations of literary devices, worded, visual graphic and performative language features represent particular groups in society. Understand how such combinations position readers in relation to those groups.</p> <p>When responding to literature, choose – with guidance – literary devices, text structures and language features that are appropriate to form, audience, purpose and context ie along continua:</p> <ul style="list-style-type: none">spoken to writtenunimodal to multimodalinformal to formalsubjective to objectiveevery day, idiomatic to technical.	<p>Reflect on, discuss and explore notions of literary value, and how, and why such notions vary according to context.</p> <p>Explore and reflect upon personal understandings of the world and the significant human experience gained from interpreting various representations of life matters in texts.</p> <p>Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text.</p> <p>When responding to literature, choose literary devices, text structures and language features that are appropriate to form, audience, purpose and context.</p>	<p>Analyse and explain how audience response is influenced by: literary devices, text structures, worded, visual graphic and performative language features, and the context in which texts are experienced.</p> <p>Evaluate the social, moral and ethical positions found in texts.</p> <p>Reflect on, extend, endorse, or refute others’ interpretations of literature and responses to literature.</p> <p>When responding to literature, strategically choose and justify literary devices, text structures and language features that are appropriate to form, audience, purpose and context.</p>
Sub-strand: Creating texts				
Students learn how to use personal knowledge and literary texts as starting points to create literary texts in different modes, forms and genres 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.				
<p>Creating texts: literature strand</p> <p>Create own literary texts based on ideas, features and structures of texts they have experienced in a diversity of other texts.</p>	<p>Create literary texts that adapt the literary devices encountered in other texts, for example:</p> <ul style="list-style-type: none">narrative viewpointstructure of stanzascontrast and juxtaposition.	<p>Create literary texts that:</p> <ul style="list-style-type: none">combine literary devices from the poetic, rhetorical and narrative domains.draw upon language features from the worded, visual graphic, and performative domains.	<p>Create literary texts that communicate a perspective and target a defined audience by:</p> <ul style="list-style-type: none">combining literary devices from the poetic, rhetorical and narrative domains.drawing upon language features from the worded, visual graphic and performative domains.	<p>Create literary texts that reflect an emerging sense of personal perspectives and identity, which is communicated through strategic choices of literary devices, text structures and language features.</p> <p>Use appropriate metalanguage to self-evaluate the effectiveness of these texts.</p>
<p>Experimentation and adaptation</p> <p>Create a variety of texts, including multimodal texts, adapting ideas and devices from a diversity of literary texts.</p>	<p>Experiment with stylistic impacts of literary devices, text structures and language features when creating literary texts. For example, using rhythm, sound effects, monologue, layout, navigation, and colour.</p>	<p>Experiment with particular literary devices, text structure and language features, and their stylistic impacts when creating literary texts. This includes combinations of worded language and visual language.</p>	<p>Experiment with the ways that literary devices, and language features, including image and sound, can be adapted in literary texts. For example, the effects of stereotypical characters and settings, the playfulness of humour and pun, and the use of hyperlinks.</p>	<p>Create literary transformations for a specific purpose and intended audience. Use sustained perspectives, selecting and experimenting with appropriate literary devices, text structures and language features.</p>

Strand: Language				
In the language strand, students develop their knowledge of the English language and how it works. They learn that changes in English are related to historical developments and the geographical differences of its users over the centuries, and that there are many differences in dialect and accent. They learn how language enables people to interact effectively, to build and maintain relationships and to express and exchange knowledge, skills, attitudes, feelings and opinions. They discover the patterns and purposes of English usage, including spelling, grammar and punctuation at the levels of the word, sentence and extended text, and they study the connections between these levels. 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 system, so they can reflect on their own speaking and writing and discuss these productively with others. This strand informs the planning and conduct of teaching and learning activities in English and provides resources that connect to key concepts and skills in the other strands.				
Sub-strand: Language variation and change				
Students learn that languages and dialects are constantly evolving due to historical, social and cultural changes, demographic movements, and technological innovations. They come to understand that these factors, along with new virtual communities and environments, continue to affect the nature and spread of English.				
Thread	Year 7	Year 8	Year 9	Year 10
Language variation and change How English varies according to context and purpose, including cultural and historical context	Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating.	Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return.	Understand that Standard Australian English is a living language with ongoing word creation, word loss and evolution.	Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve.
Sub-strand: Language for interaction				
Students learn that the language used by individuals varies according to their social setting and the relationships between the participants. They learn that accents and styles of speech and idiom are part of the creation and expression of personal and social identities.				
