Western Australian Curriculum

English | P–10

English Scope and sequence

This document contains the revised Scope and sequence for the Western Australian English, with phonic and word knowledge curriculum content, for implementation in 2024.

The *Early Years Learning Framework* (*EYLF*) and the *Western Australian Curriculum and Assessment Outline* (the Outline) work together to give all students the best opportunity to develop and learn. Teachers of Pre-primary to Year 2 classes utilise both the *EYLF* and the *Outline* when planning teaching and learning programs.

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.

Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

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	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
LANGUAGE							
Language variation and change							
Language variation and change How English varies according to context and purpose, including cultural and historical context	Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community	Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others	Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background	Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning	Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages	Understand that the pronunciation, spelling and meanings of words have histories and change over time	Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English
Language for interaction							
Language for interaction How language used for different formal and informal social interactions is influenced by the purpose and audience	Explore how language is used differently at home and school depending on the relationships between people	Understand that language is used in combination with other means of communication; for example, facial expressions and gestures to interact with others Understand that there are different ways of asking for information, making offers and giving commands	Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context	Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations	Understand that social interactions influence the way people engage with ideas and respond to others; for example, when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group	Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase

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	Pre-primary	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Evaluative language How language is used to express opinions and make evaluative judgments about people, places, things and texts	Understand that language can be used to explore ways of expressing needs, likes and dislikes	Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions	Identify language that can be used for appreciating texts and the qualities of people and things	Examine how evaluative language can be varied to be more or less forceful	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	Understand how to move beyond making bare assertions and take account of differing perspectives and points of view	Understand the uses of objective and subjective language and bias
Text structure and organisation							
Purpose, audience and structures of different types of texts How texts serve different purposes and how the structures of types of texts vary according to the text purpose	Understand that texts can take many forms, can be very short (for example, an exit sign) or quite long (for example, an information book or a film) and that stories and informative texts have different purposes	Understand that the purposes texts serve shape their structure in predictable ways	Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose	Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences)	Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience	Understand how texts vary in purpose, structure and topic as well as the degree of formality	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects
Text cohesion How texts work as cohesive wholes through language features that link parts of the text together, such as paragraphs, connectives, nouns and associated pronouns	Understand that some language in written texts is unlike everyday spoken language	Understand patterns of repetition and contrast in simple texts	Understand how texts are made cohesive through language features, including word associations, synonyms, and antonyms	Understand that paragraphs are a key organisational feature of written texts	Understand how texts are made cohesive through the use of linking devices, including pronoun reference and text connectives	Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold	Understand that cohesive links can be made in texts by omitting or replacing words
Punctuation How punctuation works to perform different functions in a text	Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences	Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands	Recognise that capital letters signal proper nouns and commas are used to separate items in lists	Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters	Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech	Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns	Understand the use of commas to separate clauses

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	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Concepts of print and screen Different conventions that apply to how text is presented on a page or screen	Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example, directionality	Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links	Know some features of text organisation, including page and screen layouts, alphabetical order, and different types of diagrams, for example, timelines	Identify the features of online texts that enhance navigation	Identify features of online texts that enhance readability, including text, navigation, links, graphics and layout	Investigate how the organisation of texts into chapters, headings, subheadings, home pages and subpages for online texts and according to chronology or topic can be used to predict content and assist navigation	This sequence ends at Year 5
Expressing and developing ideas							
Sentences and clause-level grammar What a clause is and how simple, compound and complex sentences are constructed through one clause (simple) or by combining clauses using different types of conjunctions (compound and complex)	Recognise that sentences are key units for expressing ideas	Identify the parts of a simple sentence that represent 'What is happening?', 'What state is being described?', 'Who or what is involved?' and the surrounding circumstances	Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction	Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement	Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases Investigate how quoted (direct) and reported (indirect) speech work in different types of text	Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause	Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas
Word-level grammar Different classes of words used in English (nouns, verbs, etc.), the functions they perform in sentences and when they are combined in particular recognisable groups, such as phrases and noun groups	Recognise that texts are made up of words and groups of words that make meaning	Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details, such as when, where and how (adverbs)	Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives	Understand that verbs represent different processes; for example, doing, thinking, saying, and relating and that these processes are anchored in time through tense	Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity	Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea	Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases

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	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Visual language How images work in texts to communicate meanings, especially in conjunction with other elements, such as print and sound	Explore the different contribution of words and images to meaning in stories and informative texts	Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning	Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words	Identify the effect on audiences of techniques; for example, shot size, vertical camera angle and layout in picture books, advertisements and film segments	Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts	Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations	Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts
Vocabulary Meanings of words, including everyday and specialist meanings, and how words take their meanings from the context of the text	Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school	Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts	Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose	Learn extended and technical vocabulary and ways of expressing opinion, including modal verbs and adverbs	Incorporate new vocabulary from a range of sources into student's own texts, including vocabulary encountered in research	Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion
Phonic and word knowledge							
Phonological and phonemic awareness The ability to identify the discrete sounds in speech (phonemes), and to reproduce and manipulate them orally	Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness) Segment sentences into individual words and orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness)	Segment words into separate phonemes (sounds) including consonant blends or clusters at the beginnings and ends of words (phonological awareness) Orally manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness)	Manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words	From Year 3 onwards, knowledge about phonological and phonemic awareness continues to be applied when making connections between the sounds (phonemes) in spoken words and the letters (graphemes) in written words			

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	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Alphabet and phonic knowledge The relationship between sounds and letters (graphemes) and how these are combined when reading and writing	Recognise and name all upper- and lower-case letters (graphs) and know the most common sound that each letter represents Write consonant–-vowel–consonant (CVC) words by representing some sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words	Use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound	Use phoneme–grapheme (sound–letter/s) relationships and patterns, when blending and segmenting to read and write words of one or more syllables Understand that a sound can be represented by various letter combinations	Understand how to apply knowledge of phoneme–grapheme (sound–letter) relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns	Understand how to use and apply phonological and morphological knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes	Use phonic, morphemic and vocabulary knowledge to read and spell words that share common letter patterns, but have different pronunciations	Use phonic knowledge of common and less common grapheme–phoneme relationships to read and write increasingly complex words
Spelling Knowledge about how sounds (phonemes) of words are represented by letters or letter patterns, knowledge of meaning units within words (morphemes) and word origins	Use knowledge of letters and sounds to spell words Read and write some high-frequency words and other familiar words Understand that words are units of meaning and can be made of more than one meaningful part	Spell one- and two-syllable words with common letter patterns Read and write an increasing number of high-frequency words Recognise and know how to use grammatical morphemes to create word families	Use phoneme–grapheme (sound–letter/s) matches, including vowel digraphs, less common long vowel patterns, consonant clusters and silent letters, when reading and writing words of one or more syllables, including compound words Use knowledge of spelling patterns and morphemes to read and write words whose spelling is not completely predictable from their sounds, including high-frequency words Build morphemic word families using knowledge of prefixes and suffixes	Use phoneme–grapheme (sound–letter) relationships and less common letter patterns to spell words Recognise and know how to write most high-frequency words including some homophones Understand how to apply knowledge of common base words, prefixes, suffixes and generalisations for adding a suffix to a base word to read and comprehend new multimorphemic words	Understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, common prefixes and suffixes, and word origins, to spell more complex words Read and write high-frequency words, including homophones, and know how to use context to identify correct spelling	Build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations Explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word	Use knowledge of known words, word origins, including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words, including technical words

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	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
LITERATURE							
Literature and context							
How texts reflect the context of culture and situation in which they are created	Recognise that texts are created by authors who tell stories and share experiences that may be similar or different from student's own experiences	Discuss how authors create characters using language and images	Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created	Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons	Make connections between the ways different authors may represent similar storylines, ideas and relationships	Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts	Make connections between student's own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts
Responding to literature							
Personal responses to the ideas, characters and viewpoints in texts An individual response to the ideas, characters and viewpoints in literary texts, including relating texts to their own experiences	Respond to texts, identifying favourite stories, authors and illustrators	Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with student's own experiences	Compare opinions about characters, events and settings in and between texts	Draw connections between personal experiences and the worlds of texts, and share responses with others	Discuss literary experiences with others, sharing responses and expressing a point of view	Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others	Analyse and evaluate similarities and differences in texts on similar topics, themes or plots
Expressing preferences and evaluating texts Expressing personal preference for different texts and types of texts, and identifying the features of texts that influence personal preference	Share feelings and thoughts about the events and characters in texts	Express preferences for specific texts and authors and listen to the opinions of others	Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences	Develop criteria for establishing personal preferences for literature	Use metalanguage to describe the effects of ideas, text structures and language features of literary texts	Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences	Identify and explain how choices in language; for example, modality, emphasis, repetition and metaphor, influence personal response to different texts

