



# Western Australian Curriculum

## English

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Year level descriptions | Pre-primary–Year 10

For implementation in 2025

## **Acknowledgement of Country**

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## Contents

Overview .....	1
Pre-primary .....	2
Year 1.....	3
Year 2.....	4
Year 3.....	5
Year 4.....	6
Year 5.....	7
Year 6.....	8
Year 7.....	9
Year 8.....	10
Year 9.....	11
Year 10.....	12



## Overview

Year level descriptions provide an overview of the content being studied at that year level. The year level descriptions include reference to the phases of schooling to provide guidance about the sort of learning experiences that children and students are likely to engage with.

## Pre-primary

In the early childhood phase of schooling, learning, development and wellbeing are connected and learning builds on the *Early Years Learning Framework* and each child's funds of knowledge. A holistic curriculum that integrates knowledge, understandings, skills, values and attitudes across learning areas connects learning to children's lives and their natural curiosity about their world.

English provides opportunities for children to learn through an orchestrated blend of play, deliberate and intentional teaching, and spontaneous experiences and actions.

In Pre-primary, children act with intentionality and agency to develop an understanding that English is the shared language of the learning environment, used to interact and communicate with known audiences for different purposes and to meet their personal needs and interests. English provides children with opportunities to develop their control and understanding of the symbolic representations associated with written language. They draw on their funds of knowledge to make connections to the English curriculum and explore concepts through a range of modes of communication, including music, dance, movement, storytelling, visual arts, and drama.

Critical literacy is integral to the English curriculum. It is developed when children actively question, analyse and evaluate the texts they engage with. Children begin to learn about the structure and purpose of texts.

Children engage with a range of texts for enjoyment and learning. They listen to, read and view spoken, written and multimodal texts that include traditional oral tales; imaginative and informative picture books; various types of print, oral and digital stories; rhyming verse, poetry, songs and chants; film and animations; dramatic performances; presentations; conversations and discussions; non-fiction texts; and websites and other digital media. In Pre-primary, children develop their reading in a text-rich environment through engagement with a range of texts, including:

- literature that reflects and expands their world, and supports learning in English and across the curriculum
- texts that support children as meaning makers and enables them to share feelings and thoughts about texts
- texts for beginning readers that systematically introduce words with a limited number of phoneme–grapheme correspondences and add phoneme–grapheme correspondences as proficiency develops
- texts that support developing readers, including authentic literary texts that involve straightforward sequences of events and everyday happenings, some less familiar content, a small range of language features, including simple and compound sentences, high-frequency words, and other words that can be decoded using developing phonic knowledge
- authentic, informative texts that reflect their interests and curiosities.

Children create short imaginative and informative texts that may include some words, images and/or gestures to create texts that may include retells or adaptations of stories, messages, short recounts, thoughts and opinions, and dramatic performances for a known purpose and audience. Children make choices about texts according to their interests and curiosities.

## Year 1

In the early childhood phase of schooling, learning, development and wellbeing are connected and learning experiences are informed by the Principles and Practices of the *Early Years Learning Framework*. A holistic curriculum that integrates knowledge, understandings, skills, values and attitudes across learning areas connects learning to children's lives and their natural curiosity about their world.

English provides opportunities for children to learn through a blend of developmentally appropriate intentional approaches, including play-based learning, inquiry and explicit teaching.

In Year 1, children act with intentionality and agency to explore how English, as the shared language of the learning environment, can be used to meet their diverse needs and interests. They learn to interact with familiar audiences for different purposes. Children have opportunities to develop their control and understanding of the symbolic representations associated with written language. An emphasis on literacy is encapsulated in a holistic approach to learning where key ideas and concepts in a range of learning areas are presented in culturally and phase-appropriate ways.

Critical literacy is integral to the English curriculum. It is developed when children actively question, analyse and evaluate the texts they engage with. In Year 1, children draw on growing knowledge of context, text structures and features as they begin identifying the purpose of texts.

