**Western Australian Curriculum**

**English**

Scope and sequence of the mandated curriculum content

Pre-primary–Year 10 | For implementation in 2025

**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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# Overview

The Western Australian Curriculum: English has been adopted and adapted from the Australian Curriculum version 9.

## Guide to reading this document

The Scope and sequence shows the **mandated** curriculum for teaching, written as **content descriptions** across year levels so that a sequence of content can be viewed across the years of schooling from Pre‑primary to Year 10.

The document is organised by three English strands: Language, Literature and Literacy.

The **Language** strand in **Pre–primary to Year 6** includes: Language for interacting with others; Text structure, organisation and features; Language for expressing and developing ideas; and Phonic and word knowledge.

The **Language** strand in **Years 7–10** includes: Language for interacting with others; Text structure, organisation and features; Language for expressing and developing ideas; and Word knowledge.

The **Literature** strand in **Pre–primary to Year 10** includes: Literature and contexts; Engaging with and responding to literature; Examining literature; and Creating literature.

The **Literacy** strand in **Pre–primary to Year 10** includes: Texts in context; Interacting with others; Analysing, interpreting and evaluating; and Creating texts.

The tables below outline the learning area organisation for the Pre-primary to Year 10 English curriculum.

**Pre–primary to Year 6**

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

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

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

**Years 7–10**

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

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

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

# Pre-primary–Year 6

# Strand: Language

## Sub-strand: Language for interacting with others

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Explore how language is used differently at home, in school and in communities depending on the relationships between people | Explore how language, facial expressions and gestures are used to interact with others when asking for and providing information, making offers, exclaiming, requesting and giving commands | Investigate how interpersonal language choices vary depending on the context, including the different roles taken on in interactions | Understand that cooperation with others depends on shared understanding of social conventions, including turn‑taking language, which vary according to the degree of formality | Explore language used to develop relationships in formal and informal situations | Understand that language is selected for social contexts and that it helps to signal social roles and relationships | Understand that language varies as levels of formality and social distance increase |
| Explore different ways of using language to express opinions, likes and dislikes | Explore language to provide reasons for likes, dislikes and preferences | Explore how language can be used for appreciating texts and providing reasons for preferences | Understand how the language of evaluation and emotion, such as modal verbs, can be varied to be more or less forceful | Identify the subjective language of opinion and feeling, and the objective language of factual reporting | Understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources | Understand the uses of objective and subjective language, and identify bias |

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

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Understand that texts can take many forms, such as signs, books and digital texts | Explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain | Explore how texts across learning areas are organised differently and use language features depending on purposes | Describe how texts across learning areas are organised into stages and use language features relevant to their purpose | Identify how texts across learning areas are typically organised into stages and phases and use language features appropriate to purpose | Compare how texts across learning areas are typically organised into characteristic stages and phases and use language features depending on purposes in texts | Explain how texts across learning areas are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features |
| Recognise that some language in written texts is unlike everyday spoken language | Explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs | Understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred | Understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together | Identify how text connectives, including temporal and conditional words, and topic word associations, are used to sequence and connect ideas | Understand how texts can be made cohesive by using the starting point of a sentence or paragraph to give prominence to the message and to guide the reader through the text | Understand that cohesion can be created by the intentional use of repetition, and the use of word associations |
| Explore conventions of print and screen, including how books and simple digital texts are usually organised | Explore how print and digital texts are organised using features, such as page numbers, table of contents, headings and titles, navigation buttons, swipe screens, verbal commands, links and images | Navigate print and digital texts using chapters, table of contents, indexes, sidebar menus, drop‑down menus or links | Identify the purpose of layout features in print and digital texts, and the words and symbols used for navigation | Identify text navigation features of print and digital texts that enhance readability, including headlines, drop‑down menus, links, graphics and layout | No content | No content |

