



Western Australian Curriculum

English

Year Level Descriptions | Pre-primary–Year 10

Revised curriculum | For familiarisation in 2024

Acknowledgement of Country

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

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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 teaching and learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the learning area syllabus.

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Overview

Year level descriptions provide an overview of the core content being studied at that year level. They also emphasise the interrelated nature of the three strands, Language, Literature and Literacy, and the expectation that planning will involve integration of content from across the strands.

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.

Year Level Descriptions – Pre-primary

Revised WA Curriculum

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together, the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Engagement with the strands is rarely separate and, in practice, they will be taught together. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.

Phase of schooling

In the Pre-primary year, learning in English builds on the *Early Years Learning Framework* and each child's prior knowledge and experiences. Children understand 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.

In the early years phase of schooling, children require frequent opportunities to develop shared understandings and dispositions as well as content knowledge.

The 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 phase-appropriate ways. The children have opportunities to develop their control and understanding of the symbolic representations associated with written language. They learn through a variety of means – including play and experimentation – to observe, manipulate and explore objects and ideas, materials, technologies and other phenomena. The children exercise agency to engage holistically in age-appropriate ways. They draw on their funds of knowledge to make connections to literacy and explore concepts through a range of modes of communication, including music, dance, movement, storytelling, visual arts, and drama. The children become aware of symbolic representations associated with written language.

Social and emotional development is emphasised so children build strong relationships, can work with others and develop a positive sense of self.

Critical literacy

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

Texts for enjoyment and learning

The children listen to, read and view spoken, written and multimodal texts that may 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. The range of literary texts for Pre-primary to Year 10 comprises the oral narrative traditions and literature of Aboriginal and Torres Strait Islander Peoples, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.

They make choices about texts according to their interests and curiosities.

Texts that support and extend children as developing readers

Pre-primary children develop their reading in a text-rich environment through engagement with a range of texts. The range of texts includes:

- 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 grapheme–phoneme correspondences and add grapheme–phoneme 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.

Creating spoken, written, visual and multimodal texts

Pre-primary 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.

Year Level Descriptions – Year 1

Revised WA Curriculum

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together, the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Engagement with the strands is rarely separate and in practice, they will be taught together. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.

Phase of schooling

In Year 1, learning in English builds on the Principles and Practices of the *Early Years Learning Framework*. Children explore how language can be used to meet their diverse needs and interests. They learn to interact with familiar audiences for different purposes.

In the early years phase of schooling, children are provided with a holistic curriculum through which they are able to build, design, problem-solve, represent and reflect on new learning in ways that are meaningful to them. This learning is supported through intentional teaching in planned and unplanned experiences to extend learning. They need frequent opportunities to develop shared understandings and dispositions as well as content knowledge.

Young children learn through a variety of means – including play and experimentation – to observe, manipulate and explore objects and ideas, materials, technologies and other phenomena. The 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 phase-appropriate ways. Children have opportunities to develop their control and understanding of the symbolic representations associated with written language.

Social and emotional development is emphasised so that children build strong relationships, can work with others and develop a positive sense of self.

Critical literacy

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 1, students draw on growing knowledge of context, text structures and features as they begin identifying the purpose of texts.

Texts for enjoyment and learning

The children listen to, read and view spoken, written and multimodal texts that may 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 students as models for creating their own texts. The range of literary texts for Pre-primary to Year 10 comprises the oral narrative traditions and literature of Aboriginal and Torres Strait Islander Peoples, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.

They make choices about texts according to their interests and curiosities.

Texts that support and extend children as developing readers

Year 1 children develop their reading in a text-rich environment through engagement with a range of texts.

This range of texts includes:

- 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 grapheme–phoneme 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.

Creating spoken, written, visual and multimodal texts

Year 1 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.

Year Level Descriptions – Year 2

Revised WA Curriculum

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together, the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Engagement with the strands is rarely separate and in practice, they will be taught together. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.

Phase of schooling

In Year 2, learning in English builds on the Principles and Practices of the *Early Years Learning Framework*. Children learn that there are different modes of communication with distinct features that can be used when sharing ideas, thoughts and opinions with familiar audiences for different purposes.

In the early years phase of schooling, children are provided with a holistic curriculum through which they are able to build, design, problem solve, represent and reflect on new learning in ways that are meaningful to them. This learning is supported through intentional teaching in planned and unplanned experiences to extend learning. They need frequent opportunities to develop shared understandings and dispositions as well as content knowledge.

The 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 phase-appropriate ways. The children should have opportunities to develop their control and understanding of the symbolic representations associated with written language.

Social and emotional development is emphasised so that children build strong relationships, can work with others and develop a positive sense of self.

Effective teachers use a variety of strategies, including structured and unstructured play and explicit approaches with whole-class, small-group and individual encounters. It is important that learning experiences build upon each child's current understandings, skills, values and experiences.

Critical literacy

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.

