# Western Australian Curriculum

## English

Scope and sequence | Years 7–10

Revised curriculum | For familiarisation in 2024

**Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

# Contents

# Overview

The current Western Australian Curriculum: English was adopted from the Australian Curriculum Version 8.1.

Western Australia provided feedback to the Australian Curriculum, Assessment and Reporting Authority (ACARA) during the review of the Australian Curriculum for English in 2021–22 and this is reflected in the endorsed Australian Curriculum version 9.

The revised Western Australian Curriculum: English is adopted and adapted from the Australian Curriculum version 9.

## Guide to reading this document

A separate Scope and sequence document has been developed to show the revised content across year levels so that a sequence of content can be viewed across the years of schooling from Pre-primary to Year 10.

This Scope and sequence shows the revised content for the phase of learning: Years 7–10.

# Strand: Language

## Sub-strand: Language for interacting with others

| Year 7 | Year 8 | Year 9 | Year 10 |
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| Understand how language expresses and creates personal and social identities<br>For example:<br>• developing dialogue that reveals character, such as in a comic | Recognise how language shapes relationships and roles<br>For example:<br>• identifying language names that inform relationships to Country/Place by exploring the Australian Institute of Aboriginal and Torres Strait Islander Studies Map of Indigenous Australia | Recognise how language empowers relationships and roles<br>For example:<br>• identifying the various communities to which students belong and exploring how language reinforces membership of these communities, such as the slang of teenage groups | Understand how language can have inclusive and exclusive social effects, and can empower or disempower people<br>For example:<br>• writing an open letter that uses language to empower a social group<br>• discussing how language can be disempowering, such as the use of gendered words, including 'manpower' and 'mankind' |
| Recognise language used to evaluate texts, including visual and multimodal texts, and how evaluations of a text can be substantiated by reference to the text and other sources<br>For example:<br>• building knowledge about words of evaluation, including words to express emotional responses to texts, such as shock, fear, anger, happiness and concern<br>• discussing how evaluative language | Understand how layers of meaning can be created within a text by using literary devices, such as simile and metaphor to evaluate<br>For example:<br>• identifying how authors use rhetorical devices that reveal the dark or serious aspects of a topic in humorous or amusing ways, such as by making a statement but implying or meaning the opposite (irony), exaggerating or overstating | Understand how evaluation can be expressed directly and indirectly using devices, such as allusion, evocative vocabulary and metaphor<br>For example:<br>• exploring how advertisements use figurative language and evocative vocabulary to indirectly influence readers and viewers to evaluate a product or service<br>• discussing the direct use of evaluative language in a range of | Understand that language used to evaluate, implicitly or explicitly, reveals an individual's values<br>For example:<br>• identifying subtle or implied values communicated through evaluative language, such as the connotations of *elder*, *senior citizen*, *geriatric* and *old timer* |

| Year 7 | Year 8 | Year 9 | Year 10 |
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| is used to critically assess the validity of evidence and the reliability of sources, through using metalanguage, such as *rigorous*, *biased*, *trustworthy*, *consistent* and *accurate* | something (hyperbole), imitating or mocking something (parody), and making something appear less serious than it really is (understatement) | product reviews | |

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## Sub-strand: Text structure, organisation and features

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| Year 7 | Year 8 | Year 9 | Year 10 |
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| Identify and describe how text structures and language features vary in texts according to purpose<br>For example:<br>• 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<br>• explaining the social purpose of a persuasive text and how the purpose is reflected in the text structures and by the language features, such as analysing the structure and language features of a health awareness poster | Explain how text structures and language features vary depending on their purpose, recognising that some texts are hybrids that combine different genres or elements of different genres<br>For example:<br>• discussing how a verse novel combines elements of poetry and prose narrative<br>• exploring how mockumentaries blend elements of fiction and documentary | Examine how authors and creators adapt text structures and language features by experimenting with spoken, written, visual and multimodal elements and their combination<br>For example:<br>• comparing the use and effects of linear and non-linear narratives, such as short stories<br>• exploring how interactive graphic novels combine words, illustrations, animations and audio to create an interactive experience | Analyse text structures and language features and evaluate their effectiveness in achieving their purpose<br>For example:<br>• evaluating the use of visual, audio and written features and structures to influence audience responses in television and online news and current affairs programs |