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

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Recognise that sentences are key units for expressing ideas | Understand that a simple sentence consists of a single independent clause representing a single event or idea | Understand that connections can be made between ideas by using a compound sentence with two or more independent clauses usually linked by a coordinating conjunction | Understand that sentences are usually made up of clauses, and the subject and verb within the clauses need to agree | Understand that complex sentences contain one independent clause and at least one dependent clause typically joined by a subordinating conjunction to create relationships, such as time and causality  Investigate how quoted (direct) and reported (indirect) speech are used | Understand that the structure of a complex sentence includes an independent clause and at least one dependent clause, and understand how writers can use this structure for effect | Understand how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas |
| Recognise that sentences are made up of groups of words that work together in particular ways to make meaning | Understand that words can 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, in sentences, nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups | Understand how verbs represent different processes for doing, feeling, thinking, saying and relating  Understand that verbs are anchored in time through tense | Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details  Understand past, present and future tenses and their impact on meaning in a sentence | Understand how noun groups can be expanded in a variety of ways to provide a fuller description of a 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 |
| Explore the contribution of images and words to meaning in stories and informative texts | Compare how images in different types of texts contribute to meaning | Understand that images add to or multiply the meanings of a text | Identify the effect on audiences of techniques, such as 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 texts | Explain how the sequence of images in print, digital and film texts has an effect on meaning | Identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning |
| Recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school | Recognise the vocabulary in everyday contexts as well as learning area topics | Experiment with and begin to make conscious choices of vocabulary to suit the topic, situation or context | Extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts | Expand vocabulary by exploring a range of synonyms and antonyms, using words encountered in a range of sources | Understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of words | Identify authors’ use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole |
| Identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end | Understand that written language uses punctuation, such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns | Recognise that capital letters are used in titles and commas are used to separate items in lists | Understand that apostrophes signal missing letters in contractions, and apostrophes are used to show singular and plural possession | Understand that punctuation signals dialogue through quotation marks and that dialogue follows conventions for the use of capital letters, commas and boundary punctuation | Use commas to indicate prepositional phrases, and apostrophes where there is multiple possession | Understand how to use a comma for lists, to separate a dependent clause from an independent clause, and in dialogue |

## Sub-strand: Phonic and word knowledge

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness) | Segment words into separate phonemes (sounds), including consonant blends or clusters at the beginnings and ends of 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 | No content | No content | No content | No content |
| 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) | Orally manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness) | No content | No content | No content | No content | No content |
| Recognise and name all upper- and lower‑case letters (graphs) and know the most common sound that each letter represents | Use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one‑ and two‑syllable words | Use phoneme–grapheme (sound–letter) relationships and patterns, when blending and segmenting to read and write words of one or more syllables | 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 |
| Write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words | Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound | Understand that a sound can be represented by various letter combinations | No content | No content | No content | No content |
| Use knowledge of letters and sounds to spell words | Spell one‑ and two‑syllable words with common letter patterns | Use phoneme–grapheme (sound–letter) 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 phoneme–grapheme (sound–letter) relationships and less common letter patterns to spell 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 | Build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations | 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 |
| Read and write some high‑frequency words and other familiar words | Read and write an increasing number of high‑frequency 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 | Recognise and know how to write most high-frequency words, including some homophones | Read and write high‑frequency words, including homophones, and know how to use context to identify correct spelling | Explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word | No content |
| Explore how words are units of meaning and can be made of more than one meaningful part | Recognise and know how to use grammatical morphemes to create word families | Build morphemic word families using knowledge of prefixes and suffixes | 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 |  |  |  |

# Strand: Literature

## Sub-strand: Literature and contexts

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by Aboriginal and Torres Strait Islander, wide‑ranging Australian and world authors and illustrators | Discuss how language and images are used to create characters, settings and events in literature by Aboriginal and Torres Strait Islander, wide‑ranging Australian and world authors and illustrators | Discuss how characters, events and settings are connected in literature created by Aboriginal and Torres Strait Islander, wide‑ranging Australian and world authors and illustrators | Discuss characters, events and settings in different contexts in literature by Aboriginal and Torres Strait Islander, wide‑ranging Australian and world authors and illustrators | Recognise similar storylines, ideas and relationships in different contexts in literary texts by Aboriginal and Torres Strait Islander, wide‑ranging Australian and world authors | Identify aspects of literary texts that represent details or information about historical, social and cultural contexts in literature by Aboriginal and Torres Strait Islander, wide‑ranging Australian and world authors | Identify responses to characters and events drawn from historical, social or cultural contexts in literary texts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors |

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

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Respond to stories and share feelings and thoughts about their settings, events and characters | Discuss literary texts and share responses by making connections with children’s own experiences | Identify features of literary texts, such as characters, events and settings, and give reasons for personal preferences | Discuss connections between personal experiences and character experiences in literary texts and share personal preferences | Describe the effects of text structures and language features in literary texts when responding to and sharing opinions | Present an opinion on a literary text using specific terms about literary devices, text structures and language features, and reflect on the viewpoints of others | Identify similarities and differences in literary texts on similar topics, themes or plots |