Children engage with a range of texts for enjoyment and learning. They listen to, read and view spoken, written and multimodal texts that include traditional oral tales; imaginative and informative picture books; various types of print, oral and digital stories; rhyming verse, poetry, songs and chants; film and animations; dramatic performances; spoken texts; media, online and digital texts; non-fiction texts; and texts used by children as models for creating their own texts. In Year 1, children develop their reading in a text-rich environment through engagement with a range of texts, including:

- literature that reflects and expands their world, with straightforward sequences of events and everyday happenings with recognisably realistic or imaginary characters
- texts to support children to make literal and inferred meaning
- decodable texts that systematically introduce words with phoneme–grapheme correspondences that align with phonic development for children to continue to practise and consolidate their decoding, if required
- authentic texts that support and extend developing readers and use a small range of language features, including simple and compound sentences, some unfamiliar vocabulary, high-frequency words and other words that need to be decoded using developing phonic knowledge
- informative texts, with illustrations and diagrams, presenting new content about familiar topics of interest and topics introduced in other learning areas
- texts that support learning in English and across the curriculum.

Children create short spoken, written, visual and multimodal texts whose purposes may be imaginative, informative and persuasive. These texts may include responses, such as personal reflections or opinions, recounts of events or experiences, procedures, retells or adaptations of familiar stories, reports, dramatic performances and poetry. Children make choices about texts according to their interests and curiosities.

## Year 2

In the early childhood phase of schooling, learning, development and wellbeing are connected and learning experiences are informed by the Principles and Practices of the *Early Years Learning Framework*. A holistic curriculum that integrates knowledge, understandings, skills, values and attitudes across learning areas connects learning to children's lives and their natural curiosity about their world.

English provides opportunities for children to learn through a blend of developmentally appropriate intentional approaches, including play-based learning, inquiry and explicit teaching.

In Year 2, children act with intentionality and agency to explore how English, as the shared language of the learning environment, can be used to share ideas, thoughts and opinions with familiar audiences for different purposes. An emphasis on literacy is encapsulated in a holistic approach to learning where key ideas and concepts in a range of learning areas are presented in culturally and phase-appropriate ways. Children should have recurring and cumulative opportunities to develop their knowledge and understanding of the symbolic representations associated with written language. They interact with others to develop a sense of wellbeing as they investigate interpersonal language choices to communicate for different purposes and to meet their personal needs and interests.

Critical literacy is integral to the English curriculum. It is developed when children actively question, analyse and evaluate the texts they engage with. In Year 2, children learn to identify the purpose and audience of imaginative, informative and persuasive texts.

Children engage with a range of texts for enjoyment and learning. They listen to, read and view spoken, written and multimodal texts whose purpose may be imaginative, informative and persuasive. The range of texts includes imaginative and informative picture books; various types of print, oral and digital stories; rhyming verse, poetry, songs and chants; media, online and digital texts; dramatic performances; spoken texts; chapter books; non-fiction texts; and texts used by children as models for creating their own texts. As children transition to become independent readers, they continue to develop their decoding and comprehension skills, using a range of texts, including:

- texts for different purposes that support children to build literal and inferred meaning
- literary texts that may include sequences of events that span several pages, unusual happenings within a framework of familiar experiences, and images that extend meaning
- texts that include language features, such as varied sentence structures, some unfamiliar vocabulary, an increasing bank of high-frequency words, and words that need to be decoded using phonic and morphemic knowledge, and a range of punctuation conventions
- informative texts which present new content about topics of interest and topics introduced in other learning areas and that may include illustrations and diagrams that extend the text.

Children create spoken, written, visual and multimodal texts whose purposes may be imaginative, informative and persuasive. These texts may include retells or adaptations of stories, recounts of events or experiences, procedures, narratives, reports of learning area content, responses (including reviews and personal reflections), persuasive arguments/expositions, dramatic performances and poetry. These texts are created for familiar audiences. Children make choices about texts according to their interests and curiosities.

