



Australian  
CURRICULUM  
Review

# ENGLISH

CONSULTATION CURRICULUM

Scope and sequence 7–10

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ENGLISH SCOPE AND SEQUENCE: YEAR 7 – YEAR 10

English		Year 7	Year 8
		<b>Achievement standard</b>	
		<p>By the end of Year 7, students listen to and discuss texts, identifying their purpose and audience, and explaining the use of text structures, language features and literary devices in the presentation of ideas and points of view. They create spoken texts that may be imaginative, reflective, informative, persuasive and analytical, structuring content using language features and literary devices, and using tone and multimodal and vocal effects for purpose and audience.</p> <p>They read and view a wide range of texts and analyse, interpret and synthesise information and ideas. They explain how ideas are shaped by text structures and language features in print and visual/digital texts and their combination. They identify an author's perspective and the features of literary texts and explain their influences on audiences. They select specific details from texts to develop their own responses.</p> <p>They create written and/or multimodal texts that may be imaginative, reflective, informative, persuasive and analytical for particular purposes and audiences. They control language features including vocabulary, evaluative language, modality, sentence structure and punctuation to develop ideas for purpose and audience. They use cohesive devices and structural features such as paragraphs to maintain the relationship between ideas. They spell accurately and make appropriate editorial choices.</p>	<p>By the end of Year 8, students listen to texts and analyse stated and inferred meanings. They analyse the selection of text structures, language and multimodal features, and literary devices influenced by purposes and audiences. They create spoken texts that may be imaginative, reflective, informative, persuasive and analytical, selecting and sequencing content, language features, literary devices, and multimodal and vocal effects to influence audience response.</p> <p>They read and view a wide range of texts and explain the use of text and language features to represent ideas, identities, times and places. They question and use evidence when analysing texts and challenging ideas and perspectives. They explain an author's perspective and analyse the features of literary texts and their influence on audiences.</p> <p>They create written and/or multimodal texts that may be imaginative, reflective, informative, persuasive and analytical for particular purposes and audiences. They control language features including vocabulary, literary devices, evaluative language, sentence structure and punctuation to develop ideas for purpose and audience. They use cohesive devices, including lexical cohesion and grammatical theme, and structural features to maintain the relationship between ideas, such as paragraphs strengthened by example and evidence, for purpose and audience. They spell accurately and make editorial choices.</p>
<b>Strand</b>	<b>Sub-strand</b>	<b>Content description</b>	
		<i>Students learn to:</i>	
<b>Language</b>	English as a language that varies and changes	understand how language has evolved over time and how technology and the media have influenced language use and forms of communication (AC9E7L01)	understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return (AC9E8L01)
	Language for interacting with others	understand how language features, including styles of speech and idioms, express and create personal and social identities (AC9E7L02)	understand how the features of written and spoken texts adopted by groups and communities contribute to their identities (AC9E8L02)
		understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources (AC9E7L03)	understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (AC9E8L03)
	Text structure and organisation	understand and explain how text structures and language features become more complex in informative and persuasive texts, and identify underlying structures such as taxonomies, cause and effect, and extended metaphors (AC9E7L04)	analyse how the structures and language features of texts vary according to the medium and mode of communication (AC9E8L04)
		understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs, topic sentences, and indexes, site maps and breadcrumb trails for online texts (AC9E7L05)	understand how cohesion in texts is improved by strengthening the internal structure of paragraphs by using examples, quotations and substantiation of claims (AC9E8L05)
			understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives (AC9E8L06)
	Language for expressing and	recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information (AC9E7L06)	examine and analyse how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause (AC9E8L07)

		understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (AC9E7L07)	understand the effect of nominalisation in texts (AC9E8L08)
		analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (AC9E7L08)	investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning (AC9E8L09)
		investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge (AC9E7L09)	recognise how vocabulary choices contribute to the specificity, abstraction and style of texts (AC9E8L10)
		understand the use of punctuation including colons, semicolons, dashes and brackets to support meaning in compound and complex sentences (AC9E7L10)	understand and use punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts (AC9E8L11)
	Phonics and word knowledge	continue to apply alphabet and phonic knowledge when reading, writing and spelling (AC9E7L11)	understand how to apply learned knowledge to spell accurately and to learn new words including nominalisations (AC9E8L12)
		understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them (AC9E7L12)	
Literature	Appreciating literature and contexts	identify and explore ideas, perspectives, characters, events, and issues represented in literary texts drawn from different historical, social and cultural contexts and created by First Nations Australian and non-First Nations Australian authors, and authors from around the world (AC9E7LE01)	explore the ways that ideas and perspectives may reflect or challenge the values of individuals and groups in literary texts drawn from different historical, social and cultural contexts and created by First Nations Australian and non-First Nations Australian authors, and authors from around the world (AC9E8LE01)
	Engaging with and responding to literature	reflect on and develop ideas and opinions about characters, settings, events and points of view in texts, identifying areas of agreement and difference with others and justifying a point of view (AC9E7LE02)	share, reflect on, clarify and evaluate opinions and arguments about aspects of texts including characterisation, setting, plot and point of view (AC9E8LE02)
		compare the ways that language and images in different types of texts are used to create character, and to influence emotions and opinions (AC9E7LE03)	explain how language and/or images in texts are used to variously represent identities, cultures, time, places and ideas, and position readers to respond (AC9E8LE03)
		discuss aspects of literary texts that contribute to their aesthetic and social value (AC9E7LE04)	
	Examining literature	recognise and explain the ways that characters, settings and events are combined in narratives, and identify the purposes and appeal of different approaches (AC9E7LE05)	recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities (AC9E8LE04)
		recognise and explain how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example couplets, haiku, tankas, free verse and verse novels (AC9E7LE06)	analyse elements such as sentence patterns, dialogue and imagery in poetry, short stories, plays and visual texts to interpret the use of wordplay, innuendo, parody and humour, and the creation of tone (AC9E8LE05)
Creating literature	create literary texts, for particular purposes and audiences, that adapt or experiment with text structures and literary devices for example rhythm and sound effect, and the styles of authors including point of view encountered in texts (AC9E7LE07)	create literary texts that draw upon and experiment with text structures, language features, literary devices and visual choices from other texts, for particular purposes, audiences and effects (AC9E8LE06)	
Literacy	Texts in context	analyse the effect of technological change on reading, creating and responding to texts including media texts (AC9E7LY01)	explain the ways authors combine different modes and media when creating texts for a particular audience and purpose, and the impact of these choices on the viewer/listener (AC9E8LY01)

	Interacting with others	use understanding of purpose, audience and elements of spoken language such as vocal effects when listening to, and discussing and evaluating points of view, information or the lyrical qualities of spoken texts (AC9E7LY02)	use interaction skills and features of language and spoken language, including modulating voice, for identified purposes and audiences, for example when supporting or challenging the stated or implied meanings of spoken texts (AC9E8LY02)
	Analysing, interpreting and evaluating texts	analyse the ways in which text structures and language features of print and visual/digital texts, and their use in combination, shape meaning and vary according to audience and purpose (AC9E7LY03)	analyse and evaluate the ways that text structures and language features of print and visual/digital texts vary according to the purpose and audience of the text, and the ways that referenced sources add authority to a text (AC9E8LY03)
		identify and compare text processing strategies used to evaluate a range of types of texts (AC9E7LY04)	apply increasing knowledge of vocabulary, text structures and language features to understand the content of a range of texts (AC9E8LY04)
		use comprehension strategies when listening, viewing and reading to analyse, interpret and synthesise information and ideas from a variety of texts (AC9E7LY05)	use comprehension strategies when listening, viewing and reading to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources (AC9E8LY05)
	Creating texts	plan, create, draft and publish texts, selecting aspects of subject matter and particular language, digital elements, and visual and audio features to convey information, ideas and points of view in ways that may be imaginative, reflective, informative, persuasive and analytical (AC9E7LY06)	plan, create, draft and publish texts using deliberate textual and language choices for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and analytical, selecting text and language features for effect (AC9E8LY06)
		plan, create, rehearse and deliver presentations for particular purposes and audiences by selecting multimodal elements, and using voice, volume, tone, pitch and pace in ways that may be imaginative, reflective, informative, persuasive and analytical (AC9E7LY07)	plan, create, rehearse and deliver spoken and multimodal presentations for a particular audience and purpose, recognising formality of interaction in ways that may be imaginative, reflective, informative, persuasive and analytical using vocal effects (AC9E8LY07)
		edit for meaning by removing unnecessary repetition, reordering sentences to refine ideas, and adding or substituting words for impact (AC9E7LY08)	edit for meaning by experimenting with different order of ideas, sentence structures and vocabulary to clarify meaning (AC9E8LY08)
		consolidate a personal handwriting style that is legible, fluent and automatic, and supports writing for extended periods (AC9E7LY09)	