Thread	Year 7	Year 8	Year 9	Year 10
Language for social interactions How language used for different formal and informal social interactions is influenced by the purpose and audience.	Understand how accents, styles of speech, and idioms express and create personal and social identities.	Understand how conventions of speech adopted by communities influence the identities of people in those communities.	Understand that roles and relationships are developed and challenged through language and interpersonal skills.	Understand how language use can have inclusive and exclusive social effects and can empower or disempower people.
Interpretive and evaluative language How language is used when responding to people, places, things, issues and texts to: <ul style="list-style-type: none"> express opinions interpret analyse make evaluative judgments persuade. 	Understand how language is used to interpret and evaluate texts. Understand how these interpretations and evaluations can be substantiated by reference to the text and other sources.	Understand how different layers of meaning are developed through devices such as metaphor, irony, and parody.	Investigate how interpretation and evaluation can be expressed directly and indirectly: for example through strategic use of characterisation devices, allusion, evocative vocabulary, and metaphor.	Understand that interpretations and evaluations of texts are influenced by value systems, the context and purpose, and the mode of communication.
Sub-strand: Text structure and organisation				
Students learn how texts are structured to achieve particular purposes: <ul style="list-style-type: none"> language is used to create texts that are cohesive and coherent texts about more specialised topics contain more complex language patterns and features the author guides the reader or viewer through the text using resources at the whole text, paragraph, and sentence levels. 				
Thread	Year 7	Year 8	Year 9	Year 10
Purpose, audience and structures of different text types How texts serve different purposes and how the structures of text types (genres and macro genres), vary according to the purpose, context and audience.	Understand and explain how the literary devices, text structures, and language features of texts become more complex in imaginative, informative, persuasive and response texts.	Analyse how the literary devices, text structures and language features of persuasive, imaginative, and response texts - including those in media texts - vary according to the medium and mode of communication.	Understand that authors of persuasive, imaginative and response texts innovate with literary devices, text structures and language for specific purposes and effects.	Compare the purposes, literary devices, text structures and language features of traditional and contemporary texts in different media.
Text cohesion How texts work as cohesive wholes through language features that link parts of the text together, such as <ul style="list-style-type: none"> paragraphing reference chains (noun/pronoun, synonym/antonym, word associations) reference items sentence openers logical text connectives. 	Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example: <ul style="list-style-type: none"> overviews initial and concluding paragraphs topic sentences indexes or site maps breadcrumb trails for online texts. 	Understand how cohesion in texts is improved through: strengthening the internal structure of paragraphs, reference chains, ellipsis, sentence openers and grammatical theme, quotations, and logical connectives (for addition, cause and effect, comparison, concession, and evidence and examples).	Compare and contrast the use of cohesive devices in texts, focusing on how they signpost ideas, make connections, and build semantic associations between ideas.	Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives, and stylistic impacts.

Punctuation How punctuation works to perform different functions in a text.	Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses.	Understand the use of punctuation conventions, including colons, semicolons, dashes, and brackets in formal and informal texts.	Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes.	Understand conventions for citation.
Structure and organisation for print, screen, broadcast media, online media or multimedia Different conventions that apply to how text is presented on a page, a screen, online or in multimedia texts.	<i>From year 5 onwards, knowledge, concepts and skills for this thread continue to be applied. Teachers should refer to reception to year 5 descriptors for an understanding of the assumed scope and sequence from year 6 to 10.</i>	<i>From year 5 onwards, knowledge, concepts and skills for this thread continue to be applied. Teachers should refer to reception to year 5 descriptors for an understanding of the assumed scope and sequence from year 6 to 10.</i>	<i>From year 5 onwards, knowledge, concepts and skills for this thread continue to be applied. Teachers should refer to reception to year 5 descriptors for an understanding of the assumed scope and sequence from year 6 to 10.</i>	<i>From year 5 onwards, knowledge, concepts and skills for this thread continue to be applied. Teachers should refer to reception to year 5 descriptors for an understanding of the assumed scope and sequence from year 6 to 10.</i>
Sub-strand: Expressing and developing ideas				
Students learn: <ul style="list-style-type: none"> • how, in a text, effective authors control and use an increasingly differentiated range of clause structures, words and word groups • to use a combination of sound, image, movement, verbal elements, and layout • the conventions, patterns and generalisations that relate to English spelling involve: <ul style="list-style-type: none"> ○ the origins of words ○ Greek and Latin roots ○ base words ○ word endings ○ affixes. 				