## Year 3

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

English provides opportunities for students to develop a sound grasp of spoken, written and visual language and use this in a range of different learning situations in purposeful ways to achieve outcomes across all learning areas.

In Year 3, students use spoken, written and visual communication to interact with familiar audiences for a purpose. The ability of students to work collaboratively and to develop their interaction skills should be fostered by activities that require group planning and decision-making, and interaction with people inside and outside their classroom. Students should be given opportunities to reflect on their learning and work practices and consider ways in which these might be improved, modified or adapted for different situations.

Critical literacy is integral to the English curriculum. It is developed when students actively question, analyse and evaluate the texts they engage with. In Year 3, students learn about literary devices and techniques used by authors and/or illustrators to shape audience reaction, and about the language features and structures that are relevant to the purpose of cross-curricula texts.

Students engage with a range of texts for enjoyment and learning. They listen to, read and view spoken, written and multimodal texts whose purpose may be imaginative, informative and persuasive. The range of texts includes imaginative and informative picture books; various types of print, oral and digital stories; chapter books; rhyming verse and poetry; film and animation; dramatic performance; conversations and discussions; websites and other digital media; non-fiction texts; and texts used by students as models for creating their own texts. Texts that support and extend students as independent readers include:

- texts that reflect a range of contexts, text structures and language features that enable students to actively build literal and inferred meaning, and begin to evaluate texts
- literary texts that may describe events that extend over several pages, unusual happenings within a framework of familiar experiences, and may include images that extend meaning
- texts that use language features, including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency words that can be decoded using phonic, semantic and grammatical knowledge, a variety of punctuation conventions, and illustrations and diagrams that support and extend the text
- informative texts that include content of increasing complexity and technicality about topics of interest and topics being studied in other areas of the curriculum.

Students create spoken, written, visual and multimodal texts whose purpose may be imaginative, informative and persuasive. These texts may include narratives, procedures, dramatic performances, reports, responses (such as reviews or personal reflections), poetry and persuasive arguments/expositions for particular purposes and audiences. Students make choices about texts according to their interests.

## Year 4

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

English provides opportunities for students to develop a sound grasp of spoken, written and visual language and use this in a range of different learning situations in purposeful ways to achieve outcomes across all learning areas.

In Year 4, students use spoken, written and visual communication to interact with audiences for different purposes. The ability of students to work collaboratively and to develop their interaction skills should be fostered by activities that require group planning and decision-making, and interaction with people inside and outside their classroom.

Critical literacy is integral to the English curriculum. It is developed when students actively question, analyse and evaluate the texts they engage with. In Year 4, students begin to identify the subjective and objective language used in texts, and how the author's and/or illustrator's choices shape audience reaction. They learn how the language features and structures of a range of cross-curricula texts are organised depending on purpose.

Students engage with a range of texts for enjoyment and learning. They listen to, read and view spoken, written and multimodal texts whose purpose may be imaginative, informative and persuasive. The range of texts includes imaginative and informative picture books; various types of print, oral and digital stories; short novels of different genres; rhyming verse and poetry; conversations and discussions; media, online and digital texts; dramatic performances; non-fiction texts; and texts used by students as models for creating their own texts. Texts that support and extend students as independent readers include:

- texts that enable students to actively build literal and inferred meaning, to expand knowledge and ideas
- texts that use language features, including varied sentence structures, some unfamiliar vocabulary that may include English words derived from other languages, a significant number of high-frequency words, words that need to be decoded using phonic, semantic and grammatical knowledge, a variety of punctuation conventions, and illustrations and diagrams that support and extend the printed text
- literary texts that may describe sequences of events that develop over chapters and unusual happenings within a framework of familiar experiences
- informative texts that include content of increasing complexity and technicality about topics of interest and topics being studied in other areas of the curriculum.

Students create spoken, written, visual and multimodal texts whose purpose may be imaginative, informative and persuasive. These may include narratives, dramatic performances or texts, reports, responses (such as reviews and personal reflections), poetry, procedures, and persuasive expositions or discussions for particular purposes and audiences. Students make choices about texts according to their interests.