## Sub-strand: Examining literature

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Recognise different types of literary texts and identify features, including setting, events, characters, and beginnings and endings | Discuss plot, character and setting in stories | Discuss the characters, settings and events of a range of texts and identify how language is used to present these features in different ways | Discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative | Discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions | Recognise that the point of view in a literary text influences how readers interpret and respond to events and characters | Identify and explain characteristics that define an author’s individual style |
| Explore and replicate the rhythms and sound patterns of literary texts, such as stories, poems, chants, rhymes and songs | Listen to, discuss and perform literary texts, including stories, poems, chants, rhymes and songs, and imitate and invent sound patterns, including alliteration and rhyme | Identify, reproduce and experiment with rhythmic sound and word patterns in literary texts, including stories, poems, chants, rhymes and songs | Discuss the effects of some literary devices used to enhance meaning and shape the reader’s reaction, such as rhythm and onomatopoeia in literary texts, including poetry and prose | Examine the use of literary devices and deliberate word play in literary texts, including poetry to shape meaning | Examine the effects of imagery, including simile, metaphor and personification, and sound devices in literary texts, such as narratives, poetry and songs | Explain the way authors use sound and imagery to create meaning and effect in literary texts, including poetry |

## Sub-strand: Creating literature

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Retell and adapt literary texts through play and performance | Retell or adapt a story using plot and characters, language features, including vocabulary, and structure of a familiar text through spoken texts, role-play, writing, drawing or digital tools | Create and edit literary texts by adapting structures and language features of literary texts through drawing, writing, performance and digital tools | Create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts | Create and edit literary texts by developing storylines, characters and settings | Create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced | Create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices |

# Strand: Literacy

## Sub-strand: Texts in context

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Identify some familiar texts, such as stories and informative texts, and their purposes | Discuss different texts and identify some features that indicate their purposes | Identify how similar topics and information are presented in different types of texts | Recognise how texts can be created for similar purposes but different audiences | Compare texts from different times with similar purposes and audiences to identify similarities and differences in their depictions of events | Describe the ways in which a text reflects the time and place in which it was created | Examine texts, including media texts, that represent ideas and events, and identify how they reflect the context in which they were created |

## Sub-strand: Interacting with others

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Interact in informal and structured situations by listening while others speak, including turn‑taking and using features of voice, including volume levels | Use interaction skills, including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions | Use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions | Use interaction skills to contribute to conversations and discussions to share information and ideas, recognising the value of others’ contributions and responding through comments, recounts and summaries of information | Listen for key points and information to carry out tasks and use interaction skills to contribute to discussions, acknowledging another opinion, linking a response to the topic, and sharing and extending ideas and information | Use appropriate interaction skills, including paraphrasing and critical literacy questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea | Use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions |

## Sub-strand: Analysing, interpreting and evaluating

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Identify some differences between imaginative and informative texts | Describe some similarities and differences between imaginative, informative and persuasive texts | Identify the purpose and audience of imaginative, informative and persuasive texts | Identify the purpose and audience of some language features and/or images in imaginative, informative and persuasive texts | Identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text | Explain characteristic 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 and engage and influence audiences |
| 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 monitor meaning using context and grammatical knowledge | Read texts with phrasing and fluency combining phonic, word and grammatical knowledge, and monitor 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, such as a table of contents, glossary, chapters, headings and  subheadings |
| Explore comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning to understand and discuss texts listened to, viewed or read | Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning in texts by drawing on vocabulary and growing knowledge of context and text structures | Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning in a range of texts for different purposes | Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing 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, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning to expand topic knowledge and ideas, and evaluate texts | Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning to evaluate information and ideas | Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning, and to connect and compare content from a variety of sources |