| Year 7 | Year 8 | Year 9 | Year 10 |
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| Understand that the cohesion of texts relies on devices that signal structure and guide readers, such as overviews and initial and concluding paragraphs<br>For example:<br>• identifying strategies used to create cohesion when analysing the structure of a text, such as a print or online news article<br>• identifying how authors foreshadow how a text will unfold, through topic sentences, sentence openers and text connectives | Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs with examples, quotations and substantiation of claims<br>For example:<br>• writing a paragraph in an analytical essay that includes quotes and examples from a studied text<br>• including statistics and facts to substantiate claims in a persuasive speech | Investigate a range of cohesive devices that condense information in texts, including nominalisation, and devices that link, expand and develop ideas, including text connectives<br>For example:<br>• sequencing and developing an argument using language structures that suggest conclusions (*'therefore', 'moreover' and 'so'*) or give reasons (*'since', 'because'*) or suggest conditionals (*'if … then'*) | Understand how paragraph structure can be varied to create cohesion, and paragraphs and visual features can be integrated for different purposes<br>For example:<br>• evaluating the effect of the integration of texts and images in graphic novels<br>• writing an online or print feature article which integrates graphics or images for a purpose |

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

| Year 7 | Year 8 | Year 9 | Year 10 |
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| Understand how complex and compound-complex sentences can be used to elaborate, extend and explain ideas<br>For example:<br>• examining the addition of ideas using a compound-complex sentence, such as *When dinosaurs roamed the earth, weather patterns shifted significantly and as a result vegetation was depleted.* | Examine a variety of clause structures, including embedded clauses, that add information and expand ideas in sentences<br>For example:<br>• investigating how the meaning of a sentence can be changed by inserting different embedded clauses, such as *French fries, which are a fattening and unhealthy snack, are made from potatoes. Or,* | Identify how authors vary sentence structures creatively for effects, such as intentionally using a dependent clause on its own or a sentence fragment<br>For example:<br>• exploring the effects of using an interrupting clause, such as 'His friend, who had left home the previous year suddenly returned.'<br>• intentionally using a dependent clause on its own, such as 'If you | Analyse and evaluate the effectiveness of particular sentence structures to express and craft ideas<br>For example:<br>• exploring how a sentence can begin with a coordinating conjunction for stylistic effect, such as *And she went on planning how she would manage it.* |

| Year 7 | Year 8 | Year 9 | Year 10 |
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| • consolidating knowledge of simple, compound and complex sentences, recognising that a simple sentence can express sophisticated ideas and a complex sentence need not express complex ideas | *French fries, which are a delicious treat, are made from potatoes.* | see what I mean.'<br>• using a sentence fragment, such as 'Breathtaking!' | |
| Understand how consistency of tense through verbs and verb groups achieves clarity in sentences<br>For example:<br>• identifying and discussing different forms of verb tenses and their use to maintain consistency of tense in different sentences, such as *I organise the cake stall every week, and I am running the meeting this weekend, as well.*<br>• identifying and discussing how verb tense is maintained in compound, complex and compound-complex sentences | Understand the effect of nominalisation in texts<br>For example:<br>• highlighting examples of nominalisation in informative texts and explaining the impact on content and tone<br>• converting verbs to nouns using a suffix, such as '*ment*' (achieve to achievement) or '*ion*' ( act to action) and shuffling parts of sentences to ensure these make sense; examples include: *If you want to achieve, you need to work hard* becomes *You need to work hard, if you want to enjoy achievement*; *Making friends is dependent on how you act* becomes *Making friends is dependent on your actions*. | Understand how abstract nouns and nominalisation can be used to summarise ideas in text<br>For example:<br>• exploring sections of academic and technical texts, and analysing the use of abstract nouns, such as 'the previous argument', 'the prologue', to summarise and distil information and preceding explanations, and structure the argument<br>• comparing the effect of different types of analytical paragraphs, including those that use nominalisation and those that do not | Analyse how meaning and style are achieved through syntax<br>For example:<br>• identifying how logical relations between ideas are built up by combining main with subordinate clauses that indicate cause, result, manner, concession, condition and so on, such as 'Although the poet was not generally well-received by critics during her life (concession), her reputation grew substantially after her death.' |