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	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Examining literature							
Features of literary texts The key features of literary texts and how they work to construct a literary work, such as plot, setting, characterisation, mood and theme	Identify some features of texts, including events and characters and retell events from a text Recognise some different types of literary texts and identify some characteristic features of literary texts, for example, beginnings and endings of traditional texts and rhyme in poetry	Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts	Discuss the characters and settings of different texts and explore how language is used to present these features in different ways	Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative	Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example, character development and plot tension	Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses	Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style
Language devices in literary texts, including figurative language Language devices that authors use and how these create meanings and effects in literary texts, especially devices in poetry	Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures	Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns, including alliteration and rhyme	Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs	Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose	Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts; for example, nonsense words, spoonerisms, neologisms and puns	Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes	Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry, such as ballads, limericks and free verse
Creating literature							
Creating literary texts Creating their own literary texts based on ideas, features and structures of texts experienced	Retell familiar literary texts through performance, use of illustrations and images	Recreate texts imaginatively using drawing, writing, performance and digital forms of communication	Create events and characters using different media that develop key events and characters from literary texts	Create imaginative texts based on characters, settings and events from student's own and other cultures using visual features; for example, perspective, distance and angle	Create literary texts that explore student's own experiences and imagining	Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced	Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways

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	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Experimentation and adaptation Creating a variety of texts, including multimodal texts, adapting ideas and devices from literary texts	Innovate on familiar texts through play	Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary	Innovate on familiar texts by experimenting with character, setting or plot	Create texts that adapt language features and patterns encountered in literary texts; for example, characterisation, rhyme, rhythm, mood, music, sound effects and dialogue	Create literary texts by developing storylines, characters and settings	Create literary texts that experiment with structures, ideas and stylistic features of selected authors	Experiment with text structures and language features and their effects in creating literary texts; for example, using imagery, sentence variation, metaphor and word choice

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	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
LITERACY							
Texts in context							
Texts and the contexts in which they are used How texts relate to their contexts and reflect the society and culture in which they were created	Identify some familiar texts and the contexts in which they are used	Respond to texts drawn from a range of cultures and experiences	Discuss different texts on a similar topic, identifying similarities and differences between the texts	Identify the point of view in a text and suggest alternative points of view	Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts	Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context	Compare texts, including media texts that represent ideas and events in different ways, explaining the effects of the different approaches
Interacting with others							
Listening and speaking interactions Purposes and contexts through which students engage in listening and speaking interactions	Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions	Listen for specific purposes and information, including instructions, and extend student's own and others' ideas in discussions	Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to student's own experiences and present and justify a point of view	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions
Listening and speaking interactions Skills students use when engaging in listening and speaking interactions	Use interaction skills, including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact	Use interaction skills, including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace	Use interaction skills, including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately	Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume	Use interaction skills, such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects, such as tone, pace, pitch and volume to speak clearly and coherently	Use interaction skills; for example, paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	Use interaction skills, varying conventions of spoken interactions, such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience

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	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Oral presentations Formal oral presentations that students engage in, including presenting recounts and information, and presenting and arguing a point of view	Deliver short oral presentations to peers	Make short presentations using some introduced text structures and language, for example, opening statements	Rehearse and deliver short presentations on familiar and new topics	Plan and deliver short presentations, providing some key details in logical sequence	Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences	Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis
Interpreting, analysing, evaluating							
Purpose and audience Recognising and analysing differences between different types of texts	Identify some differences between imaginative and informative texts	Describe some differences between imaginative, informative and persuasive texts	Identify the audience of imaginative, informative and persuasive texts	Identify the audience and purpose of imaginative, informative and persuasive texts	Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text	Analyse how text structures and language features work together to meet the purpose of a text
Reading processes Strategies for using and combining contextual, semantic, grammatical and phonic knowledge to decode texts, including predicting, monitoring, cross-checking, self-correcting, skimming and scanning	Read decodable and authentic texts using developing phonic and word knowledge, and monitor meaning using context and emerging grammatical knowledge	Read decodable and authentic texts using developing phonic and word knowledge, phrasing and fluency, and monitoring meaning using context and grammatical knowledge	Read texts with phrasing and fluency combining phonic, word and grammatical knowledge, and monitoring meaning using text processing strategies	Read a range of texts combining phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required	Read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when needed	Navigate and read texts for specific purposes, monitoring meaning using strategies, such as skimming, scanning and confirming	Select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features; for example, a table of contents, glossary, chapters, headings and subheadings
Comprehension strategies Strategies of constructing meaning from texts, including literal and inferential meaning	Use comprehension strategies to understand and discuss texts listened to, viewed or read independently	Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features	Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures	Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features	Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts	Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources, including media and digital texts

