8-10 English Teaching Resource
ACKNOWLEDGMENTS

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Brighton Secondary School
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Marryatville High School
Walkerville Primary School
Stradbroke Primary School
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Mitcham Primary School

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Learning Outcomes and Curriculum Group
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INTRODUCTION

This draft 8–10 English teaching resource is one in a series of companion documents to the South Australian Curriculum, Standards and Accountability (SACSA) Framework. This is an extension of the revised R–7 English teaching resource, which has also been distributed to schools in January 2004.

Years 6 and 7 material from the R–7 document has been included in this resource to assist teachers support learning continuity as students progress through the middle years.

This document has been written by middle–senior years teachers with the support of and in collaboration with curriculum officers and professional associations. Their writing has been guided by educators’ feedback to the draft R–7 English teaching resource, which was released for trialling in January 2003.

Linking with the SACSA Framework

The purpose of this document is to provide a sample range of learning descriptors relating to the Key Ideas and Outcomes in English 6–10. These descriptors, in dot point format:

- make explicit the knowledge, skills and understandings reflected in the Key Ideas and Outcomes
- make consistent the expectations for learning at specific year levels within and across sites
- support teachers in planning, programming and assessing using the SACSA Framework.

The descriptors are not prescriptive, as learning does not develop in a linear fashion. The dot points describe the possible growth points of learners as they progress towards demonstrating Outcomes to reach a Standard. Teachers will continue to use their professional knowledge, skills and judgments to provide the rich array of learning experiences that cater for the learners in their classrooms.

Planning for teaching and learning

When using this resource for planning, teaching and learning, teachers will also need to engage with the following core principles:

- The Essential Learnings (including associated literacy, numeracy, and the use of ICTs), Equity Cross-curriculum Perspectives and Enterprise and Vocational Education (including Key Competencies) and a consideration of all the Learning Areas are vital components of program planning and learning development.

- Learning involves building on prior knowledge with learners active in constructing their own learning as they progress through cycles of growth.

As learners move through year levels and develop the knowledge, skills and understandings to demonstrate achievement of the outcomes, the learning descriptors are similar at different year levels. Although the descriptors are similar, learners are exposed to texts of a more complex nature containing more sophisticated vocabulary and language features. Learners are also expected to demonstrate greater control over the language and structure of the texts they compose.
Format of this resource

The format of this document has been developed:

- with consideration to the organisation of the SACSA Framework
- to ensure consistency across Curriculum Bands
- for practical use by teachers.

To meet these purposes the document:

- is organised in Curriculum Bands for the following year levels: Middle Years (6–8) and in a combined Middle–Senior Years Band (8–10)
- is structured into the three modes of English—listening and speaking, reading and viewing, and writing. This is in response to the R–7 feedback, which suggests that teachers plan and program tasks within a mode, rather than in a strand
- contains concept maps which ‘tease out’ each of the three modes, providing teachers with examples of the learning that may occur. These maps describe possible learning, R–10 and need to be interpreted according to year level appropriateness. Teachers may use the concept maps to support them further in their work or they may prefer to develop their own
- contains a chart from the SACSA Framework: Texts and contexts: a range of texts for study and use in English
- includes cross-referencing to allow navigation between Bands within modes and strands
- contains a small number of ‘assessment and reflective questions’ (A&RQ). The intent of these is to stimulate reflection and ideas about assessment as teachers undertake their planning of teaching, learning and assessing programs.

To further assist in planning, programming and assessing, a copy of this document in Word format, is available on the SACSA website. This format allows teachers to cut, paste and modify the document to suit their needs. Go to <http://www.sacsa.sa.edu.au/companion>.

Feedback

You are encouraged to trial this draft resource during term 1, 2004. Your feedback will be most appreciated. A number of consultations will be arranged for early term 2, 2004, along with a broader invitation for feedback. Workshops involving teacher-writers are planned for term 2, 2004 to refine this document in response to the feedback.

In the meantime, if you wish to provide feedback or obtain further information, please contact:

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This concept map provides a visual representation of the Key Ideas and Outcomes related to Listening and Speaking. It describes possible learning R-7 and needs to be interpreted using teachers’ professional judgment of level appropriateness. It also highlights the interdependence of the three modes of English.
This concept map provides a visual representation of the Key Ideas and Outcomes related to Reading and viewing. It describes possible learning R-7 and needs to be interpreted using teachers’ professional judgment of level appropriateness. It also highlights the interdependence of the three modes of English.
This concept map provides a visual representation of the Key Ideas and Outcomes related to Writing. It describes possible learning R-7 and needs to be interpreted using teachers’ professional judgment of level appropriateness. It also highlights the interdependence of the three modes of English.

- **Writing**
  - **Genres / writing forms**
  - **Range of texts for study and use in English**
  - **Audience and purpose**
  - **Think, plan and compose**
  - **Reflect, analyse and evaluate**
  - **Spelling**
  - **Grammar**
  - **Figurative language**
  - **Vocabulary**
  - **Language**
  - **Texts & Contexts**
  - **Listening & Speaking**
  - **Reading & Viewing**
  - **Strategies**

- **ICT**
  - e-mail, multimedia, visual props, photos, animation, word process

- **Figure**
  - base/core words, suffixes, prefixes, word meaning, synonyms, antonyms, homonyms, compound words, everyday/technical words
  - understands and uses - simile, metaphor, alloms, jargon, colloquialisms

- **Audience and purpose**
  - engages audience, culture/gender/age appropriateness, entertainment, information

- **Spelling**
  - identifies misspelt words, applies rules, phonological strategies, syllables, self corrects, spell check, dictionaries

- **Grammar**
  - proof reads, edits, publishes, critically analyses, consider social relevance, checklists, uses rubrics

- **Figurative language**
  - uses proformas, concept maps, story boards, diagrams, graphic organisers, draft, research, note take

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### Texts and contexts: a range of texts for study and use in English

#### LITERATURE
- **Classic literature**
  - autobiography and biography
  - drama
  - expository texts in Learning Areas
  - ecclesiastical texts
  - Aboriginal Dreaming and creation stories from diverse cultures
  - films
  - myths, legends, fables, fairy tales
  - narrative, dramatic and lyric poetry, sonnets, odes, ballads
  - novels and short stories
  - performances of classic drama and poetry

- **Contemporary literature**
  - autobiography, biography, and documentary
  - anecdotes
  - films and television (drama, satire and comedy)
  - novels and short stories
  - performances of contemporary drama and poetry
  - picture books, wordless books, alphabet books
  - poetry
  - scripted and improvised drama, modern plays, storytelling
  - students’ own poems, stories and plays