| Year 7 | Year 8 | Year 9 | Year 10 |
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| Analyse how techniques, such as vectors, angle and/or framing in visual and multimodal texts can be used to create a perspective<br>For example:<br>• comparing how two advertisements present the same product for different target audiences, and how their use of techniques creates different perspectives<br>• exploring how the illustrations in picture books and graphic novels use salience to influence the reader to adopt a perspective | Investigate how visual and multimodal texts use intertextual references to enhance and layer meaning<br>For example:<br>• identifying intertextual references in picture books and discussing how they create meaning | Analyse how symbols in visual and multimodal texts augment meaning<br>For example:<br>• investigating the symbolism of specific seasons, weather and colours in a film, and their contribution to viewers' understanding<br>• exploring how symbols have different meanings for different groups and cultures | Evaluate the features of visual and multimodal texts, and the effects of those choices on representations<br>For example:<br>• examining features of television shows (e.g. drama, reality television) that create representations, such as evaluating the use of light and dark |
| Investigate the role of vocabulary in building specialist and technical knowledge, including terms that have both everyday and technical meanings<br>For example:<br>• applying vocabulary used to write about graphic novels, such as gutter, bleed, panel, splash, transitions and emanata | Identify and use vocabulary typical of academic texts<br>For example:<br>• employing vocabulary of academic report writing, such as the use of 'evidence', 'consequence', 'contradiction' and 'acknowledgement' for the topic 'sustainability' | Analyse how vocabulary choices contribute to style, mood and tone<br>For example:<br>• identifying vocabulary choices that create mood in a text<br>• changing the tone of a narrative by changing the vocabulary in dialogue tags, such as 'Sit down,' she whispered; 'Sit down!' she screamed; 'Sit down?' she argued. | Use an expanded technical and academic vocabulary for precision when writing academic texts<br>For example:<br>• writing an analytical essay about rhythm in poetry with appropriate use of terms, such as enjambment, end-stop, caesura |
| Understand and use punctuation, including colons and brackets to support meaning<br>For example: | Understand and use punctuation conventions, including semicolons and dashes, to extend ideas and support meaning | Understand and use punctuation conventions for referencing and citing others for formal and informal purposes<br>For example: | Understand how authors use and experiment with punctuation<br>For example:<br>• examining an author's use of |

| Year 7 | Year 8 | Year 9 | Year 10 |
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| • examining ways to add information to sentences by using different forms of punctuation | For example:<br>• creating dialogue in drama showing interruptions, asides and pauses for effect<br>• experimenting with connecting related independent clauses, such as *I love that film; the graphics were incredible.* | • producing accurate references in formal writing and identifying when it is appropriate to use direct quotations or to report sources more generally<br>• including a reference list at the end of a slideshow in a multimodal presentation | ellipses to create tentativeness in a character's speech<br>• reviewing the use of punctuation to represent emotions, such as the use of multiple exclamation marks or punctuation emojis |