## Year 5

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

English provides opportunities for students to develop a sound grasp of spoken, written and visual language and use this in a range of different learning situations in purposeful ways to achieve outcomes across all learning areas.

In Year 5, students use spoken, written and visual communication to interact with audiences for different purposes. The ability of students to work collaboratively and to develop their interaction skills should be fostered by activities that require group planning and decision-making, and interaction with people inside and outside their classroom.

Critical literacy is integral to the English curriculum. It is developed when students actively question, analyse and evaluate the texts they engage with. In Year 5, students learn that texts reflect different contexts, such as how they reflect the time and place in which they are created. They present opinions about literary texts and reflect on the viewpoints of others. Students learn how literary devices shape meaning.

Students engage with a range of texts for enjoyment and learning. They listen to, read and view spoken, written and multimodal texts whose purpose may be imaginative, informative and persuasive. The range of texts includes imaginative and informative picture books; various types of print, oral and digital stories; novels; poetry; various types of media; online and digital texts; non-fiction texts; dramatic performances or texts; and conversations and discussions. The features of these texts may be used by students as models for creating their own texts. Texts that support and extend students as independent readers include:

- texts that enable students to actively build literal and inferred meaning to evaluate information and ideas
- texts with structures, such as chapters, headings and subheadings, table of contents, indexes and glossaries
- texts with language features, such as complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of images and graphics
- literary texts that may include complex sequences of events, elaborated events and a range of characters, and may explore themes of interpersonal relationships and ethical dilemmas
- informative texts that may supply technical information and/or content about a wide range of topics of interest as well as topics being studied in other areas of the curriculum
- texts that may reveal that the English language is dynamic and changes over time.

Students create spoken, written, visual and multimodal texts whose purpose may be imaginative, informative and persuasive. These may include narratives, procedures, dramatic performances or texts, reports, responses (including reviews and personal reflections), poetry, argument, including persuasive expositions and/or discussions, and explanations for particular purposes and audiences. Students make choices about texts according to their interests.

## Year 6

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

English provides opportunities for students to develop a sound grasp of spoken, written and visual language and use this in a range of different learning situations in purposeful ways to achieve outcomes across all learning areas.

In Year 6, students use spoken, written and visual communication to interact with audiences for particular purposes. The ability of students to work collaboratively and to develop their interaction skills should be fostered by activities that require group planning and decision-making, and interaction with people inside and outside their classroom.

Critical literacy is integral to the English curriculum. It is developed when students actively question, analyse and evaluate the texts they engage with. In Year 6, students learn about the uses of subjective and objective language across a range of texts and identify bias. They learn how literary devices create meaning and effect, and how authors adapt structures and language devices for effect.

Students engage with a range of texts for enjoyment and learning. They listen to, read and view spoken, written and multimodal texts whose purpose may be imaginative, informative and persuasive. The range of texts includes imaginative and informative picture books; various types of stories; novels; poetry; dramatic performance; conversations and discussions; non-fiction texts; and media, online and digital texts created for a range of purposes. The features of these texts may be used by students as models for creating their own texts. Texts that support and extend students as independent readers include:

- literary texts that may include complex sequences, such as shifts in time, and a range of less predictable characters, and may explore themes of interpersonal relationships and ethical dilemmas
- texts that enable students to actively build literal and inferred meaning, and connect and compare content
- texts with structures which may include chapters, headings and subheadings, table of contents, indexes and glossaries
- texts with language features, such as complex sentences, unfamiliar technical vocabulary, figurative and idiomatic language, and information presented in various types of images and graphics
- texts that may support students' understanding of authors' styles
- informative texts that may include technical information and/or content about a wide range of topics of interest as well as topics being studied in other areas of the curriculum.

Students create a range of spoken, written, visual and multimodal texts whose purpose may be imaginative, informative and persuasive. These may include narratives, dramatic performances or texts, spoken texts, reports, reviews, poetry, persuasive discussions and/or explanations for particular purposes and audiences. Students make choices about texts according to their interests.