- **Popular literature**
  - cartoons and comics
  - jokes, riddles, humorous verse
  - song lyrics
  - television serials and video clips
  - series fiction (horror, teenage romance)
  - aimed at a specific market
  - magazines
  - puzzle books
  - interactive texts (flapbooks)
  - reviews of books, films
  - films

#### MEDIA
- advertising (in newspapers, on radio, on television, in the cinema, in magazines, on billboards, on webpages)
  - documentaries (radio, film, television, video, Internet)
  - drama (in the cinema, on television and video, comparisons between television movies and cinema movies, a study of television soap opera or serials)
  - personal viewpoints (newspaper, editorial, letters to the editor, talk-back radio, documentaries, chatrooms, list servers, debates, television, chat shows and current affairs programs, feature films)
  - journalism (special features of different kinds of reporting, such as crime, sport, social, in different media)

- news reports (newspaper, radio, television, magazines, Internet)
  - reviews (of art, drama, films, concerts and books in various media)
  - electronic communications (e-mail, Internet, websites, video conferences, chatrooms)
  - multimedia texts (hyperlink, e-zines, interactive story books)
  - feature films
  - promotional videos
  - photojournalism
  - scientific or geographic reports (in newspapers, radio, television, journals, websites)

#### EVERYDAY
- **Daily life**
  - diaries and journals
  - instructions, labels, captions, notices, pamphlets, brochures, catalogues, posters, leaflets
  - invitations, apologies, complaints
  - messages, questionnaires, forms
  - personal letters, telephone conversations
  - postcards
  - greeting cards
  - student behaviour management policies (school and class rules)
  - advertising
  - speeches, public addresses
  - arts works
  - chatrooms/lines/programs
  - guarantees/warranties
  - lists

- **School**
  - arguments (written, spoken and multi-modal) which communicate a point of view, including speeches and pamphlets
  - discussions and debates
  - informational texts (spoken, written, visual)
  - notes, summaries, essays
  - recounts and descriptions, observations, explanations
  - small group work
  - assemblies
  - school pro formas
  - class/subject contracts
  - checklists, procedures

- **Work**
  - formal letters, reports, job applications (curriculum vitae and resumes)
  - formal meeting procedures
  - interviews, questions
  - public addresses
  - small group work
  - memoranda
  - faxes, e-mail
  - work experience reports
  - contracts, agreements
  - mission statements
  - goal outlines
  - pro formas
  - meeting minutes, agendas
  - instructions
  - sexual and racist harassment policies
  - instruction manuals
### Learning Area: English

#### Listening and speaking

**Band: Middle Years**

**Standards: 3 & 4**

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</table>
Students respond to increasingly complex ideas and information and examine diversity of opinion when listening to a range of texts. They critically and creatively produce a range of spoken texts about topics and issues for a wide range of audiences.

TC KC2 KC6

relating to outcomes

3.1, 3.2, 4.1, 4.2

- Develops a critical understanding, recognising that others have different perspectives/points of view.
- Listens to reports from a range of media and different perspectives, including:
  - current events—as a reporter, a person involved, an onlooker—to examine objective and subjective viewpoints
  - school issues—teacher, student, parent perspectives; younger or older student perspectives; gender perspectives
  - peer mediation—yard issues, class issues
  - class meetings—with attention to roles and procedures.
- Interviews a range of people or students on school or community issues.
- Interprets a variety of text types for meaning (eg stories, legends, myths, fables, traditional stories, television reports, radio reports).
- Evaluates the effectiveness of the delivered text (eg using a proforma to evaluate oral presentation including appropriateness of context, vocabulary, length and delivery).
- Demonstrates critical understanding and contributes own point of view, using:
  - current events—examining stereotypes/bias within texts and peer and own responses, classifying reporting as objective or subjective
  - shared texts—considering author’s viewpoint, own and others’ perceptions.
- Listens to a range of texts to:
  - obtain information or knowledge
  - enter a conversation with an individual or in a group
  - develop skills in supportive listening
  - clarify personal values or beliefs
  - consider the way texts are structured for effect (eg poetry, music, jokes).
- Interviews a range of people on community or global issues (eg online experts).
- Interprets a variety of texts for purpose and effect including stories, legends, myths, fables and traditional stories.
- Evaluates and assesses an oral presentation using a teacher-, group- or self-generated proforma, including appropriateness of context, vocabulary, length, delivery and supporting materials.
- Communicates in a variety of contexts and roles following appropriate conventions for the situation (eg in class groups, small group, one-to-one; using appropriate level of formality; taking turns appropriately).
- Listens to a range of texts to develop ideas, identify diversity of opinion and to consider the appropriateness of context, purpose and audience.
  TC KC2

3.1

Listens to a range of texts to develop ideas, identify diversity of opinion and to consider the appropriateness of context, purpose and audience.
  TC KC2

3.2

Produces a range of spoken texts about topics and events of personal and community interest, for school and wider community contexts and audiences.
  In TC KC2

4.1

Listens to a range of texts to examine key ideas and diverse opinions and to understand the effect of purpose, context and audience.
  Id TC KC2

4.2

Produces a range of spoken texts about topics, events and issues of personal, community and world interest and adjusts speaking for a wide range of contexts and audiences.
  In TC KC2

3.1

Listens to a range of texts to develop ideas, identify diversity of opinion and to consider the appropriateness of context, purpose and audience.
  TC KC2

3.2

Produces a range of spoken texts about topics and events of personal and community interest, for school and wider community contexts and audiences.
  In TC KC2

4.1

Listens to a range of texts to examine key ideas and diverse opinions and to understand the effect of purpose, context and audience.
  Id TC KC2

4.2

Produces a range of spoken texts about topics, events and issues of personal, community and world interest and adjusts speaking for a wide range of contexts and audiences.
  In TC KC2
Students respond to increasingly complex ideas and information and examine diversity of opinion when listening to a range of texts. They critically and creatively produce a range of spoken texts about topics and issues for a wide range of audiences.

**Students produce a range of spoken texts about topics, events and issues of personal and community interest for school and community audiences, including:**
- contributing to a class meeting or discussion (e.g., class procedures, rules)
- making a formal oral presentation (e.g., greeting guests, addressing assembly, speaking to SRC)
- participating in a class debate giving opinions and reasons
- reporting on research topics
- sharing own writing with the class
- composing a dramatic script with agreed structures and framework
- delivering short impromptu speeches (e.g., news, courtesies, opinions).