## Sub-strand: Word knowledge

| Year 7 | Year 8 | Year 9 | Year 10 |
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| 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<br>For example:<br>• using spelling generalisations (rules), such as *change final y to i before adding a suffix, unless the y is preceded by a vowel or unless the suffix begins with i* in words like *cried, crying*<br>• using knowledge of Greek and Latin roots to understand and spell words with prefixes, such as anti (antidote, antibiotic) or pre | Apply learnt word knowledge to spell new words and apply strategies to maintain accuracy<br>For example:<br>• drawing on knowledge of spelling generalisations, base words and affixes when spelling new words<br>• drawing on increasing knowledge of word origins to understand and spell new words, such as using circum (around) to spell circumstance, circumference<br>• applying strategies to maintain accuracy, such as proofreading, checking an authority or using spell check | Use word knowledge to maintain conventional spelling, and recognise that spelling can be varied for particular effects<br>For example:<br>• exploring the spelling of neologisms and their effect in media texts, such as 'selfie' and 'Paralympics'<br>• analysing how spelling is used to represent the distinctive speech of a character by noting where authors have dropped letters from words to emulate the sound of spoken words | Use word knowledge to maintain conventional spelling and to manipulate standard spelling for particular effects<br>For example:<br>• exploring the use of 'sensational spelling' in which words are deliberately spelt in non-standard ways, such as kwik-e-mart |

| Year 7 | Year 8 | Year 9 | Year 10 |
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| (presume, prepare)<br>• using spelling patterns to learn new words, such as drought, bough, plough | | | |

# Strand: Literature

## Sub-strand: Literature and contexts

| Year 7 | Year 8 | Year 9 | Year 10 |
|---|---|---|---|
| Identify and explore ideas, perspectives, characters, events and/or issues in literary texts drawn from historical, social and/or cultural contexts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and creators<br><br>For example:<br><br>• investigating different perspectives about the Australian landscape (e.g. the bush, city, sea) in a range of poems | 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 Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and creators<br><br>For example:<br><br>• investigating the ways films and television by Aboriginal and Torres Strait Islander creators represent unique ways of being, knowing, thinking and doing<br>• exploring how short stories by migrant Australian authors represent values of particular groups | Analyse the representations of people and places in literary texts drawn from historical, social and cultural contexts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and creators<br><br>For example:<br><br>• exploring and comparing representations of values of characters, such as exploring the values associated with family in short stories drawn from different cultures and times<br>• examining how picture books and graphic novels by Aboriginal and Torres Strait Islander authors and creators represent places in particular ways | Analyse representations of individuals, groups and places and evaluate how they relate to contexts in literary texts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and creators<br><br>For example:<br><br>• analysing how stories written by Aboriginal and Torres Strait Islander authors modernise traditional stories and evaluate the responses of contemporary audiences<br>• investigating how a creator's personal, cultural and/or social context influences the ways in which they represent an individual, group or place in a literary text |

## Sub-strand: Engaging with and responding to literature

| Year 7 | Year 8 | Year 9 | Year 10 |
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| Form an opinion about characters, settings and events in texts, identifying areas of agreement and difference with others' opinions and justifying a response<br>For example:<br>• participating in a class discussion about a favourite character or event from a novel | Share opinions about the language features, literary devices and text structures that contribute to the styles of literary texts<br>For example:<br>• comparing reviews of a novel and evaluate whether these challenge or support personal opinions | Present a personal response to a literary text comparing initial impressions and subsequent analysis of the whole text<br>For example:<br>• recording evolving responses to a novel in a reading journal | Reflect on and extend others' interpretations of and responses to literary texts<br>For example:<br>• presenting an argument based on close textual analysis and further research to support an interpretation of a play, such as creating a set of director's notes |
| Explain the ways that literary devices and language features, such as dialogue, and visual and audio features are used to create character, and to influence emotions and opinions in different types of texts<br>For example:<br>• identifying how the protagonist or antagonist in a film is constructed through visual and audio features, such as dialogue, music, costuming, lighting, framing, camera angles, and camera movement<br>• comparing the representations of the same character in a comic book and a film, and exploring how they prompt similar or different responses | Explain how language and/or visual and audio features in texts position listeners, readers and viewers to respond and form perspectives<br>For example:<br>• sharing opinions in an online class blog or forum about how a short story positions the reader to respond to a theme | Analyse how features of literary texts influence readers' preference for texts<br>For example:<br>• devising, analysing and presenting the results of a survey that asks friends and family to vote on why readers prefer particular literary texts by considering reasons, such as characterisation, setting details, plot events, themes and literary devices<br>• discussing how language features are crafted for an intended audience in a range of picture books aimed at young children | Analyse how the aesthetic qualities associated with text structures, language features, literary devices and visual features, and the context in which these texts are experienced, influence audience response<br>For example:<br>• discussing how audiences responded to a classic film at its time of production and how they might respond to the film today<br>• exploring the aesthetic qualities of a popular literary text |

