Government of **Western Australia**
School Curriculum and Standards Authority

Learning area organisation

English

Aims

- Learn to purposefully and proficiently read, view, listen to, speak, write, create and reflect on increasingly complex texts across a growing range of contexts
- Understand how Standard Australian English works in its spoken and written forms, and in combination with non-linguistic forms of communication, to create meaning
- Develop interest and skills in examining the aesthetic aspects of texts and develop an informed appreciation of literature
- Appreciate, enjoy, analyse, evaluate, adapt and use the richness and power of the English language in all its variations to evoke feelings, form ideas and facilitate interaction with others

Content strands

Language
- Language for interacting with others
- Text structure, organisation and features
- Language for expressing and developing ideas
- Phonic and word knowledge

Literature
- Literature and contexts
- Engaging with and responding to literature
- Examining literature
- Creating literature

Literacy
- Texts in context
- Interacting with others
- Analysing, interpreting and evaluating
- Creating texts

Language modes

- speaking and listening
- reading and viewing
- writing and creating

This diagram intentionally situates students at its center, and aims to support teachers to reflect, plan, teach, monitor and assess in the English learning area. The context and needs of students form the basis of decision-making when creating an engaging and relevant teaching and learning program.

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy, and the modes of speaking, listening, reading, viewing, writing and creating. Teaching and learning programs should balance and integrate all three strands and the modes.

The diagram reflects the non-linear and non-hierarchical nature of teaching English and highlights the interconnected relationship of the elements represented.

The outer circle of the diagram invites teachers to consider how they balance and integrate curriculum content, pedagogy, text choice, students' interests and needs, and current topical issues to provide a responsive curriculum.

Ways of teaching