Thread	Year 7	Year 8	Year 9	Year 10
Sentences and clause-level grammar What a clause is and how simple, compound and complex sentences are constructed through: <ul style="list-style-type: none"> • simple sentences – one clause • compound sentences – combining clauses with coordinate conjunctions • complex sentences – combining clauses with: <ul style="list-style-type: none"> ○ subordinate conjunctions ○ relative pronouns ○ non-finite verbs ○ saying and thinking verbs. 	Recognise and understand that the positioning of subordinate clauses impacts the density and logic of information, through: <ul style="list-style-type: none"> • embedding within noun groups or phrases • foregrounding to theme position 	Analyse and examine how authors manage a variety of clause structures, including clauses embedded within noun groups, phrases or clauses. Understand how a range of attributing verbs and clause structures are used in response genres in order to explain the author’s perspectives, choice of device, and impact upon readers. (<i>Marsden suggests that ...; Lindquist explores how...; Pascoe reveals a hidden...; Plath insists that ...; Readers see how...</i>)	Explain how authors creatively use the structures of sentences and clauses for particular effects. Understand how a range of attributing techniques – including nominalised attributing verbs - are used in response genres in order to explain the author’s perspectives, choice of device, and impact upon readers. (<i>Marsden’s subtle suggestion that + perspective...; The surprising impact of Lindquist’s framing proleptic irony ... Readers are bludgeoned with the realisation that ...; For Plath, parenting meant , ...; According to Pascoe, Aboriginal agricultural practices ...;</i>)	Analyse and evaluate how a range of sentence structures, controlled noun groups and attributing techniques – including nominalised attributing verbs - are used in response genres in order to explain the author’s perspectives and choice of device, and have stylistic impact.
Word-level grammar Words are classed according to their function in a specific sentence, ie nouns, verbs, adjectives, adverbs, articles, pronouns, conjunctions, and prepositions. Recognisably combined word groups are classed according to their function in a specific sentence: <ul style="list-style-type: none"> • prepositional phrases • verb groups • noun groups • adverb groups or phrases • adjective groups or phrases • modality • nominalisation • clause combinations. 	Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives, and nouns.	Understand the effect of nominalisation in the writing of imaginative, informative, persuasive, and response genres.	Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text.	Analyse how higher order concepts are developed in complex texts through language features including: <ul style="list-style-type: none"> • nominalisation • clause combinations • technicality • abstraction.
Visual language How images work in texts to communicate meanings, especially in conjunction with other elements such as print and sound.	Analyse how point of view is generated in visual texts by means of choices. For example, gaze, angle, and social distance.	Investigate how visual and multimodal texts draw on other texts or images to enhance and layer meaning, for example, through allusion.	Analyse how visual resources (such as symbols, icons, myths and stereotypes), are used in still and moving images to augment meaning and strengthen authority. Select and combine such visual resources in	Evaluate the impacts of different representations in still and moving images. For example: <ul style="list-style-type: none"> • evoking credibility • identification • empathy

			students’ own texts.	<ul style="list-style-type: none">antipathyironyintertextual meanings.
Vocabulary Meanings of words, including everyday and specialist meanings. How words take their meanings from the context of the text.	Investigate vocabulary typical of extended and more academic texts. Investigate the role of abstract nouns, classification, description, and generalisation in building specialised knowledge through language.	Recognise that vocabulary choices contribute to the specificity, abstraction, and style of texts, especially when analysing, responding to, and creating texts.	Identify how vocabulary choices contribute to specificity, abstraction, and stylistic effectiveness.	Refine vocabulary choices to manage how nuance affects the audience.