| Year 7 | Year 8 | Year 9 | Year 10 |
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| Discuss the aesthetic and social value of literary texts using relevant and appropriate metalanguage<br>For example:<br>• exploring how fairytales or fables convey important social values<br>• examining how the covers of different picture books are visually appealing | No content | No content | Evaluate the social, moral or ethical perspectives represented in literary texts<br>For example:<br>• identifying and analysing ethical perspectives in a novel on a significant issue, including values and/or principles involved, and evaluating the strengths and weaknesses of the perspective presented<br>• considering the moral perspective adopted by a documentary and evaluating whether it aligns with the viewer's personal stance |

## Sub-strand: Examining literature

| Year 7 | Year 8 | Year 9 | Year 10 |
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| Identify and explain the ways that characters, settings and events combine to create meaning in narratives<br>For example:<br>• exploring traditional stories from Asia and discussing their features, such as use of the oral mode or visual elements to convey the narrative | Identify intertextual references in literary texts and explain how the references enable new understanding of the aesthetic quality of the text<br>For example:<br>• identifying intertextual references through allusion within a poem and discuss how knowledge of other texts influences the reader's | Analyse texts and evaluate the aesthetic qualities and appeal of an author's and creator's literary style<br>For example:<br>• comparing poems created by the same author to determine literary style, assessing their appeal and presenting comparisons to others<br>• discussing similarities and | Analyse how text structure, language features, literary devices and intertextual connections shape interpretations of texts<br>For example:<br>• examining satirical representations of events or ideas and determine how satire shapes interpretations and responses |

| Year 7 | Year 8 | Year 9 | Year 10 |
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| | understanding and appreciation | differences in aesthetic qualities and appeal in two film versions of the same story by different creators | |
| Identify and explain how literary devices create layers of meaning in texts including poetry<br>For example:<br>• discussing the layers of meaning created by imagery in poems and songs by Aboriginal and Torres Strait Islander authors<br>• using metalanguage, such as simile, metaphor, onomatopoeia and alliteration to explain how the use of figurative language and sound devices in poetry creates layers of meaning | Analyse how language features, such as sentence patterns create tone, and literary devices, such as imagery create meaning and effect<br>For example:<br>• explaining how Aboriginal and Torres Strait Islander authors use words and language to set tone when writing or speaking about specific themes, such as words used to set the tone when writing or speaking about Country/Place<br>• exploring how the use of sensory imagery draws the reader into the world of a poem or narrative | Analyse the effect of text structures, language features and literary devices, such as extended metaphor, metonymy, allegory, symbolism and intertextual references<br>For example:<br>• analysing how text structures, language features and literary devices are used in a play to influence the emotional response of the audience<br>• investigating the effect of metonymy in song lyrics and poetry | Compare and evaluate how 'voice' as a literary device is used in different types of texts, such as poetry, novels and film, to evoke emotional responses<br>For example:<br>• comparing the 'voice' of protest in a range of poems and songs, evaluating how different voices evoke a response |
| No content | No content | No content | Analyse and evaluate the aesthetic qualities of texts<br>For example:<br>• considering how the two parts of the glossary definition of aesthetic – 'concerned with a sense of beauty' and 'an appreciation of artistic expression' – are different and how they intertwine |