## Sub-strand: Creating texts

| Pre-primary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Create written and multimodal texts for a range of purposes, including:   * giving a message * expressing an opinion * sending a greeting * recounting an experience | Create, re-read and co-edit short written and/or multimodal texts to report on a topic, express an opinion, or recount a real or imagined event or experience, and use imagination to tell, retell or adapt a story, using grammatically correct simple sentences, some topic specific vocabulary, sentence boundary punctuation and correct spelling of one‑ and two‑syllable words | Plan, create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and correct spelling of some common two‑syllable words | Plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic‑specific vocabulary and correct spelling of most high‑frequency and phonetically regular words | Plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant ideas linked in paragraphs, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation | Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation, including dialogue punctuation | Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic‑specific and vivid vocabulary, punctuation, spelling and visual features |
| Create and deliver short spoken texts to report ideas and events (real or imagined) to peers, using features, such as appropriate voice modulation | Create and deliver short oral and/or multimodal presentations on personal and learnt topics, which include an opening, middle and concluding statement, some topic-specific vocabulary and appropriate gesture, volume and pace | Create, rehearse and deliver short oral and/or multimodal presentations to inform or tell stories for familiar audiences and purposes, using text structure appropriate to purpose and topic‑specific vocabulary, and varying tone, volume and pace | Plan, create, rehearse and deliver short oral and/or multimodal presentations to inform, express opinions or tell stories, using a clear structure, details to elaborate ideas, topic‑specific and precise vocabulary, visual features, and appropriate tone, pace, pitch and volume | Plan, create, rehearse and deliver structured oral and/or multimodal presentations to report on a topic, tell a story, recount events or present an argument using subjective and objective language, complex sentences, visual features, tone, pace, pitch and volume | Plan, create, rehearse and deliver spoken and multimodal presentations that include relevant, elaborated ideas, sequencing ideas and using complex sentences, specialist and technical vocabulary, pitch, tone, pace, volume, and visual and digital features | Plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic‑specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features |
| Form most lower- and upper-case letters using learnt letter formations and correct starting points and directionality | Write words using unjoined lower- and upper‑case letters | Write words legibly and with growing fluency using unjoined lower‑ and upper-case letters | Write words using joined letters that are clearly formed and consistent in size | Write words using clearly formed joined letters, with developing 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 purpose and audience |
| Explore the use of digital tools to create or add to a visual or spoken text | Explore features of familiar digital tools to create or add to texts | Use features of digital tools to create or add to texts | Use features of digital tools to create or add to texts for a purpose | Use features of digital tools to create or add to texts for a variety of purposes | Use features of digital tools to create or add to texts for a purpose and audience | Select and use features of digital tools to create or add to texts for a purpose and audience |

# Years 7–10

# Strand: Language

## Sub-strand: Language for interacting with others

| Year 7 | Year 8 | Year 9 | Year 10 |
| --- | --- | --- | --- |
| Understand how language expresses and creates personal and social identities | Recognise how language shapes relationships and roles | Recognise how language empowers relationships and roles | Understand how language can have inclusive and exclusive social effects, and can empower or disempower people |
| Recognise language used to evaluate texts, including visual and multimodal texts, and how evaluations of a text can be substantiated by reference to the text and other sources | Understand how layers of meaning can be created within a text by using literary devices, such as simile and metaphor to evaluate | Understand how evaluation can be expressed directly and indirectly using devices, such as allusion, evocative vocabulary and metaphor | Understand that language used to evaluate, implicitly or explicitly, reveals an individual’s values |

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

| Year 7 | Year 8 | Year 9 | Year 10 |
| --- | --- | --- | --- |
| Identify and describe how text structures and language features vary in texts according to purpose | Explain how text structures and language features vary depending on their purpose, recognising that some texts are hybrids that combine different genres or elements of different genres | Examine how authors and creators adapt text structures and language features by experimenting with spoken, written, visual and multimodal elements and their combination | Analyse text structures and language features and evaluate their effectiveness in achieving their purpose |
| Understand that the cohesion of texts relies on devices that signal structure and guide readers, such as overviews and initial and concluding paragraphs | Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs with examples, quotations and substantiation of claims | Investigate a range of cohesive devices that condense information in texts, including nominalisation, and devices that link, expand and develop ideas, including text connectives | Understand how paragraph structure can be varied to create cohesion, and paragraphs and visual features can be integrated for different purposes |