## Year 7

In the early adolescence phase of schooling, students align with their peer group and begin to question established conventions, practices and values. Learning and teaching programs assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.

English provides opportunities for students to extend their interests beyond their own communities, and they begin to develop awareness about wider issues. Students' interest in the natural, social, cultural and technological world is often related to the impact on them personally and can help them in their current and future lives.

In Year 7, students' growing independence and peer-group orientation should be built upon by providing opportunities for them to participate in important forms of decision-making within the classroom and to work with others. Through such experiences students assume increased responsibilities, explore values and further refine their social and collaborative work skills.

Critical literacy is integral to the English curriculum. It is developed when students actively question, analyse, evaluate and synthesise the texts they engage with. In Year 7, students learn how text structures and language features vary according to audience and purpose, and how techniques influence emotions and opinions and create meaning.

Students engage with a range of texts for learning and enjoyment. They listen to, read, view, analyse, interpret, evaluate, create and perform a range of spoken, written and multimodal texts. These texts may include various types of media texts (including screen, online and digital texts), narratives (including novels), non-fiction, poetry and plays. They understand how the features of texts may be used as models for creating their own work. The range of texts includes:

- literary texts that may be drawn from a range of genres, may involve some challenging sequences of events and/or less predictable characters, may explore themes of interpersonal relationships and ethical dilemmas in real-world and fictional settings, and represent a variety of perspectives
- informative, analytical and persuasive texts that may present technical information and content from credible sources about specialised topics
- texts with a variety of language features that may include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and/or information supported by various types of images and graphics.

Students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive and/or analytical. These texts may include narratives, dramatic performances and scripts, reports, responses (including reviews and personal reflections), arguments, literary analyses, discussions, visual texts, oral and audio texts, poetry and types of media, online and digital texts for different audiences.

## Year 8

In the early adolescence phase of schooling, students align with their peer group and begin to question established conventions, practices and values. Learning and teaching programs assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.

English provides opportunities for students to extend their interests beyond their own communities, and they begin to develop awareness about wider issues. Students' interest in the natural, social, cultural and technological world is often related to the impact on them personally and can help them in their current and future lives.

In Year 8, students' growing independence and peer-group orientation should be built upon by providing opportunities for them to participate in important forms of decision-making within the classroom and to work with others. Through such experiences students assume increased responsibilities, explore values and further refine their social and collaborative work skills.

Critical literacy is integral to the English curriculum. It is developed when students actively question, analyse, evaluate and synthesise the texts they engage with. In Year 8, students learn how text structures, language features and intertextual references vary according to audience and purpose, and how some texts may be hybrids, and combine different genres. They learn how texts represent values and how techniques position the audience to form perspectives.

Students engage with a range of texts for learning and enjoyment. They listen to, read, view, analyse, interpret, evaluate, create and perform a range of spoken, written and multimodal texts. These texts may include various types of media texts (including screen, online and digital texts), narratives (including novels), non-fiction, poetry and plays. Students develop their understanding of how texts relate to context, purpose and audience. They understand how the features of texts may be used as models for creating their own work. The range of texts includes:

- literary texts that may be drawn from a range of genres, may involve intertextual references, some challenging sequences and/or non-stereotypical characters, may explore themes of interpersonal relationships and ethical dilemmas in real-world and fictional settings, and/or represent a variety of perspectives
- informative, analytical and persuasive texts that may present technical information and abstract content from credible sources about specialised topics and concepts
- texts with a variety of language features that may include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and/or information supported by various types of images and graphics.

Students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive and/or analytical. These texts may include narratives, dramatic performances and scripts, reports, responses (including reviews and personal reflections), arguments, literary analyses, discussions, visual texts, oral and audio texts, poetry, and types of media (including screen, online and digital texts) for different audiences.

## Year 9

In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.