Texts for enjoyment and learning

The children listen to, read and view spoken, written and multimodal texts whose purpose may be imaginative, informative and persuasive. These texts may include 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.

The range of literary texts for Pre-primary to Year 10 comprises the oral narrative traditions and literature of Aboriginal and Torres Strait Islander Peoples, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.

They make choices about texts according to their interests and curiosities.

Texts that support and extend children as developing readers

As Year 2 children transition to become independent readers, they continue to develop their decoding and comprehension skills, using a range of texts. The range of texts includes:

- texts for different purposes that support students 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.

Creating spoken, written, visual and multimodal texts

Year 2 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.

Year Level Descriptions – Year 3

Revised WA Curriculum

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together, the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Engagement with the strands is rarely separate and in practice, they will be taught together. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.

Phase of schooling

In Year 3, students use spoken, written or visual communication to interact with familiar audiences for a purpose.

In the middle to late childhood phase of schooling, students develop a sound grasp of written language and use this in a range of different learning situations in purposeful ways to achieve outcomes across all learning areas. They reflect on their learning and work practices and consider ways in which these might be improved, modified or adapted for different situations.

The ability of students to draw on a wider range of sources of information will also be enhanced by introducing them to experiences beyond their immediate environment, including those of people from other times, places and cultures.

The ability of students to work collaboratively and to develop their social skills should be fostered by activities that require group planning and decision-making, and interaction with people inside and outside their classroom.

Critical literacy

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.

Texts for enjoyment and learning

They listen to, read and view spoken, written and multimodal texts whose purpose may be imaginative, informative and persuasive. These texts may include 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.

The range of literary texts for Pre-primary to Year 10 comprises the oral narrative traditions and literature of Aboriginal and Torres Strait Islander Peoples, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.

They make choices about texts according to their interests.

Texts that support and extend students as independent readers

The range of texts includes:

- 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.

Creating spoken, written, visual and multimodal texts

Year 3 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.

Year Level Descriptions – Year 4

Revised WA Curriculum

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together, the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Engagement with the strands is rarely separate and in practice, they will be taught together. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.

Phase of schooling

In Year 4, students use spoken, written or visual communication to interact with audiences for different purposes.

In the middle to late childhood phase of schooling, students develop a sound grasp of written language and use this in a range of different learning situations in purposeful ways to achieve outcomes across all learning areas. They reflect on their learning and work practices and consider ways in which these might be improved, modified or adapted for different situations.

The ability of students to draw on a wider range of sources of information will also be enhanced by introducing them to experiences beyond their immediate environment, including those of people from other times, places and cultures.

The ability of students to work collaboratively and to develop their social skills should be fostered by activities that require group planning and decision-making, and interaction with people inside and outside their classroom.

Critical literacy

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 learn 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. They begin to identify subjective and objective language used in texts.

Texts for enjoyment and learning

They listen to, read and view spoken, written and multimodal texts whose purpose may be imaginative, informative and persuasive. These texts may include 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.

The range of literary texts for Pre-primary to Year 10 comprises the oral narrative traditions and literature of Aboriginal and Torres Strait Islander Peoples, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.

They make choices about texts according to their interests.

Texts that support and extend students as independent readers

The range of texts includes:

- 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.

Creating spoken, written, visual and multimodal texts

Year 4 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.

Year Level Descriptions – Year 5

Revised WA Curriculum

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together, the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Engagement with the strands is rarely separate and in practice, they will be taught together. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.

Phase of schooling

In Year 5, students use spoken, written or visual communication to interact with audiences for different purposes.

In the middle to late childhood phase of schooling, students develop a sound grasp of written language and use this in a range of different learning situations in purposeful ways to achieve outcomes across all learning areas. They reflect on their learning and work practices and consider ways in which these might be improved, modified or adapted for different situations.

The ability of students to draw on a wider range of sources of information will also be enhanced by introducing them to experiences beyond their immediate environment, including those of people from other times, places and cultures.

The ability of students to work collaboratively and to develop their social skills should be fostered by activities that require group planning and decision-making, and interaction with people inside and outside their classroom.

Critical literacy

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 how literary devices shape meaning. They 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.

Texts for enjoyment and learning

They listen to, read and view spoken, written and multimodal texts whose purpose may be imaginative, informative and persuasive. These texts may include 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.

The range of literary texts for Pre-primary to Year 10 comprises the oral narrative traditions and literature of Aboriginal and Torres Strait Islander Peoples, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.

They make choices about texts according to their interests.

Texts that support and extend students as independent readers

The range of texts includes:

- texts that enable students to actively build literal and inferred meaning to evaluate information and ideas
- 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

- text structures which may include chapters, headings and subheadings, tables of contents, indexes and glossaries
- language features which may include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of images and graphics
- 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.

Creating spoken, written, visual and multimodal texts

Year 5 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.