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

| Year 7 | Year 8 | Year 9 | Year 10 |
| --- | --- | --- | --- |
| Understand how complex and compound‑complex sentences can be used to elaborate, extend and explain ideas | Examine a variety of clause structures, including embedded clauses, that add information and expand ideas in sentences | Identify how authors vary sentence structures creatively for effects, such as intentionally using a dependent clause on its own or a sentence fragment | Analyse and evaluate the effectiveness of particular sentence structures to express and craft ideas |
| Understand how consistency of tense through verbs and verb groups achieves clarity in sentences | Understand the effect of nominalisation in texts | Understand how abstract nouns and nominalisation can be used to summarise ideas in texts | Analyse how meaning and style are achieved through syntax |
| Analyse how techniques, such as vectors, angle and/or framing in visual and multimodal texts can be used to create a perspective | Investigate how visual and multimodal texts use intertextual references to enhance and layer meaning | Analyse how symbols in visual and multimodal texts augment meaning | Evaluate the features of visual and multimodal texts, and the effects of those choices on representations |
| Investigate the role of vocabulary in building specialist and technical knowledge, including terms that have both everyday and technical meanings | Identify and use vocabulary typical of academic texts | Analyse how vocabulary choices contribute to style, mood and tone | Use an expanded technical and academic vocabulary for precision when writing academic texts |
| Understand and use punctuation, including colons and brackets to support meaning | Understand and use punctuation conventions, including semicolons and dashes, to extend ideas and support meaning | Understand and use punctuation conventions for referencing and citing others for formal and informal purposes | Understand how authors use and experiment with punctuation |

## Sub-strand: Word knowledge

| Year 7 | Year 8 | Year 9 | Year 10 |
| --- | --- | --- | --- |
| Understand how to use spelling rules and word origins; for example, Greek and Latin roots, base words, suffixes, prefixes and spelling patterns to learn new words and how to spell them | Apply learnt word knowledge to spell new words and apply strategies to maintain accuracy | Use word knowledge to maintain conventional spelling, and recognise that spelling can be varied for particular effects | Use word knowledge to maintain conventional spelling and to manipulate standard spelling for particular effects |

# Strand: Literature

## Sub-strand: Literature and contexts

| Year 7 | Year 8 | Year 9 | Year 10 |
| --- | --- | --- | --- |
| Identify and explore ideas, perspectives, characters, events and/or issues in literary texts drawn from historical, social and/or cultural contexts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and creators | Explain the ways that ideas and perspectives may represent the values of individuals and groups in literary texts drawn from historical, social and cultural contexts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and creators | Analyse the representations of people and places in literary texts drawn from historical, social and cultural contexts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and creators | Analyse representations of individuals, groups and places and evaluate how they relate to contexts in literary texts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and creators |

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

| Year 7 | Year 8 | Year 9 | Year 10 |
| --- | --- | --- | --- |
| Form an opinion about characters, settings and events in texts, identifying areas of agreement and difference with others’ opinions and justifying a response | Share opinions about the language features, literary devices and text structures that contribute to the styles of literary texts | Present a personal response to a literary text comparing initial impressions and subsequent analysis of the whole text | Reflect on and extend others’ interpretations of and responses to literary texts |
| Explain the ways that literary devices and language features, such as dialogue, and visual and audio features are used to create character, and to influence emotions and opinions in different types of texts | Explain how language and/or visual and audio features in texts position listeners, readers and viewers to respond and form perspectives | Analyse how features of literary texts influence readers’ preference for texts | Analyse how the aesthetic qualities associated with text structures, language features, literary devices and visual features, and the context in which these texts are experienced, influence audience response |
| Discuss the aesthetic and social value of literary texts using relevant and appropriate metalanguage | No content | No content | Evaluate the social, moral or ethical perspectives represented in literary texts |

## Sub-strand: Examining literature

| Year 7 | Year 8 | Year 9 | Year 10 |
| --- | --- | --- | --- |
| Identify and explain the ways that characters, settings and events combine to create meaning in narratives | Identify intertextual references in literary texts and explain how the references enable new understanding of the aesthetic quality of the text | Analyse texts and evaluate the aesthetic qualities and appeal of an author’s and creator’s literary style | Analyse how text structure, language features, literary devices and intertextual connections shape interpretations of texts |
| Identify and explain how literary devices create layers of meaning in texts, including poetry | Analyse how language features, such as sentence patterns create tone, and literary devices, such as imagery create meaning and effect | Analyse the effect of text structures, language features and literary devices, such as extended metaphor, metonymy, allegory, symbolism and intertextual references | Compare and evaluate how ‘voice’ as a literary device is used in different types of texts, such as poetry, novels and film, to evoke emotional responses |
| No content | No content | No content | Analyse and evaluate the aesthetic qualities of texts |