English provides opportunities for students to understand that particular ways of working and thinking have developed over time but still may be subject to debate, revision and change. Students develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.

In Year 9, students use spoken, written or visual communication to interact with others and experience learning in familiar and unfamiliar contexts, including local or global community and vocational contexts. Teaching and learning programs should encourage students to develop an open and questioning view. Learning experiences should enable students to draw on increasingly diverse sources of information that facilitate comparing, contrasting, synthesising, questioning and critiquing information.

Critical literacy is integral to the English curriculum. It is developed when students actively question, analyse, evaluate and synthesise the texts they engage with. In Year 9, students learn how authors and creators adapt and experiment with text structures and language features. They learn how texts represent people and places and how techniques contribute to style, mood and tone.

Students engage with a range of texts for learning and enjoyment. They listen to, read, view, analyse, interpret, evaluate, create and perform a wide range of spoken, written and multimodal texts. These texts may include various types of media texts (including screen, online and digital texts), narratives (including novels), non-fiction, poetry and plays. Themes and issues may involve levels of abstraction, higher order reasoning and intertextual references. Students are beginning to develop a critical understanding of how texts, language, and visual and audio features relate to context, purpose and audience. They understand how the features of texts may be used as models for creating their own work. The range of texts includes:

- literary texts that may be drawn from a range of genres, may involve complex, challenging plot sequences and/or hybrid structures that may serve multiple purposes, and may explore themes of human experience and cultural significance, interpersonal relationships, and/or ethical and global dilemmas in real-world and fictional settings. These texts may represent a variety of perspectives
- informative, analytical and persuasive texts that may represent a synthesis of technical and abstract information (from credible or verifiable sources) about specialised topics and concepts
- texts with a variety of language features that may include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and/or dense information supported by various types of images and graphics.

Students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive, analytical and/or critical. These texts may include narratives, dramatic performances and scripts, reports, responses (including reviews and personal reflections), arguments, literary analyses, discussions, visual texts, oral and audio texts, poetry, and types of media (including screen, online and digital texts) for a range of audiences.

## Year 10

In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.

English provides opportunities for students to understand that particular ways of working and thinking have developed over time but still may be subject to debate, revision and change. Students develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.

In Year 10, students use spoken, written or visual communication to interact with others and experience learning in familiar and unfamiliar contexts, including local or global community and vocational contexts. Teaching and learning programs should encourage students to develop an open and questioning view. Learning experiences should enable students to draw on increasingly diverse and complex sources of information that facilitate comparing, contrasting, synthesising, questioning and critiquing information.

Critical literacy is integral to the English curriculum. It is developed when students actively question, analyse, evaluate and synthesise the texts they engage with. In Year 10, students learn how language features and text structures may have aesthetic qualities. They learn how representations of individuals, groups and places relate to context and how techniques shape values, beliefs and attitudes.

Students engage with a range of texts for learning and enjoyment. They listen to, read, view, analyse, interpret, evaluate, create and perform a wide range of spoken, written and multimodal texts. These texts may include various types of media (including screen, online and digital texts), narratives (including novels), non-fiction, poetry and plays. Themes and issues may involve levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of how texts, language, and visual and audio features relate to context, purpose and audience. They understand how the features of texts may be used as models for creating their own work. The range of texts includes:

- literary texts that may be drawn from a range of genres that may involve complex, challenging plot sequences and hybrid structures that may serve multiple purposes and that may explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas in real-world and fictional settings. These texts may represent a variety of perspectives
- informative, analytical and persuasive texts that may represent a synthesis of technical and abstract information (from credible or verifiable sources) about a wide range of specialised topics and concepts
- texts with a variety of language features that may include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and/or dense information supported by various types of images and graphics.

Students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive, analytical and/or critical. These texts may include narratives, dramatic performances and scripts, reports, responses (including reviews and personal reflections), arguments, literary analyses, discussions, visual texts, oral and audio texts, poetry and types of media (including screen, online and digital texts) for a range of audiences.