**Students produce a range of spoken texts about topics, events and more complex issues of personal, community and global interest, and adjusts speaking for a wide range of audiences, including:**
- formal greetings, introductions and votes of thanks to visitors or guest speakers, referring to speaker’s presentation
- presentations at assemblies (demonstrating leadership), parent groups, other classes, for new staff
- contributions to class meetings or leading class meetings
- discussions with supportive evidence
- formal debates
- formal presentations within an area of study or interest
- group or individual dramatic scripts with some support regarding genre
- impromptu speeches of greater length.

**Students produce a range of formal and informal spoken texts about topics, events and complex issues of personal, community and global relevance, considering form, purpose, context and audience, including:**
- acting as a tour guide, dealing with a range of community members
- responding to guest speakers thanking them and reflecting on detail and content of the presentation
- introducing speakers giving biographical detail
- presenting information to peers, primary students or parents
- presenting a dramatic monologue and role-playing
- participating in school committees such as SRC
- participating in informal debates.

**Students display awareness of audience with consideration of language, content, tone and structure.**

**Students use supporting material, including multimodal texts, to enhance communication by providing the appropriate format (e.g., PowerPoint, filming of oral presentations, posters, whiteboards).**

**Students consider how listeners of different backgrounds and abilities might respond to the same text.**

---

3.1 Listens to a range of texts to develop ideas, identify diversity of opinion and to consider the appropriateness of context, purpose and audience.

3.2 Produces a range of spoken texts about topics and events of personal and community interest, for school and wider community contexts and audiences.

4.1 Listens to a range of texts to examine key ideas and diverse opinions and to understand the effect of purpose, context and audience.

4.2 Produces a range of spoken texts about topics, events and issues of personal, community and world interest and adjusts speaking for a wide range of contexts and audiences.
Learning Area: English
Listening and speaking
Band: Middle Years
Standards: 3 & 4

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>Language (refer p 40 for Middle–Senior Years)</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students listen to and interact with a wider range of audiences/users for different purposes and contexts, and learn about and integrate aspects of spoken language. They produce a variety of spoken texts, demonstrating control of language, as they communicate with school and extended community audiences.</td>
<td><strong>OUTCOMES</strong></td>
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</tr>
<tr>
<td><strong>Year 6</strong> Standard 3</td>
<td><strong>Year 7</strong> Towards Standard 4</td>
<td><strong>Year 8</strong> Standard 4</td>
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<tr>
<td><strong>Year 7</strong> Towards Standard 4</td>
<td></td>
<td>3.6 Selects and uses most aspects of language when producing a variety of spoken texts appropriate for a wide range of school and community audiences. Id T C KC2</td>
</tr>
<tr>
<td><strong>Year 8</strong> Standard 4</td>
<td>4.5 Evaluates specific aspects of spoken language when listening and responding to texts in a wide range of contexts. T C KC1</td>
<td></td>
</tr>
<tr>
<td><strong>Year 8</strong> Standard 4</td>
<td>4.6 Controls and adjusts most aspects of language when producing a variety of spoken texts for a wider range of school and appropriate community audiences. Id T C KC2</td>
<td></td>
</tr>
</tbody>
</table>

- **Year 6 Standard 3**
  - Discusses and analyses spoken language by:
    - recognising that language varies according to context (eg home, school, classroom, recreation, formal speech presentations, cultural group meetings)
    - responding to aspects of text organisation, decoding text and subject specific vocabulary and expressions (eg scientific, environmental, health, mathematical, colloquial terms)
    - interpreting texts and understanding links between written, visual and spoken material (eg follows oral instructions to draw a course on a treasure or orienteering map)
    - interpreting grammatical conventions in spoken texts (eg identifies difference between direct and indirect speech).

- **Year 7 Towards Standard 4**
  - Analyses and evaluates specific aspects of spoken language by:
    - recognising that language varies according to audience and purpose (eg reporting styles used for news, documentaries, visual and non-visual entertainment)
    - responding to and using aspects of text organisation (eg examines text for consistent use of conjunctions and reference items to maintain fluency)
    - analysing critically all texts (eg examines whether sound effects and music link to the visual content in video or TV texts)
    - interpreting grammatical resources in spoken texts (eg listens for evidence of confidence in tone and expression of speaker)
    - responding to and using expressive conventions of language (eg shows awareness and use of appropriate punctuation for questions, exclamations and pauses when transcribing speech).

- **Year 8 Standard 4**
  - Begins to evaluate how the elements of language, including puns, colloquialisms and anecdotes, are used in a text to influence a listener.
  - Identifies the intended audience of the speaker by evaluating the language.
  - Identifies and understands the connections between body language, gestures and posture with content and purpose.
  - Articulates, evaluates and analyses a spoken text.
Students listen to and interact with a wider range of audiences/users for different purposes and contexts, and learn about and integrate aspects of spoken language. They produce a variety of spoken texts, demonstrating control of language, as they communicate with school and extended community audiences.

- Selects and uses varied and appropriate language to suit target audience by:
  - being aware of the need to use inclusive language
  - using context sensitive (setting) language and culturally appropriate discourse
  - using conventions and titles
  - using standard English in formal settings.

- Demonstrates understanding of organisation of spoken texts through an awareness of:
  - cues and reasons for their use
  - genre structure (eg introduction, body of text, conclusion)
  - emphases (eg pauses and repetition).

- Produces multimodal texts, showing awareness that language needs to be modified according to mode of presentation and refined to suit the time, setting and medium (eg being aware that taped instructions need to be more explicit than when given by a live presenter who can clarify).

- Draws on language for effect by using cliches, metaphors, similes and topic related vocabulary.

- Controls and adjusts varied and appropriate language to suit a greater variety of audiences, experimenting and using appropriate language to suit different contexts better, including:
  - selecting context appropriate vocabulary
  - using inclusive language
  - choosing to use formal expression when appropriate
  - using informal structures in less formal settings with purpose or for effect.

- Demonstrates understanding of organisation of spoken text by effectively using cues and understanding their function, and using genre structure (eg introduction, extended body of text, conclusion or summary linking to thesis).

- Produces multimodal texts for a wider audience, showing greater awareness that language needs to be modified according to mode of presentation (eg presentation using audiotape only compared to using video).

- Uses correct language structure to suit context and audience, including use of:
  - consistent tense, pronouns, links and conjunctions
  - topic specific terminology.

- Selects the appropriate vocabulary and expression for the context, including:
  - formal—inclusive, non-colloquial
  - informal—able to use language in social settings to engage peers in relationships
  - in negotiation
  - building and maintaining relationships.