English		Year 9	Year 10
<b>Achievement standard</b>			
		<p>By the end of Year 9, students listen to texts analysing and evaluating how text structures, language features and literary devices are used to influence an audience. They create spoken texts that may be imaginative, reflective, informative, persuasive, critical and analytical for purpose and audience by selecting and sequencing content, language and multimodal features using vocal effects.</p> <p>They read and view a wide range of texts and analyse the use of text and language features to represent ideas, identities, times and places. They analyse how literary devices shape meaning. They analyse how visual/digital features, language features and literary devices are used to influence responses and distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations.</p> <p>They create written and multimodal texts that may be imaginative, reflective, informative, persuasive, critical and analytical for a range of purposes and audiences. They control language features including vocabulary, evaluative language, literary devices, sentence structure and punctuation to develop and extend ideas for purpose and audience. They use cohesive devices for semantic association and structural features including paragraphs responsively for purpose and audience. They spell accurately and make editorial choices.</p>	<p>By the end of Year 10, students listen for and evaluate the way text structures and language features are used for purpose and effect in spoken texts. They create spoken texts that may be imaginative, reflective, informative, persuasive, critical and analytical for purpose and audience. They select and sequence content, language features, rhetorical devices and multimodal features to present a point of view and influence a course of action. They use vocal effects.</p> <p>They read and view a wide range of texts including adaptations, and analyse and evaluate the use of text and language features to represent ideas, identities, times and places. They analyse and evaluate how voice and other literary devices shape meaning and responses. They analyse how text structures can be used in innovative ways. They analyse and evaluate how visual/digital features, language features and intertextual references are used to influence audience responses. They develop and justify their own interpretations of texts.</p> <p>They innovate on and create written and multimodal texts to articulate complex ideas in ways that may be imaginative, reflective, informative, persuasive, critical and analytical for a range of purposes and audiences. They control language features including discriminating vocabulary, literary devices, sentence structures and punctuation, as well as visual and auditory features, to develop and extend ideas for purpose and audience. They use cohesive devices for semantic association and structural features including paragraphs that include substantiation responsively for purpose and audience. They spell accurately and make editorial choices.</p>
Strand	Sub-strand	<b>Content description</b>	
<i>Students learn to:</i>			
<b>Language</b>	English as a language that varies and changes	understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing (AC9E9L01)	understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve (AC9E10L01)
	Language for interacting with others	understand that roles and relationships are developed and challenged through language and interpersonal skills (AC9E9L02)	understand how features of written and spoken language can have inclusive and exclusive social effects, and can empower or disempower people (AC9E10L02)
		understand how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor (AC9E9L03)	understand how people's evaluations of texts are influenced by the context, purpose and mode of communication, as well as the individual's value system (AC9E10L03)

	Text structure and organisation	understand that authors innovate on text structures and language features for specific purposes and variation in subject matter, audience and mode (AC9E9L04)	compare the audience for, and purposes, structures and language features of traditional and contemporary adaptations of texts in different media (AC9E10L04)	
		compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas such as cause and effect (AC9E9L05)	understand how paragraphs can be organised cohesively, and images can be arranged for different purposes, audiences and effects (AC9E10L05)	
	Language for expressing and developing ideas	explain how authors vary sentence structures creatively for particular effects (AC9E9L06)	analyse and evaluate the effectiveness of mult clause sentence structures used by authors to express ideas and craft texts (AC9E10L06)	
		understand how abstract nouns and nominalisation can be used to summarise preceding or preview subsequent sequences of ideas in text (AC9E9L07)	analyse how concepts are conveyed in complex texts through language features including nominalisation and extended noun groups, and technical and abstract vocabulary (AC9E10L07)	
		analyse the use of symbols and icons in still and moving images and how these augment meaning (AC9E9L08)	evaluate the impact of choices in features of still and moving images on representations and audience responses (AC9E10L08)	
		analyse how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (AC9E9L09)	understand how vocabulary choices can be used in discriminating ways to have effects on audiences (AC9E10L09)	
		understand that authors use and experiment with punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts (AC9E9L10)	understand the punctuation conventions for referencing and citing others for formal and informal purposes (AC9E10L10)	
	Word knowledge	understand how spelling is used creatively in texts for particular effects, for example characterisation, humour and to represent accents and styles of speech (AC9E9L11)	understand how to use knowledge of the spelling system to spell unusual and technical words and to manipulate standard spelling for particular effects (AC9E10L11)	
	Literature	Appreciating literature and contexts	analyse and compare the representations of people and places in literary texts drawn from different historical, social and cultural contexts and created by First Nations Australian and non-First Nations Australian authors, and authors from around the world (AC9E9LE01)	analyse and evaluate a range of representations of individuals, groups and places in different historical, social and cultural contexts in literary texts by First Nations Australian and non-First Nations Australian authors, and authors from around the world (AC9E10LE01)
		Engaging with and responding to literature	present a response to a literary text based on initial impressions and subsequent analysis of the whole text (AC9E9LE02)	reflect on, extend, endorse or refute others' interpretations of and responses to literature (AC9E10LE02)
analyse how the selection of language features, text structures and literary devices influences notions of literary value, and influences readers in their response to human experiences and values represented in texts (AC9E9LE03)			analyse how text structures, literary devices, language features and visual features of literature, and the context in which these texts are experienced, may influence audience response (AC9E10LE03)	
			evaluate the social, moral and ethical positions represented in literature (AC9E10LE04)	
Examining literature		analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style (AC9E9LE04)	analyse how text structure, language features and literary devices shape different interpretations of texts (AC9E10LE05)	
		analyse the effect of text structure, language features and literary devices including extended metaphor, metonymy, allegory, icons and symbolism in texts (AC9E9LE05)	compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts, such as poetry and novels, to evoke particular emotional responses (AC9E10LE06)	
			analyse and evaluate text structures, language features and literary devices of texts, making relevant thematic and intertextual connections with other texts (AC9E10LE07)	