Phonological and phonemic awareness The ability to identify the discrete sounds in speech (phonemes), and to reproduce and manipulate them orally.	<i>From year 3 onwards, knowledge, concepts and skills for this thread continue to be applied. Teachers should refer to reception to year 2 descriptors for an understanding of the assumed scope and sequence from year 6 to 10.</i>	<i>From year 3 onwards, knowledge, concepts and skills for this thread continue to be applied. Teachers should refer to reception to year 2 descriptors for an understanding of the assumed scope and sequence from year 6 to 10.</i>	<i>From year 3 onwards, knowledge, concepts and skills for this thread continue to be applied. Teachers should refer to reception to year 2 descriptors for an understanding of the assumed scope and sequence from year 6 to 10.</i>	<i>From year 3 onwards, knowledge, concepts and skills for this thread continue to be applied. Teachers should refer to reception to year 2 descriptors for an understanding of the assumed scope and sequence from year 6 to 10.</i>
Alphabet and phonic knowledge The relationship between sounds and letters (graphemes), and how these are combined when reading and writing.	<i>From year 7 onwards, knowledge, concepts and skills for this thread continue to be applied. Teachers should refer to reception to year 6 descriptors for an understanding of the assumed scope and sequence from year 7 to 10.</i>	<i>From year 7 onwards, knowledge, concepts and skills for this thread continue to be applied. Teachers should refer to reception to year 6 descriptors for an understanding of the assumed scope and sequence from year 7 to 10.</i>	<i>From year 7 onwards, knowledge, concepts and skills for this thread continue to be applied. Teachers should refer to reception to year 6 descriptors for an understanding of the assumed scope and sequence from year 7 to 10.</i>	<i>From year 7 onwards, knowledge, concepts and skills for this thread continue to be applied. Teachers should refer to reception to year 6 descriptors for an understanding of the assumed scope and sequence from year 7 to 10.</i>
Spelling Knowledge about: <ul style="list-style-type: none">how sounds (phonemes) of words are represented by letters or letter patternsmeaning units within words (morphemes)word origins.	Understand how to use spelling rules and word origins to learn new words and how to spell them. For example: Greek and Latin roots, base words, suffixes, prefixes, spelling patterns, and generalisations.	Apply learned knowledge consistently in order to spell accurately, and to learn new words including nominalisations.	Understand how spelling is used creatively in texts for particular effects, for example characterisation and humour, and to represent accents and styles of speech.	Understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example, those based on uncommon Greek and Latin roots.

Strand: Literacy				
The literacy strand aims to develop students’ ability to interpret and create texts with appropriateness, accuracy, confidence, fluency and efficacy for learning in and out of school, and for participating in Australian life more generally. Texts chosen include media texts, everyday texts and workplace texts from increasingly complex and unfamiliar settings, ranging from the everyday language of personal experience to more abstract, specialised and technical language, including the language of schooling and academic study. Students learn to adapt language to meet the demands of more general or more specialised purposes, audiences and contexts. They learn about the different ways in which knowledge and opinion are represented and developed in texts, and about how more or less abstraction and complexity can be shown through language and through multimodal representations. This means that print and digital contexts are included, and that listening, speaking, reading, viewing, writing and creating are all developed systematically and concurrently.				
Sub-strand: Texts in contexts : literacy strand				
Students learn that texts from different cultures, historical periods and situational contexts may reveal different patterns				
Thread	Year 7	Year 8	Year 9	Year 10
Texts in contexts: literacy strand How texts relate to their contexts, by reflecting and responding to the society and culture in which they were created, and the situations in which they are presented.	Analyse and explain the effect of technological innovations on moderately complex texts, particularly media texts.	Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication.	Analyse how cultural perspectives and other texts can influence the construction and interpretation of complex texts, including media texts.	Analyse and evaluate how people, cultures, places, events, objects, and concepts are represented in highly complex texts (including media texts), through literary devices, text structures, and worded and visual language features.
Sub-strand: Interpreting, analysing and evaluating				
Students learn to comprehend what they read and view by applying growing contextual, semantic, grammatical, and phonic knowledge They develop more sophisticated processes for interpreting, analysing, evaluating and critiquing ideas, information, and issues from a variety of sources. They explore the ways conventions and structures are used in written, digital, multimedia, and cinematic texts to entertain, inform and persuade audiences. They use their growing knowledge of textual features to explain how texts make an impact on different audiences.				
Thread	Year 7	Year 8	Year 9	Year 10
Purpose and audience Recognise and analyse the differences between text types.	Analyse and explain the ways that literary devices, text structures and language features shape meaning and vary according to audience and purpose in imaginative, informative, persuasive, and response texts.	Analyse and evaluate the ways that literary devices, text structures and language features vary according to the purpose of the text in imaginative, informative, persuasive, and response texts. Understand the ways that referenced sources add authority to a text.	Interpret, analyse and evaluate how different perspectives about issues, events, situations, and people are constructed to serve specific purposes within texts.	Identify and analyse implicit or explicit values, beliefs and assumptions in texts. Analyse how these are influenced by the purpose, and likely audiences.