- Uses genre structure (eg an argument starts with thesis, including position and preview followed by argument(s) with points and elaborations followed by reiteration of the thesis).

- Makes more selective choices of vocabulary with a greater confidence (eg uses verbs that express action process: 'He peered at me').

- Uses subject specific language and terms (eg poetic terms, grammar conventions, word banks).

- Uses quotations, metaphors, images and similes to clarify and enhance communication.

**In TC KC2 relating to outcomes 3.5, 3.6, 4.5, 4.6**

| 3.5 | Discusses and analyses aspects of spoken language when listening and responding to texts in a range of contexts. |
| 3.6 | Selects and uses most aspects of language when producing a variety of spoken texts appropriate for a wide range of school and community audiences. |
| 4.5 | Evaluates specific aspects of spoken language when listening and responding to texts in a wide range of contexts. |
| 4.6 | Controls and adjusts most aspects of language when producing a variety of spoken texts for a wider range of school and appropriate community audiences. |
Students listen to and interact with a wider range of audiences/users for different purposes and contexts, and learn about and integrate aspects of spoken language. They produce a variety of spoken texts, demonstrating control of language, as they communicate with school and extended community audiences.

<table>
<thead>
<tr>
<th>T C KC2</th>
<th>relating to outcomes</th>
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<tbody>
<tr>
<td>3.5</td>
<td>Discusses and analyses aspects of spoken language when listening and responding to texts in a range of contexts.</td>
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<td>3.6</td>
<td>Selects and uses most aspects of language when producing a variety of spoken texts appropriate for a wide range of school and community audiences.</td>
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<tr>
<td>4.5</td>
<td>Evaluates specific aspects of spoken language when listening and responding to texts in a wide range of contexts.</td>
</tr>
<tr>
<td>4.6</td>
<td>Controls and adjusts most aspects of language when producing a variety of spoken texts for a wider range of school and appropriate community audiences.</td>
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</tbody>
</table>

- Uses a variety of language to express meaning or intent.
- Attempts to clarify to the audience opinions, views and ideas.
- Uses paralinguistic features to enhance communication, including:
  - discussing reasons for gestures and using gestures to enhance and clarify spoken text
  - using body language effectively to reinforce and clarify intent of message or idea
  - showing awareness of own facial expression when presenting
  - showing awareness of body position for positively engaging audience.
- Uses emotive language in context.
- Uses paralinguistic features to enhance communication and to clarify spoken text, including:
  - deliberately choosing and using gestures
  - having effective control of body language
  - considering appropriate facial expression
  - engaging audience with appropriate body positioning.
- Uses personal anecdotes to illustrate and support points of view.

A&QR: Do I actively support learners in their provision of constructive feedback to their peers?
### Learning Area: English

### Listening and speaking

#### Band: Middle Years

#### Standards: 3 & 4

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>Strategies (refer p 42 for Middle–Senior Years)</th>
<th>OUTCOMES</th>
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</thead>
</table>
| **Year 6**
| Standard 3 | **Year 7** Towards Standard 4 | **Year 8** Standard 4 |
| Students apply a variety of strategies for listening in order to summarise critically, make inferences and respond to what they have heard. They apply these strategies when adjusting their speaking for wider contexts and audiences in order to communicate challenging ideas and opinions about issues. |

**Id T C KC1 KC2 relating to outcomes 3.9, 3.10, 4.9, 4.10** |

- Discusses and uses a variety of strategies for listening to summarise viewpoints in a range of spoken texts, and perceives non-verbal behaviour (eg gestures, looking for consistency with spoken message).

- Responds to spoken texts to demonstrate understanding by:
  - questioning a speaker in order to obtain further information (eg using Question Matrix, Q cubes, CAMPER)
  - discussing in pairs and small groups to clarify issues and develop understanding (eg developing a PNI (Positive/Negative/Interesting) chart
  - exploring and discussing strategies, showing awareness of different audiences, settings and situations (eg dramatising a text; utilising technical vocabulary of live, video and audio presentations).

- Compares and uses a variety of strategies for listening critically with attention to differing perspectives and a range of spoken texts by:
  - demonstrating critical listening (eg reflecting on tone of voice augmenting the content of the text)
  - interpreting meaning of spoken text (eg making notes).

- Responds to spoken text to further clarify meaning by:
  - questioning a speaker to ascertain intent and to enable elaboration
  - structuring questions to obtain precise information or specific detail not in the original text (eg using Question Matrix).

- Uses and begins to reflect on a variety of strategies for listening critically to differing perspectives in a range of spoken texts.

- Practises listening to different texts for different purposes such as:
  - when identifying main points in an argument and supporting evidence
  - for information
  - when entering a discussion
  - when supporting the speaker to explore their ideas
  - for pleasure or appreciation.

- Practises use of the following strategies to demonstrate ongoing engagement with the speaker:
  - maintaining eye contact
  - clarifying
  - note-taking, using checklists and proformas.

- Considers key questions to identify the speaker of a text as well as the intended audience, and reflects on the impact of these on the structure of the text and choice of language.

**3.9** Uses and discusses a variety of strategies for listening attentively to summarise alternative viewpoints in a range of spoken texts.

**T C KC2 KC6**

**3.10** Selects and uses a variety of strategies for planning, composing, presenting and evaluating spoken texts for an increasing range of community audiences.

**Id T C KC3 KC6**

**4.9** Uses and compares a variety of strategies for listening critically to diverse perspectives in a range of spoken texts.

**T C KC1**

**4.10** Controls and adjusts a variety of strategies for planning, composing, presenting and evaluating spoken texts for wider community audiences.

**Id T C KC2 KC3**
Students apply a variety of strategies for listening in order to summarise critically, make inferences and respond to what they have heard. They apply these strategies when adjusting their speaking for wider contexts and audiences in order to communicate challenging ideas and opinions about issues.

**Id T C KC1 KC2**

**relating to outcomes**

3.9, 3.10, 4.9, 4.10

- Plans a peer evaluation of an oral presentation (eg use of peer observer reports using class- or peer-generated checklists).
- Plans a peer evaluation to assess an oral presentation (eg using an assessment rubric that includes a review of genre structure, purpose, audience awareness, language, time, and volume).
- Evaluates performance using strategies such as using notes in group discussion/feedback to compare/contrast interpretations.
- Uses enterprise skills to formulate a checklist for peer evaluation.
- Uses own performance by:
  - reflecting on audience response
  - making suggestions for improvement
  - sharing ideas for effective delivery methods.
- Evaluates own performance by:
  - reflecting on audience response after seeking clarification
  - actively seeking input to improve own performance
  - using checklists
  - trialling a range of presentation techniques/methods
  - using rubrics.
- Comments on effectiveness of timing, volume, tone, pacing and body language, and adjusts these to enhance presentation.
- Uses supporting materials and equipment appropriate to the topic (eg overheads, charts, posters, models, CD-ROMs, webpages, PowerPoint).