## Sub-strand: Creating literature

| Year 7 | Year 8 | Year 9 | Year 10 |
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| Create and edit literary texts that experiment with language features and literary devices encountered in texts<br>For example:<br>• developing a prequel or sequel using an imagined series of life events of a character presented in a scripted monologue<br>• experimenting with different narrative structures, such as the epistolary form, flashback and multiple narrators | Create and edit literary texts that experiment with language features and literary devices for particular purposes and effects<br>For example:<br>• collaborating with a peer, to write a short script with two characters, focusing on dialogue choices to establish character<br>• editing the use of imagery and word choices when creating a literary text and reflecting on the effect of those changes | Create and edit literary texts, which may be hybrid, that experiment with text structures, language features and literary devices for purposes and audiences<br>For example:<br>• taking an existing short story in print form and making a short film<br>• producing a hybrid literary text, that combines features of different genres, such as a coming of age/science fiction 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<br>For example:<br>• creating and editing a suite of short texts that focus on a key idea expressed in different voices<br>• composing an autobiographical narrative in the form of a digital story that incorporates written, visual and auditory features |

# Strand: Literacy

## Sub-strand: Texts in context

| Year 7 | Year 8 | Year 9 | Year 10 |
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| Explain the effect of current technology on reading, creating and responding to texts, including media texts<br>For example:<br>• exploring new forms of digital texts, such as social media and vlogs, and the interactive nature of the responses they generate<br>• investigating how picture books have been adapted into different forms, such as short films, animations and audiobooks using current technology | Identify how texts relate to contexts<br>For example:<br>• identifying how famous advertisements and posters relate to the context in which they were created<br>• exploring how a popular song relates to an historical context | Analyse how representations of people, places, events and concepts relate to contexts<br>For example:<br>• analysing the representation of a public figure in different types of news media and biographies and recognising how these vary in different contexts<br>• analysing the language features used to represent individuals or groups in advertisements from different time periods | Analyse and evaluate how people, places, events and concepts are represented in texts and relate to contexts<br>For example:<br>• identifying stereotypes about Australia and Australian people in popular media and exploring how these representations are influenced by context |

## Sub-strand: Interacting with others

| Year 7 | Year 8 | Year 9 | Year 10 |
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| Use interaction skills when discussing and presenting ideas and information including evaluations of the features of spoken texts<br>For example:<br>• listening to a peer's oral presentation about an | 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<br>For example:<br>• using appropriate linguistic, vocal | Listen to spoken texts that have different purposes and audiences, analysing how language features position listeners to respond in particular ways, and use interaction skills to present and discuss opinions regarding these texts | 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<br>For example:<br>• presenting opinions about a |

| Year 7 | Year 8 | Year 9 | Year 10 |
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| autobiographical event and asking a clarifying question<br>• choosing appropriate vocabulary and sentence structures for purposes and audiences | and non-verbal protocols in a panel discussion about a social issue<br>• demonstrating active listening skills, such as using positive body language, rephrasing to confirm understanding, offering suitable responses and asking open questions | For example:<br>• presenting a tutorial to the class analysing the purpose, audience and language features of a famous speech<br>• using effective strategies for dialogue and discussion in a range of formal and informal contexts, including speaking clearly and coherently and at appropriate length, asking questions about stated and implied ideas, and restating and summarising main ideas | podcast or radio interview in a group discussion |

## Sub-strand: Analysing, interpreting and evaluating

| Year 7 | Year 8 | Year 9 | Year 10 |
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| Analyse the ways in which language features shape meaning and vary according to audience and purpose<br>For example:<br>• explaining the relationship between language features, and audience and purpose, such as identifying the most likely target audience for a television show | Analyse and evaluate the ways that language features vary according to the purpose and audience of the text, and the ways that sources and quotations are used in a text<br>For example:<br>• exploring how a persuasive text uses sources and quotations to strengthen its purpose and to appeal to a particular audience | Analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group<br>For example:<br>• evaluating how a documentary uses language features to represent a perspective on a contentious issue | Analyse and evaluate how language features are used to implicitly or explicitly represent values, beliefs and attitudes<br>For example:<br>• exploring the implicit and explicit values, beliefs and attitudes expressed and critiqued in social or political cartoons |