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	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Analysing and evaluating texts Analysis and evaluation of how text structures and language features construct meaning and influence readers/viewers	This sequence starts at Year 6						Analyse strategies authors use to influence readers
Creating texts							
Creating texts Creating different types of spoken, written and multimodal texts, using knowledge of text structures and language features	Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge	Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example, illustrations and diagrams	Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose	Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose	Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features	Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience	Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience
Editing Editing texts for meaning, structure and grammatical features	Participate in shared editing of student's own texts for meaning, spelling, capital letters and full stops	Re-read student's own texts and discuss possible changes to improve meaning, spelling and punctuation	Re-read and edit text for spelling, sentence-boundary punctuation and text structure	Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation	Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure	Re-read and edit student's own and others' work using agreed criteria for text structures and language features	Re-read and edit student's own and others' work using agreed criteria and explaining editing choices
Handwriting Developing a fluent, legible handwriting style, beginning with unjoined letters and moving to joined handwriting	Produce some lower case and upper case letters using learned letter formations	Write using unjoined lower case and upper case letters	Write legibly and with growing fluency using unjoined upper case and lower case letters	Write using joined letters that are clearly formed and consistent in size	Write using clearly-formed joined letters, and develop increased fluency and automaticity	Develop a handwriting style that is becoming legible, fluent and automatic	Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose

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	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use of software Using a range of software applications to construct and edit print and multimodal texts	Construct texts using software, including word processing	Construct texts that incorporate supporting images using software, including word processing programs	Construct texts featuring print, visual and audio elements using software, including word processing programs	Use software, including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements	Use a range of software, including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements	Use a range of software, including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements	Use a range of software, including word processing programs, learning new functions as required to create texts

ENGLISH – Scope and sequence 7–10

	Year 7	Year 8	Year 9	Year 10
LANGUAGE				
Language variation and change				
Language variation and change How English varies according to context and purpose, including cultural and historical contexts	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 within which the creation and loss of words and the evolution of usage is ongoing	Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve
Language for interaction				
Language for interaction 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
Evaluating language How language is used to express opinions, and make evaluative judgments about people, places, things and texts	Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources	Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody	Investigate how evaluation can be expressed directly and indirectly using devices; for example, allusion, evocative vocabulary and metaphor	Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication
Text structure and organisation				
Purpose, audience and structures of different types of texts How texts serve different purposes and how structures of types of texts vary according to the text purpose	Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures, such as taxonomies, cause and effect, and extended metaphors	Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication	Understand that authors innovate with text structures and language for specific purposes and effects	Compare the purposes, text structures and language features of traditional and contemporary texts in different media

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	Year 7	**Year 8**	**Year 9**	**Year 10**
Text cohesion How texts work as cohesive wholes through language features that link parts of the text together, such as paragraphs, connectives, nouns and associated pronouns	Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers; for example, overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts	Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives	Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas	Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects
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 citing others, and how to reference these in different ways
Concepts of print and screen Different punctuation works to perform different functions in a text	This sequence ends at Year 5			
Expressing and developing ideas				
Sentences and clause-level grammar What a clause is and how simple, compound and complex sentences are constructed through one clause (simple) or by combining clauses using different types of conjunctions (compound and complex)	Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information	Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause	Explain how authors creatively use the structures of sentences and clauses for particular effects	Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts

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	Year 7	Year 8	Year 9	Year 10
Word-level grammar Different classes of words used in English (nouns, verbs, etc.) and functions they perform in sentences and when they are combined in particular recognisable groups, such as phrases and noun groups	Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns	Understand the effect of nominalisation in the writing of informative and persuasive texts	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 nominalisation, clause combinations, technicality and 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 allude to or draw on other texts or images to enhance and layer meaning	Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning	Evaluate the impact on audiences of different choices in the representation of still and moving images
Vocabulary Meanings of words, including everyday and specialist meanings and how words take their meanings from the context of the text	Investigate vocabulary typical of extended and more academic texts and 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	Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness	Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences
Sound and letter knowledge				
Phonological and phonemic awareness An ability to identify discrete sounds in speech (phonemes) and to reproduce and manipulate them orally	From Year 3 onwards, knowledge about phonological and phonemic awareness will continue to be applied when making connections between sounds (phonemes) spoken words and letters (graphemes) in written words			
Alphabet and phonic knowledge The relationship between sounds and letters (graphemes) and how these are combined when reading and writing	From Year 7 onwards, knowledge about alphabet and phonic knowledge will continue to be applied when reading, writing and spelling			

ENGLISH – Scope and sequence 7–10

	Year 7	**Year 8**	**Year 9**	**Year 10**
Spelling Knowledge about how the sounds (phonemes) of words are represented by letters or letter patterns, knowledge of meaning units within words (morphemes) and word origins	Understand how to use spelling rules and word origins; for example, Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them	Understand how to 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