**3.9**

Uses and discusses a variety of strategies for listening attentively to summarise alternative viewpoints in a range of spoken texts.

**Id T C KC2 KC6**

**3.10**

Selects and uses a variety of strategies for planning, composing, presenting and evaluating spoken texts for an increasing range of community audiences.

**Id T C KC3 KC6**

**4.9**

Uses and compares a variety of strategies for listening critically to diverse perspectives in a range of spoken texts.

**Id T C KC1**

**4.10**

Controls and adjusts a variety of strategies for planning, composing, presenting and evaluating spoken texts for wider community audiences.

**Id T C KC2 KC3**

- Selects and uses appropriate technologies as sources of spoken texts (eg tapes, radio, TV, video, CD-ROM).
- Selects and uses a variety of strategies for planning, composing and presenting texts.
- Uses supporting materials and resources relating to the topic and tailored to target audience, but with greater independence (eg tape, radio, video, TV, posters, webpages, PowerPoint).
Students apply a variety of strategies for listening in order to summarise critically, make inferences and respond to what they have heard. They apply these strategies when adjusting their speaking for wider contexts and audiences in order to communicate challenging ideas and opinions about issues.

**Id T C KC1 KC2**

relating to outcomes 3.9, 3.10, 4.9, 4.10

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• Plans, prepares and presents an independent text with teacher support and rehearsal time to adjust timing, volume, tone, pace and body language.

• Participates effectively in preparing a group spoken text, including:
  - sharing ideas and contributing to the group
  - collaborating to prepare and present scripts, assembly items, media reports and reviews.

• Plans, prepares and presents with adjustment an independent construction of text within a defined genre, including use of cue cards.

• Uses extensive rehearsal and teacher guidance.

• Participates effectively, with aspects of conciliation, in preparing a group spoken text, including:
  - sharing ideas, taking conversational turns with sensitivity to different perspectives
  - accepting different viewpoints and personalities
  - acting as mediator between parties with opposing viewpoints, using problem solving models (eg POOCH—Problem, Options, Outcome, Choice, How did it go?).

• Takes opportunities to put language texts into practice by:
  - role-playing
  - running mock debates and class meetings
  - negotiating tasks
  - working in groups.

• Speaks to a range of audiences from small groups to whole community groups where possible.

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**A&RQ:** Have I engaged my learners in establishing the criteria for success?

---

3.9 Uses and discusses a variety of strategies for listening attentively to summarise alternative viewpoints in a range of spoken texts. **T C KC2 KC6**

3.10 Selects and uses a variety of strategies for planning, composing, presenting and evaluating spoken texts for an increasing range of community audiences. **Id T C KC3 KC6**

4.9 Uses and compares a variety of strategies for listening critically to diverse perspectives in a range of spoken texts. **T C KC1**

4.10 Controls and adjusts a variety of strategies for planning, composing, presenting and evaluating spoken texts for wider community audiences. **Id T C KC2 KC3**
### Learning Area: English

#### Reading and viewing

**Band: Middle Years**  
**Standards: 3 & 4**

<table>
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<tr>
<th>KEY IDEAS</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students examine past, present and future representations of society as they critically interpret a range of visual, multimodal and written texts which contain increasingly complex ideas about local and global issues.</td>
<td><strong>Standard 3</strong></td>
<td><strong>Towards Standard 4</strong></td>
<td><strong>Standard 4</strong></td>
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<td><strong>OUTCOMES</strong></td>
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<td><strong>Year 6</strong></td>
<td><strong>Year 7</strong></td>
<td><strong>Year 8</strong></td>
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<tr>
<td>- Reads fiction texts individually for enjoyment, developing personal tastes and interests.</td>
<td>- Reads fiction texts individually for enjoyment, extending personal tastes and interests.</td>
<td>- Reads fiction texts individually for enjoyment and for challenging and extending personal tastes and interests.</td>
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</tr>
<tr>
<td>- Reads and views a range of texts containing ideas about or issues of social or cultural interest and containing more complex structures and language features which permit a variety of interpretations, including:</td>
<td>- Reads and views a range of texts containing multiple social and cultural perspectives which enable personal and diverse understandings of the contemporary world, including:</td>
<td>- Reads and views a range of shared and individually selected texts (ie literature, media and everyday texts) containing multiple social and cultural perspectives which allow examination of own and others’ understanding of the world.</td>
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<tr>
<td>- fiction about social issues and own interests (eg poems, legends, traditional stories, short stories, film and TV, historically based fiction, comics, online resources)</td>
<td>- fiction about social issues and own interests (eg poems from a different era and culture, translated works, traditional stories, legends, science fiction, films, online resources)</td>
<td>- reads and examines literature texts covering daily life, school and work.</td>
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<tr>
<td>- non-fiction (eg biographies, letters to the editor, webpages, CD-ROMs, historical accounts).</td>
<td>- non-fiction (eg biographies, letters to the editor, webpages, CD-ROMs, historical accounts examining a point of view or exploring a specific topic).</td>
<td>- reads non-fiction texts individually to support learning, to develop reading for daily life, and to support hobbies and lifestyle.</td>
<td></td>
</tr>
<tr>
<td>- Identifies and analyses, with teacher support, ideas, values and beliefs about abilities, gender, race and culture embedded in texts.</td>
<td>- Identifies and analyses, with greater independence, ideas, values and beliefs about abilities, gender, race and culture embedded in texts.</td>
<td>- Negotiates with the whole class or in groups to explore current, past and future social issues and cultural perspectives presented by a range of fiction and non-fiction texts.</td>
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</table>

**A&RQ: Do I actively support learners in their sharing of knowledge and experiences with others?**

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### Concept Map

- **F In T C KC1**
- **relating to outcomes 3.3, 4.3**

- **3.3**  
  - Read and views a range of texts containing some ideas and issues of social/cultural interest and more complex text structures and language features and explains possible reasons for different interpretations of texts.  
  - In T KC1

- **4.3**  
  - Read and views a range of texts containing multiple social and cultural perspectives and examines personal and diverse understandings of the contemporary world.  
  - In T KC1
Students examine past, present and future representations of society as they critically interpret a range of visual, multimodal and written texts which contain increasingly complex ideas about local and global issues.  