| Year 7 | Year 8 | Year 9 | Year 10 |
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| Explain how ideas are organised through the use of text structures, such as taxonomies, cause and effect, extended metaphors and chronology<br>For example:<br>• identifying cause and effect in persuasive texts and how an audience may be convinced to take a course of action<br>• explaining how a key idea in a speech is represented through an extended metaphor | Analyse how authors and creators use text structures to organise ideas and develop and shape meaning<br>For example:<br>• analysing how the organisation of an infographic shapes its meaning<br>• explaining how the structure of a webpage signals its visual hierarchy | Analyse the use of text structures within paragraphs and extended texts, and evaluate their impact on ideas and meaning<br>For example:<br>• evaluating text structures used in non-fiction texts to shape reader response, such as comparison, contrast, juxtaposition, the changing of chronological order, and the expansion and compression of time | Analyse and evaluate how authors and creators use text structures to organise ideas and achieve a purpose<br>For example:<br>• identifying the organisation of ideas in a documentary and evaluating their purpose and effect |
| Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to analyse and summarise information and ideas when listening, reading and viewing<br>For example:<br>• determining and summarising the key idea/s of paragraphs or chapters in an informative text<br>• comparing the presentation of ideas in formal and informal speeches and determining the reasons for the differences | Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to interpret and evaluate ideas when listening, reading and viewing<br>For example:<br>• analysing the selection and composition of an image or graphic in a news or online feature article and evaluate its effect on the audience<br>• participating in before, during and after reading activities, such as class discussions, completing graphic organisers and keeping a | Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to compare and contrast ideas and opinions in and between texts when listening, reading and viewing<br>For example:<br>• comparing the representation of a news event across spoken, print and online sources, summarising their qualities, identifying opinions and analysing evidence<br>• connecting information explored in a speech to prior knowledge about a social issue | Integrate comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to analyse and interpret complex and abstract ideas when listening, reading and viewing<br>For example:<br>• interpreting how visual, written and audio features represent abstract concepts in advertising, such as the representation of parenthood<br>• watching or listening to a speech about the meaning of success and consider what the concept means to the viewer or listener |

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| | reading journal, to monitor evolving comprehension | | |

## Sub-strand: Creating texts

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| 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 | 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 | 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 | 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 |
| Plan, create, rehearse and deliver spoken and multimodal 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 | 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 | 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 | Plan, create, rehearse and deliver spoken and multimodal presentations by experimenting with rhetorical devices, and the organisation and development of ideas, to engage audiences for different purposes in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical |

| Year 7 | Year 8 | Year 9 | Year 10 |
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| Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods | Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods in relevant required contexts | Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods in relevant required contexts | Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods in relevant required contexts |
| Select and use features of digital tools to create texts for different purposes and audiences<br>For example:<br>• creating a multimodal book trailer to promote a novel to a specific audience<br>• creating an extract from an audio book that incorporates narration, sound effects and music to engage the listener | Select and vary features of digital tools to create texts for different purposes and audiences<br>For example:<br>• creating a mock sponsored social media post aimed at a particular audience<br>• creating a vlog that reflects the style of a specific video sharing platform | Select and experiment with features of digital tools to create texts for a range of purposes and audiences<br>For example:<br>• creating an advertising campaign, including a print advertisement and audio/visual commercial, for a particular audience<br>• creating a short interactive graphic novel or picture book that incorporates words, audio and visual elements | Select, adapt and experiment with features of digital tools to create texts for a range of purposes and audiences<br>For example:<br>• creating two short radio or podcast interviews focusing on the same topic but for two different audiences<br>• creating a playlist of songs that is inspired by a written text using a digital platform or program, and write a rationale justifying the choices of digital features |