Year Level Descriptions – Year 6

Revised WA Curriculum

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together, the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Engagement with the strands is rarely separate and in practice, they will be taught together. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.

Phase of schooling

In Year 6, students use spoken, written or visual communication to interact with audiences for different purposes.

In the middle to late childhood phase of schooling, students develop a sound grasp of written language and use this in a range of different learning situations in purposeful ways to achieve outcomes across all learning areas. They reflect on their learning and work practices and consider ways in which these might be improved, modified or adapted for different situations.

The ability of students to draw on a wider range of sources of information will also be enhanced by introducing them to experiences beyond their immediate environment, including those of people from other times, places and cultures.

The ability of students to work collaboratively and to develop their social skills should be fostered by activities that require group planning and decision-making, and interaction with people inside and outside their classroom.

Critical literacy

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 how literary devices create meaning and effect, and how authors adapt structures and language devices for effect. They learn about the uses of subjective and objective language across a range of texts and identify bias.

Texts for enjoyment and learning

They listen to, read and view spoken, written and multimodal texts whose purpose may be imaginative, informative and persuasive. These texts may include 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.

The range of literary texts for Pre-primary to Year 10 comprises the oral narrative traditions and literature of Aboriginal and Torres Strait Islander Peoples, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.

They make choices about texts according to their interests.

Texts that support and extend students as independent readers

The range of texts includes:

- 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

- text structures which may include chapters, headings and subheadings, tables of contents, indexes and glossaries
- language features with 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.

Creating spoken, written, visual and multimodal texts

Year 6 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.

Year Level Descriptions – Year 7

Revised WA Curriculum

The English curriculum is built around the three interrelated strands of *Language, Literature and Literacy*. Together, the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.

In Year 7, students use spoken, written or visual communication to interact with others for a variety of purposes.

Phase of schooling

In the early adolescence phase of schooling, students' interests extend 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.

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, develop decision-making skills, explore values and further refine their social and collaborative work skills.

Critical literacy

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.

Texts for enjoyment and learning

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 literary texts for Pre-primary to Year 10 comprises the oral narrative traditions and literature of Aboriginal and Torres Strait Islander Peoples, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.

Texts that support and extend students as independent readers

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 texts that may present technical information and content from credible sources about specialised topics
- text structures that may be more complex, including chapters, headings and subheadings, tables of contents, indexes and glossaries
- 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.

Creating spoken, written, visual and multimodal texts

Year 7 students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive and/or analytical; for example, 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 Level Descriptions – Year 8

Revised WA Curriculum

The English curriculum is built around the three interrelated strands of *Language, Literature and Literacy*. Together, the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.

In Year 8, students use spoken, written or visual elements to interact with others for a variety of purposes.

Phase of schooling

In the early adolescence phase of schooling, students' interests extend well beyond their own communities, and they begin to develop concerns 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.

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, develop decision-making skills, explore values and further refine their social and collaborative work skills.

Critical literacy

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.

Texts for enjoyment and learning

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 literary texts for Pre-primary to Year 10 comprises the oral narrative traditions and literature of Aboriginal and Torres Strait Islander Peoples, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.

Texts that support and extend students as independent readers

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 texts that may present technical information and abstract content from credible sources about specialised topics and concepts
- 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.

Creating spoken, written, visual and multimodal texts

Year 8 students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive and/or analytical; for example, 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 Level Descriptions – Year 9

Revised WA Curriculum

The English curriculum is built around the three interrelated strands of *Language, Literature and Literacy*. Together, the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.

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.

Phase of schooling

In the middle adolescence phase of schooling, students understand that particular ways of working and thinking have developed over time for particular reasons but still may be subject to debate, revision and change.

Students develop a broader understanding of the contexts of their lives and the world in which they live. 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

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.

Texts for enjoyment and learning

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.

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.

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.

The range of literary texts for Pre-primary to Year 10 comprises the oral narrative traditions and literature of Aboriginal and Torres Strait Islander Peoples, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.

Texts that support and extend students as independent readers

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 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

- 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.

Creating spoken, written, visual and multimodal texts

Year 9 students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive, analytical and/or critical; for example, 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 Level Descriptions – Year 10

Revised WA Curriculum

The English curriculum is built around the three interrelated strands of *Language, Literature and Literacy*. Teaching and learning programs should balance and integrate all three strands. Together, the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.

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.

Phase of schooling

In the middle adolescence phase of schooling, students understand that particular ways of working and thinking have developed over time for particular reasons 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. 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

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.

Texts for enjoyment and learning

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.

The range of literary texts for Pre-primary to Year 10 comprises the oral narrative traditions and literature of Aboriginal and Torres Strait Islander Peoples, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.

Texts that support and extend students as independent readers

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 texts that may represent a synthesis of technical and abstract information (from credible or verifiable sources) about specialised topics and concepts

- 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.

Creating spoken, written, visual and multimodal texts

Year 10 students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive, analytical and/or critical; for example, 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.