- Begins to pose critical questions about popular beliefs and positioning of groups of people portrayed within texts.  
- Poses critical questions about popular beliefs and positioning of groups of people portrayed within texts.  
- Considers critically aspects of texts, including:  
  - who the intended audience is and the reading or viewing levels  
  - what the text types (genres) are which are being used  
  - how and why the text has been constructed to present the themes and issues in a particular way?  
  - how the structure and language of the genre is used to influence the audience’s responses and understandings.  

3.3 Reads and views a range of texts containing some ideas and issues of social/cultural interest and more complex text structures and language features and explains possible reasons for different interpretations of texts.  

In T KC1  
4.3 Reads and views a range of texts containing multiple social and cultural perspectives and examines personal and diverse understandings of the contemporary world.  

In T KC1
### Learning Area: English

**Reading and viewing**

**Band: Middle Years**

**Standards: 3 & 4**

<table>
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<td><strong>Year 8</strong></td>
</tr>
<tr>
<td>Standard 3</td>
<td>Towards Standard 4</td>
<td>Standard 4</td>
</tr>
<tr>
<td>Students independently read, view and interpret a range of written, visual and multimodal texts dealing with more complex themes and issues. They identify and critically appraise combinations of language choices in these texts, and discuss how these work to influence readers’ and viewers’ responses and understandings.</td>
<td><strong>(refer p 46 for Middle–Senior Years)</strong></td>
<td><strong>3.7</strong> Identifies and analyses features of written language and visual images when reading and viewing independently a range of texts about familiar and unfamiliar topics. <strong>T C KC1</strong></td>
</tr>
</tbody>
</table>

**OUTCOMES**

- **Year 6**

  **Standard 3**

  - Recognises that genres are organised in a distinctive format (eg a narrative has orientation, complication(s), resolution(s), evaluation, and reorientation).
  - Recognises the connection between composition and purpose of texts (eg graphics in advertising).
  - Understands the need for specific terms (eg appropriate terms, precise descriptors, adjectives and adverbs) to enhance description.

**GRAMMAR**

- Recognises that different genres have typical grammatical patterns (eg action verbs in recounts).
- Recognises that the grammatical structures create the message within the text (eg verbs for thoughts, feelings and behaviour of characters).

- **Year 7**

  Towards Standard 4

  - Understands there is a link between the genre and the organisation of the text (eg an exposition has thesis, preview, argument(s), elaboration(s), and restatement of thesis).
  - Understands the connections between composition and purpose of texts.
  - Analyses features of texts and their role in communicating purpose (eg camera angle, picture size, positioning, use of graphs).

**GRAMMAR**

- Understands there is a link between the genre and the language used (eg expanded noun groups in reports).
- Understands that the grammatical structures create the message within the text (eg use of modality to express lack of certainty).
- Understands the need for specific terms (eg appropriate terms, precise descriptors, adjectives and adverbs, adjectival and adverbial phrases) to enhance description.

- **Year 8**

  Standard 4

  - Considers language, understanding there is a link between genre and language used, including:
    - sentence length and complexity (eg short sentences for active voice when making statements, long sentences for passive voice/descriptive passages when giving detail)
    - punctuation—apostrophes, direct/indirect speech, dash, colon, semi-colon, full stop, commas, exclamation marks
    - spelling conventions.
Students independently read, view and interpret a range of written, visual and texts dealing with more complex themes and issues. They identify and critically appraise combinations of language choices in these texts, and discuss how these work to influence readers' and viewers' responses and understandings.

In T C KC1 KC2 relating to outcomes 3.7, 4.7

PUNCTUATION
- Understands the function of appropriate punctuation such as commas, full stops, exclamation marks, question marks and speech marks.

PUNCTUATION
- Understands the function of appropriate punctuation, observing it when reading aloud (eg commas, full stops, exclamation marks, question marks, semi-colons).

- Reads fiction texts, including novels, short stories, poetry, scripts, diaries, journals, websites, e-magazines, considering the structure before focusing on language.

Structure:
- plot (eg storylines: climax points of action from the beginning of the text through to resolution) and sub-plot (where applicable)
- characters (eg main, minor, and the interplay between characters)
- themes (eg the writer’s main message)
- narrative point of view and its significance (eg who is telling the story).

Language:
- formal versus colloquial language
- everyday versus technical language
- figurative language (eg puns, irony, satire, sarcasm).

3.7 Identifies and analyses features of written language and visual images when reading and viewing independently a range of texts about familiar and unfamiliar topics. T C KC1

4.7 Analyses and evaluates features of written texts and visual images when reading and viewing independently a range of texts dealing with more complex themes and issues. In T C KC1
Students independently read, view and interpret a range of written, visual and texts dealing with more complex themes and issues. They identify and critically appraise combinations of language choices in these texts, and discuss how these work to influence readers' and viewers' responses and understandings.

In T C KC1 KC2 relating to outcomes 3.7, 4.7

- Views fiction texts, including film, TV dramas, soap operas, multimedia texts and advertising, considering the structure of a visual text before focusing on the language.

  Structure:
  - plot and sub-plot (as for written texts)
  - characters (eg actor characteristics such as physical features and what they bring to the role)
  - theme (eg director’s main messages)
  - narrative point of view (eg the role of the camera in telling the story)
  - setting (eg the world of the film)
  - editing (eg what is left in the film and what shots are not included)
  - cutting (eg the length of scenes, to pace the film).

  Language:
  - camera use (eg angles, position, shot type)
  - technical effects (eg music, dialogue, sound, lighting).

A&RQ: Have I provided time for learners to analyse and evaluate the feedback they are given?

3.7 Identifies and analyses features of written language and visual images when reading and viewing independently a range of texts about familiar and unfamiliar topics.

4.7 Analyses and evaluates features of written texts and visual images when reading and viewing independently a range of texts dealing with more complex themes and issues.

In T C KC1
Students independently read, view and interpret a range of written, visual and texts dealing with more complex themes and issues. They identify and critically appraise combinations of language choices in these texts, and discuss how these work to influence readers' and viewers' responses and understandings.

In T C KC1 KC2
relating to outcomes 3.7, 4.7

- Reads non-fiction texts, including everyday texts, biographies and autobiographies, considering and using the structure and language of everyday texts as found in diaries and journals, instructions, text messaging, e-mail/chatrooms, discussions, notes, formal letters, minutes of class meetings, instruction booklets, newspapers, magazines and e-magazines.
- Views non-fiction texts, including documentaries, journalism, photojournalism, webpages, news reports, chat shows, considering the structure of the non-fiction visual text in relation to its purpose and form and the language, including voice-overs, interviews, subtitles, text boxes on a screen, sound effects and music.