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	Year 7	**Year 8**	**Year 9**	**Year 10**
		LITERATURE		
		Literature and context		
How texts reflect the context of culture and situation in which they are created	Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts	Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups Explore the interconnectedness of Country/Place, People, Identity and Culture in texts, including those by Aboriginal and Torres Strait Islander authors	Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts	Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts
		Responding to literature		
Personal responses to ideas, characters and viewpoints in texts An individual response to ideas, characters and viewpoints in literary texts, including texts relating to student's own experiences	Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view	Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts	Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text	Reflect on, extend, endorse or refute others' interpretations of and responses to literature
Expressing preferences and evaluating texts Expressing a personal preference for different texts and types of texts, and identifying the features of texts that influence personal preference	Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts Discuss aspects of texts; for example, their aesthetic and social value, using relevant and appropriate metalanguage	Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts	Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts	Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response Evaluate the social, moral and ethical positions represented in texts

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	Year 7	Year 8	Year 9	Year 10
Examining literature				
Features of literary texts Key features of literary texts and how they work to construct a literary work, such as plot, setting, characterisation, mood and theme	Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches	Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities	Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style	Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices, including analogy and satire shape different interpretations and responses to a text
Language devices in literary texts, including figurative language Language devices that authors use and how these create certain meanings and effects in literary texts, especially devices in poetry	Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry; for example, haiku, tankas, couplets, free verse and verse novels	Identify and evaluate devices that create tone; for example, humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays	Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts; for example, poetry, short films, graphic novels, and plays on similar themes Analyse text structures and language features of literary texts, and make relevant comparisons with other texts	Compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts, such as poetry to evoke particular emotional responses Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts
Creating literature				
Creating literary texts Creating their own literary texts based on the ideas, features and structures of texts experienced	Create literary texts that adapt stylistic features encountered in other texts; for example narrative viewpoint, structure of stanzas, contrast and juxtaposition	Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects	Create literary texts, including hybrid texts, that innovate on aspects of other texts; for example, by using parody, allusion and appropriation	Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts
Experimentation and adaptation Creating a variety of texts, including multimodal texts, adapting ideas and devices from literary texts	Experiment with text structures and language features and their effects in creating literary texts; for example, using rhythm, sound effects, monologue, layout, navigation and colour	Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts	Experiment with the ways that language features, 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 hyperlink	Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience Create imaginative texts that make relevant thematic and intertextual connections with other texts

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	Year 7	Year 8	Year 9	Year 10
LITERACY				
Texts in context				
Texts and contexts in which they are used How texts relate to their contexts and reflect the society and culture in which they were created	Analyse and explain the effect of technological innovations on 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 the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts	Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices
Interacting with others				
Listening and speaking interactions Purposes and contexts through which students engage in listening and speaking interactions	Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities; for example, the strength of an argument or the lyrical power of a poetic rendition	Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives	Listen to spoken texts constructed for different purposes; for example, to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways	Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage
Listening and speaking interactions Skills students use when engaging in listening and speaking interactions	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning	Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and 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 persuasive language, varying voice tone, pitch, and pace, and using elements, such as music and sound effects	Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences
Oral presentations Formal oral presentations that students engage in, including presenting recounts and information, and presenting and arguing a point of view	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action
Interpreting, analysing, evaluating				
Purpose and audience Recognising and analysing differences between different types of texts	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text	Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts	Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences

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	Year 7	Year 8	Year 9	Year 10
Reading processes Strategies for using and combining contextual, semantic, grammatical and phonic knowledge to decode texts, including predicting, monitoring, cross-checking, self-correcting, skimming and scanning	Use prior knowledge and text processing strategies to interpret a range of types of texts	Apply increasing knowledge of vocabulary, text structures and language features to understand the content of 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, to retrieve and connect ideas within and between texts
Comprehension strategies Strategies of constructing meaning from texts, including literal and inferential meaning	Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources	Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view	Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts	Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence
Analysing and evaluating texts Analysis and evaluation of how text structures and language features construct meaning and influence readers/viewers	Compare the 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/listener	Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts	
Creating texts				
Creating texts Creating different types of spoken, written and multimodal texts using knowledge of text structures and language features	Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas	Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate	Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features	Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues
Editing Editing texts for meaning, structure and grammatical features	Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact	Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of student's own texts	Review and edit student's own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features	Review, edit and refine student's own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects

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	Year 7	**Year 8**	**Year 9**	**Year 10**
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	This sequence ends at this year level		
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 create, edit and publish texts imaginatively	Use a range of software, including word processing programs, flexibly and imaginatively to publish texts	Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user