	Creating literature	create literary texts, including hybrid texts, that experiment with and innovate on text structures, language features and literary devices, for example using parody, allusion, appropriation, humour and pun for purpose and audience (AC9E9LE06)	create literary texts for a specific purpose and audience, making intertextual connections, and selecting and adapting appropriate text structures, language features, literary devices and multimodal features (AC9E10LE08)
Literacy	Texts in context	analyse how people, places, events, objects and concepts are represented in different contexts, including popular media (AC9E9LY01)	analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through choices made in structure and language features, and features of spoken, auditory and visual modes (AC9E10LY01)
	Interacting with others	listen to spoken texts constructed for different purposes and audiences, analysing how language features of these texts position listeners to respond in particular ways, and present and discuss opinions regarding these texts using vocal effects (AC9E9LY02)	interact purposefully with others using understandings of purpose, audience, spoken text structures, language features and relevant multimodal resources (AC9E10LY02)
	Analysing, interpreting and evaluating texts	analyse and evaluate how different perspectives of ideas, events, situations, individuals or groups are constructed to serve specific purposes in print and visual/digital texts (AC9E9LY03)	identify and analyse implicit or explicit values, beliefs and assumptions in print and visual/digital texts and how these are influenced by purposes and likely audiences (AC9E10LY03)
		apply an expanding understanding of text structures and language features including vocabulary to navigate texts (AC9E9LY04)	select and justify a reading path appropriate for the type of text, to retrieve and connect ideas within and between texts (AC9E10LY04)
		use comprehension strategies when listening, viewing and reading to compare and contrast information within and between texts, and identify, analyse and evaluate representations (AC9E9LY05)	use comprehension strategies when listening, viewing and reading to analyse and interpret representations of characters, settings, events or issues in different texts and evaluate supporting evidence (AC9E10LY05)
	Creating texts	plan, create, draft and publish written and multimodal texts for purposes and audiences, including texts that integrate visual, print and/or audio features in ways that may be imaginative, reflective, informative, persuasive, critical and analytical (AC9E9LY06)	plan, create, draft and publish written and/or multimodal texts for specific purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, critical and analytical (AC9E10LY06)
		plan, create, rehearse and deliver spoken and multimodal presentations in ways that may be imaginative, reflective, informative, persuasive, critical and analytical using rhetorical features and using volume, tone, pitch and pace according to purpose and audience (AC9E9LY07)	plan, create, rehearse and deliver spoken/multimodal presentations to engage audiences in ways that may be imaginative, reflective, informative, persuasive, critical and analytical (AC9E10LY07)
		review and edit their own and others' texts so they achieve particular purposes and address specific audiences, editing to improve clarity and control of content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features (AC9E9LY08)	review, edit and refine their own and others' texts so they achieve particular purposes and address specific audiences through control of content, organisation, sentence structure, vocabulary, and/or visual features (AC9E10LY08)