In T C KC1

3.7 Identifies and analyses features of written language and visual images when reading and viewing independently a range of texts about familiar and unfamiliar topics.

4.7 Analyses and evaluates features of written texts and visual images when reading and viewing independently a range of texts dealing with more complex themes and issues.

In T C KC1
**Learning Area: English**

**Reading and viewing**

**Band: Middle Years**

**Standards: 3 & 4**

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>Strategies</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students use a range of reading/viewing strategies to research independently and in teams, record specific information and critically interpret increasingly complex texts. F Id C KC1 KC2 KC4 relating to outcomes 3.11, 4.11</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year 6</strong> Standard 3</td>
<td><strong>Year 7</strong> Towards Standard 4</td>
<td><strong>Year 8</strong> Standard 4</td>
</tr>
<tr>
<td>- Discusses plot, characters, atmosphere, suspense and setting.</td>
<td>- Discusses points of view, characterisation, use of imagery, and development of atmosphere.</td>
<td>- Begins to demonstrate an understanding of the four roles of the reader described by Freebody and Luke:</td>
</tr>
<tr>
<td>- Maps plot structure, listing the features of the type of text.</td>
<td>- Develops character portraits indicating the accumulation of information about characters as the text unfolds.</td>
<td>- Code breaker</td>
</tr>
<tr>
<td>- Selects and uses a variety of strategies for locating and recording information through reading and critically interpreting a range of written and electronic fiction and non-fiction texts.</td>
<td>- Controls, adjusts and compares a variety of strategies for locating and recording information through reading and critically interpreting a range of fiction and non-fiction texts for specific purposes.</td>
<td>- Text participant: Participating in meaning of texts</td>
</tr>
<tr>
<td>- Remembers content by:</td>
<td>- Remembers content by:</td>
<td>- Text user: Using texts functionally</td>
</tr>
<tr>
<td>- constructing a timeline of events</td>
<td>- answering questions with interpretation</td>
<td>- Text analyst: Critically analysing and transforming texts.</td>
</tr>
<tr>
<td>- answering factual questions (about character, plot, setting)</td>
<td>- constructing a chronology for a character or event</td>
<td></td>
</tr>
<tr>
<td>- listing characters, events and settings</td>
<td>- describing in detail a particular character or event.</td>
<td></td>
</tr>
<tr>
<td>- keeping a log book.</td>
<td></td>
<td>- Remembers content by:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- participating in quiz show games based on questions developed by groups of students to ask each other, or based on teacher directed questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- developing and producing a timeline of the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- storyboardng of important scenes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- doing cloze exercises of the text that can be completed in small groups (eg for poetry).</td>
</tr>
</tbody>
</table>

3.11 Selects and uses a variety of strategies for locating and recording information and for reading, viewing and critically interpreting a range of written and visual texts. F Id T C KC1 KC2

4.11 Controls, adjusts and compares a variety of strategies for locating and recording information and for reading, viewing and critically interpreting written and visual texts for specific purposes. T C KC1 KC2

25
Students use a range of reading/viewing strategies to research independently and in teams, record specific information and critically interpret increasingly complex texts.

**F Id C KC1 KC2 KC4**

**KC1 KC4 relating to outcomes 3.11, 4.11**

- Understands content by:
  - retelling a section of a novel or paraphrasing a factual report
  - identifying or naming the main characters or ideas
  - visually recounting (eg storyboard of text, illustration of main event, cartoon sequence)
  - explaining how, when, where or why an event occurred
  - mapping the setting
  - formulating questions for group discussion (eg literal (closed form), quiz show).

- Applies knowledge by:
  - creating a diorama to illustrate an event
  - writing an acrostic poem
  - making a poster to advertise the text
  - making a collage of words and pictures based on a novel or factual text
  - classifying the characters into specific types (eg humorous, serious, conventional, good, bad)
  - exploring, with teacher assistance, the range of points of view within the text and examining whose views are represented and whose are precluded.

- Understands content by:
  - paraphrasing the story or text
  - analysing characters
  - visually recounting (eg slide show)
  - comparing or contrasting two characters
  - explaining why an event occurred
  - making a story map of a text
  - formulating questions for group discussion (eg interpretative (open-ended)).

- Applies knowledge by:
  - making a board game based on the text
  - re-writing the text in a simple form for young children
  - re-writing the text as a dramatic script
  - re-writing a scene to show it from a different character’s perspective.
  - describing feelings about the major issues/characters
  - comparing others’ response to text
  - constructing a sociogram of the characters’ relation to each other.

- Considers content by:
  - keeping a diary/journal as a character
  - creating a newspaper article relevant to the text
  - writing a script for an imaginary scene between two main characters
  - writing letters as a character
  - retelling the story from another point of view
  - condensing the story to a limit of 100 words
  - making presentations relevant to the text (eg oral, multimedia, posters, brochures)
  - participating in class/small group discussions on elements of the text.

- Applies acquired knowledge by:
  - re-writing the plot in other genres
  - writing a prequel or sequel
  - adding new scenes to the text
  - storyboarding a scene of a visual text
  - building character portraits using their own words.

**3.11 Selects and uses a variety of strategies for locating and recording information and for reading, viewing and critically interpreting a range of written and visual texts.**

**4.11 Controls, adjusts and compares a variety of strategies for locating and recording information and for reading, viewing and critically interpreting written and visual texts for specific purposes.**

**F Id T C KC1 KC2**
Students use a range of reading/viewing strategies to research independently and in teams, record specific information and critically interpret increasingly complex texts.

- Evaluates the text by:
  - suggesting improvements or changes to the text, its ending or the characters
  - listing and discussing issues or moral dilemmas arising from the text
  - writing to the author explaining what they liked or disliked in the text
  - rating texts, recommending viewer age or profile.

- Evaluates the text by:
  - justifying or criticising the motives of a character
  - creating a list of criteria for judging the text
  - selecting and debating a major issue arising from the text
  - comparing and contrasting a character’s lifestyle to their own
  - evaluating the usefulness of the text for its intended purpose.

- Writing dialogue or providing music for a scene of a visual text (eg watching the scene without sound and then writing the dialogue, then comparing written with original and discussing the visual clues that led them to believe what was being said)
- connecting texts by comparing and contrasting characters and plots in short stories, visual texts and poems
- answering simple interpretative questions.