Reading processes Strategies for using and combining contextual, semantic, grammatical, and phonic knowledge to decode texts. This includes: <ul style="list-style-type: none">• predicting• monitoring• cross-checking• self-correcting• skimming• scanning.	Use prior knowledge and text processing strategies to interpret a range of moderately complex texts.	Apply increasing knowledge of vocabulary, literary devices, text structures, and language features to understand the content of complex texts.	Apply an expanding vocabulary to read increasingly complex texts, with fluency and comprehension.	Choose a reading technique and reading path appropriate for the type of text. Retrieve and connect ideas within and between highly complex texts.
Comprehension strategies Strategies for constructing meaning from texts, including literal and inferential meaning.	Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources. Find evidence of the author’s point of view in a complex text.	Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources. Find evidence of the author’s point of view in a complex text.	Use comprehension strategies to interpret and analyse texts. Compare and evaluate representations of an event, issue, situation or character in complex, imaginative, informative, persuasive and response texts.	Use comprehension strategies to compare and contrast information within and between highly complex texts. Identify and analyse embedded perspectives and evaluate supporting evidence.
Analysing and evaluating texts Analyse and evaluate how literary devices, text structures and language features construct meaning and influence readers or viewers.	Compare the literary devices, text structures and language features of multimodal texts, explaining how they combine to influence audiences.	Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer or listener.	Explore and explain the combinations of literary devices, text structures, and language features (worded, visual graphic and performative) that authors make to present information, opinions and perspectives in different texts.	<i>For year 10, knowledge, concepts and skills for this thread continue to be applied. Teachers should refer to year 6 to 9 descriptors for an assumed understanding.</i>

Sub-strand: Interacting with others				
<p>Students learn how individuals and groups use language patterns to express ideas and key concepts to develop and defend arguments. They learn how to promote a point of view by designing, rehearsing and delivering spoken and written presentations and by appropriately selecting and sequencing linguistic and multimodal elements.</p> <p>Skills students use when becoming increasingly proficient at:</p> <ul style="list-style-type: none">• active listening• strategic and respectful questioning• using language to share information• using information to negotiate meaning and outcome.				
Thread	Year 7	Year 8	Year 9	Year 10
Listening and speaking interactions (purposes and contexts) Purposes and contexts where students engage in listening and speaking interactions.	Identify and discuss the main ideas, concepts and points of view in moderately complex spoken texts. Use this to evaluate quality, for example the strength of an argument or the lyrical power of a poetic rendition.	Interpret the stated and implied meanings in spoken complex texts. Use evidence to support or challenge different perspectives.	Listen to spoken complex texts constructed for different purposes, for example to entertain or to persuade. Analyse how the literary devices and language features of these texts position listeners to respond in particular ways.	In spoken texts, identify and explore the purpose and effect of different literary devices, text structures and language features. Use this knowledge to create purposeful highly complex texts to inform, persuade, respond, and engage.
Listening and speaking interactions (skills) Students listen and speak in pairs, groups or whole-class oral interactions. This develops two-way interaction skills to express opinions, cooperatively analyse, clarify, and create understanding.	Use interaction skills when discussing and presenting ideas and information, to add interest and meaning. For example: <ul style="list-style-type: none">• presenting both logical and emotive rhetoric• experimenting with gestural delivery and vocal delivery• adding elements such as props, images, music, and sound effects.	Use interaction skills for identified purposes: <ul style="list-style-type: none">• using a range of logical, emotive, and ethos-based rhetoric• modulating vocal delivery and controlling gestural delivery• selecting subject-specific vocabulary• using elements such as music, images, and sound for specific effects.	Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting: <ul style="list-style-type: none">• some effective rhetorical devices• varying elements of gestural delivery and vocal delivery• some effective visual and sound elements.	In pairs, groups or whole-class oral interactions, use spoken literary devices, text structures and language features to clearly, coherently and responsively interact and engage.