## Sub-strand: Creating literature

| Year 7 | Year 8 | Year 9 | Year 10 |
| --- | --- | --- | --- |
| Create and edit literary texts that experiment with language features and literary devices encountered in texts | Create and edit literary texts that experiment with language features and literary devices for particular purposes and effects | Create and edit literary texts, which may be hybrid, that experiment with text structures, language features and literary devices for purposes and audiences | Create and edit literary texts with a sustained ‘voice’, selecting and adapting text structures, literary devices, and language, auditory and visual features for purposes and audiences |

# Strand: Literacy

## Sub-strand: Texts in context

| Year 7 | Year 8 | Year 9 | Year 10 |
| --- | --- | --- | --- |
| Explain the effect of current technology on reading, creating and responding to texts, including media texts | Identify how texts relate to contexts | Analyse how representations of people, places, events and concepts relate to contexts | Analyse and evaluate how people, places, events and concepts are represented in texts and relate to contexts |

## Sub-strand: Interacting with others

| Year 7 | Year 8 | Year 9 | Year 10 |
| --- | --- | --- | --- |
| Use interaction skills when discussing and presenting ideas and information, including evaluations of the features of spoken texts | Use interaction skills for identified purposes and situations, including when supporting or challenging the stated or implied meanings of spoken texts in presentations or discussions | Listen to spoken texts that have different purposes and audiences, analysing how language features position listeners to respond in particular ways, and use interaction skills to present and discuss opinions regarding these texts | Listen to spoken texts and explain the purposes and effects of text structures and language features, and use interaction skills to discuss and present an opinion about these texts |

## Sub-strand: Analysing, interpreting and evaluating

| Year 7 | Year 8 | Year 9 | Year 10 |
| --- | --- | --- | --- |
| Analyse the ways in which language features shape meaning and vary according to purpose and audience | Analyse and evaluate the ways that language features vary according to the purpose and audience of the text, and the ways that sources and quotations are used in a text | Analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group | Analyse and evaluate how language features are used to implicitly or explicitly represent values, beliefs and attitudes |
| Explain how ideas are organised through the use of text structures, such as taxonomies, cause and effect, extended metaphors and chronology | Analyse how authors and creators use text structures to organise ideas and develop and shape meaning | Analyse the use of text structures within paragraphs and extended texts, and evaluate their impact on ideas and meaning | Analyse and evaluate how authors and creators use text structures to organise ideas and achieve a purpose |
| Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to analyse and summarise information and ideas when listening, reading and viewing | Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to interpret and evaluate ideas when listening, reading and viewing | Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to compare and contrast ideas and opinions in and between texts when listening, reading and viewing | Integrate comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to analyse and interpret complex and abstract ideas when listening, reading and viewing |

## Sub-strand: Creating texts

| Year 7 | Year 8 | Year 9 | Year 10 |
| --- | --- | --- | --- |
| Plan, create, edit and publish written and multimodal texts, selecting subject matter, and using text structures, language features, literary devices and visual features as appropriate to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive and/or analytical | Plan, create, edit and publish written and multimodal texts, organising and expanding ideas, and selecting text structures, language features, literary devices and visual features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical | Plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas, and selecting text structures, language features, literary devices and multimodal features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical | Plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas through experimenting with text structures, language features, literary devices and multimodal features for specific purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical |
| Plan, create, rehearse and deliver spoken and multimodal presentations for purpose and audience in ways that may be imaginative, reflective, informative, persuasive and/or analytical, by selecting text structures, language features, literary devices and visual features, and using features of voice, including volume, tone, pitch and pace | Plan, create, rehearse and deliver spoken and multimodal presentations for purpose and audience, selecting language features, literary devices, visual features and features of voice to suit formal or informal situations, and organising and developing ideas in texts in ways that may be imaginative, reflective, informative, persuasive and/or analytical | Plan, create, rehearse and deliver spoken and multimodal presentations for purpose and audience, using language features, literary devices and features of voice, such as volume, tone, pitch and pace, and organising, expanding and developing ideas in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical | Plan, create, rehearse and deliver spoken and multimodal presentations by experimenting with rhetorical devices, and the organisation and development of ideas, to engage audiences for different purposes in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical |
| Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods | Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods in relevant required contexts | Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods in relevant required contexts | Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods in relevant required contexts |
| Select and use features of digital tools to create texts for different purposes and audiences | Select and vary features of digital tools to create texts for different purposes and audiences | Select and experiment with features of digital tools to create texts for a range of purposes and audiences | Select, adapt and experiment with features of digital tools to create texts for a range of purposes and audiences |