Oral presentations Formal oral presentations that students engage in, including: <ul style="list-style-type: none">• presenting recounts and information• presenting story and poetry• presenting and arguing a point of view• presenting and supporting a response to text.	Plan, rehearse and deliver presentations to promote a point of view or enable a new way of seeing. Select and sequence: <ul style="list-style-type: none">• appropriate and accurate content• controlled elements of gestural and vocal delivery• some effective visual and sound elements.	Plan, rehearse and deliver presentations to reflect a diversity of viewpoints. Select and sequence: <ul style="list-style-type: none">• some effective literary and language- based rhetorical devices• appropriate, accurate, and synthesised content• controlled elements of gestural and vocal delivery• a range of effective multimodal elements.	Plan, rehearse and deliver presentations, selecting and sequencing for persuasive, aesthetic and playful purposes: <ul style="list-style-type: none">• appropriate, accurate and sequenced content, drawn from a number of referenced sources• a range of effective literary devices• controlled elements of gestural delivery and vocal delivery• multimodal elements which create a unified design and address a defined audience and purpose.	Plan, rehearse and deliver presentations to: <ul style="list-style-type: none">• offer information• recount or narrate• change views and beliefs• influence a course of action• respond to a text or an issue. Select, sequence and integrate elements for audience engagement using: <ul style="list-style-type: none">• appropriate, accurate and sequenced content, drawn from a number of referenced sources• a range of effective literary and language-based rhetorical conventions• controlled elements of gestural delivery and vocal delivery• multimodal elements which create a unified design.

Sub-strand: Creating texts				
Students apply knowledge they have developed in other strands and sub- strands to create a range of spoken, written and multimodal texts. These texts should have clarity, authority, and novelty and they should entertain, inform, and persuade audiences. They do so by strategically selecting key aspects of a topic as well as language, visual, and audio features. They learn how to edit for enhanced meaning and effect by refining ideas, reordering sentences, adding or substituting words for clarity, and removing repetition. They develop and consolidate a handwriting style that is legible, fluent, and automatic, and that supports sustained writing. They learn to use a range of software programs including word processing software. They select purposefully from a range of functions to create clear, effective, informative, and innovative texts.				
Thread	Year 7	Year 8	Year 9	Year 10
Creating texts: literacy strand Creating spoken, written and multimodal texts using knowledge of text structures and language features. Texts to come from the imaginative, informative, persuasive, and response genres.	Plan, draft and publish longer, structured and coherent imaginative, informative, persuasive, and response texts. Select aspects of subject matter, literary devices, and worded, visual and audio language features, while attempting to engage and influence the audience.	Create and publish well- staged, longer and complex, imaginative, informative, persuasive, and response texts and macro-genres. These should raise issues, report events, and advance opinions and textual interpretations. They should use deliberate literary devices, text structures, language features, and digital elements as appropriate.	Create and publish flexibly constructed, well- staged, longer, and complex imaginative, informative, persuasive, and response texts and macro-genres. These should present a point of view and advance or illustrate arguments and textual interpretations. This includes texts that integrate visual, print, or audio features.	Create and publish sustained, strategically staged, longer, cohesive texts that reflect on challenging and complex issues. These texts will be for imaginative, informative, persuasive, and response purposes and will combine genre conventions and specific digital or media content.
Editing Editing texts for meaning, structure, and grammatical features.	Edit for meaning by removing repetition, refining ideas, and reordering sentences. Add or substitute words for impact.	During the editing process, experiment with literary devices, text structures and language features to refine and clarify ideas and improve the effectiveness of students’ own texts.	Students review and edit their own and others’ texts to improve clarity and control over: <ul style="list-style-type: none">• content• whole text organisation• structure within paragraphs• sentence accuracy, complexity and appropriateness• vocabulary• audio features• visual features.	Students review, edit and refine the purposefulness of their own and others’ texts to improve control and clarity and show some innovation over: <ul style="list-style-type: none">• content• whole text organisation• structure within paragraphs• sentence accuracy, complexity and appropriateness• vocabulary• audio features• visual features.
Handwriting Developing a fluent, legible handwriting style, beginning with unjoined letters and moving to joined handwriting.	Consolidate a personal handwriting style that is legible, fluent and automatic, and supports writing for extended periods.	<i>This sequence ends at year 7.</i>	<i>This sequence ends at year 7.</i>	<i>This sequence ends at year 7.</i>
Use of software Using a range of software applications to construct and edit print and multimodal texts.	Use a range of software, including word processing programs, to confidently create, edit, and publish written and multimodal texts.	Use a range of software, including word processing programs, to confidently and imaginatively create, edit, and publish written and multi-modal texts.	Use a range of software, including word processing programs, to confidently, imaginatively and flexibly create, edit, and publish both written and multimodal texts.	While considering the identified purpose and the characteristics of the audience, use a range of software, including word processing programs, to confidently, imaginatively and flexibly create, edit, and publish written and multi-modal texts.