- Writing in a reflective journal, focusing on techniques of the written and visual texts and how they affect the reader or viewer
- composing a critical review of texts for publication (eg for SAETA Newsletter, classroom use, cross-age tutoring)
- comparing the constructions of gender, race and social class in the world of the text against their own
- connecting themes in written and visual texts with own experiences, beliefs and values.

3.11 Selects and uses a variety of strategies for locating and recording information and for reading, viewing and critically interpreting a range of written and visual texts.

4.11 Controls, adjusts and compares a variety of strategies for locating and recording information and for reading, viewing and critically interpreting written and visual texts for specific purposes.
Students use a range of reading/viewing strategies to research independently and in teams, record specific information and critically interpret increasingly complex texts.

**F Id C KC1 KC2 KC4 relating to outcome 3.11**

- Utilises some of the following strategies:
  - silent sustained reading
  - guided reading
  - reading a class/group novel
  - reading contracts
  - aural and reading comprehension
  - personal reading records/log books
  - reading journal
  - reading aloud for a variety of purposes (eg to younger students, small audience, the class)
  - reading onto tape
  - borrowing from resource centre/library (independent selection of texts).

- Utilises some of the following strategies:
  - silent sustained reading
  - guided reading
  - reading a class/group novel
  - reading contracts
  - aural and reading comprehension
  - personal reading records/log books
  - reading journal
  - reading aloud for a variety of purposes (eg to younger students, assemblies, SRC, public address)
  - reading onto tape
  - borrowing from a resource centre/library, selecting independently and managing time and requirements for assignments.

- Utilises some of the following strategies to synthesise knowledge:
  - proposing alternative endings for the text and demonstrating an understanding of how this may alter themes
  - communicating the themes of the text in another way, using another genre
  - identifying a set of common elements for a specific genre (eg westerns, science fiction, humour)
  - creating elements of stereotypical characters (eg hero and heroine).

- Utilises some of the following strategies for locating and recording information and for reading, viewing and critically interpreting a range of written and visual texts.

**F Id T C KC1 KC2**

**3.11**

Selects and uses a variety of strategies for locating and recording information and for reading, viewing and critically interpreting a range of written and visual texts.

**F Id T C KC1 KC2**

**4.11**

Controls, adjusts and compares a variety of strategies for locating and recording information and for reading, viewing and critically interpreting written and visual texts for specific purposes.

**T C KC1 KC2**
<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>Texts and contexts</th>
<th>OUTCOMES</th>
</tr>
</thead>
</table>
| **Students choose and compose a range of written texts which explore different perspectives about local and some global issues. They apply an understanding of context, purpose and audience to their own writing.** | **(refer p 54 for Middle–Senior Years)** | **3.4** Composes a range of texts that include ideas and information about familiar and some unfamiliar topics and applies an understanding of audience, purpose and context.  
Id T C KC2  
**4.4** Composes a range of texts that include detailed information and explore different perspectives about a range of issues and adjusts texts for particular audiences, purposes and contexts.  
Id C KC2 |
| **In T C KC2 KC3 relating to outcomes 3.4, 4.4** | | |
| **(refer p 8 for Concept Map and p 9 for Texts and Contexts—a range of texts)** | | |
Students choose and compose a range of written texts which explore different perspectives about local and some global issues. They apply an understanding of context, purpose and audience to their own writing.

In T C KC2 KC3 relating to outcomes 3.4, 4.4

- Shows awareness of a range of perspectives within the school and local community (e.g., students write on a local or school issue from the perspective of a reporter, an advocate, a consumer, a class representative).
- Shows awareness of a wider range of perspectives at the community, regional and state level (e.g., students write on the topic of saving the River Murray from the perspective of a tourist operator, conservationist, irrigator, recreation user, domestic water user).
- Writes with increasing control over both objective and subjective position/perspectives depending on purpose.

3.4 Composes a range of texts that include ideas and information about familiar and some unfamiliar topics and applies an understanding of audience, purpose and context.
Id T C KC2

4.4 Composes a range of texts that include detailed information and explore different perspectives about a range of issues and adjusts texts for particular audiences, purposes and contexts.
Id C KC2
<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students plan and compose, independently, an extensive range of texts on different themes and issues. They demonstrate knowledge about and competent control of language choices in texts in different modes and media. T C KC2 KC3 relating to outcomes 3.8, 4.8</td>
<td>Selects and uses a variety of language elements and displays these by: - sequencing events - using headings - using paragraphing, logically ordered and with increasing complexity - using topic appropriate vocabulary - using synonyms and antonyms, including the use of suffixes and prefixes - introducing items to support or add to text (eg graphical elements, cliches, proverbs).</td>
<td>Selects and uses a variety of sophisticated language elements and displays these by: - sequencing events with greater detail - using chapters and subheadings and creating thoughtful, motivating headings - using paragraphing with elements to ensure cohesiveness (eg hence, subsequently, initially, soon after) - including quotations, acknowledgments and footnotes - varying sentence beginnings with emphasis on gaining and retaining audience attention - embedding specialised vocabulary - using synonyms and antonyms, including the use of suffixes and prefixes - drawing on language for effect by using cliches, metaphors and similes - introducing items to support or add to text (eg graphical elements, idiom, palindromes).</td>
<td>Selects and uses a variety of sophisticated language elements and displays these by: - sequencing multiple events with greater detail - using a variety of correctly structured paragraphs - using sentences of varying length and complexity for effect - increasing variety of vocabulary and spelling correctly - using similes, metaphors and other imagery, colloquial language, puns, and a variety of conjunctions to provide the reader with information (eg cause and effect, to sum up, probability) - showing beginnings of nominalisation, particularly to move writing from spoken mode to a more technical written mode - using increasingly sophisticated topic specific vocabulary - using a variety of ways to indicate time (eg expression of time, conjunctions, verbs such as wonder and remember).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students plan and compose, independently, an extensive range of texts on different themes and issues. They demonstrate knowledge about and competent control of language choices in texts in different modes and media. T C KC2 KC3 relating to outcomes 3.8, 4.8</td>
</tr>
</tbody>
</table>
Students plan and compose, independently, an extensive range of texts on different themes and issues. They demonstrate knowledge about and competent control of language choices in texts in different modes and media.

**GRAMMAR**
- Attempts to maintain consistent tense.
- Maintains consistent person (ie first or third).
- Uses statements, questions, commands and exclamations.
- Combines clauses to form a more complex sentence.
- Uses a range of conjunctions.
- Demonstrates subject–verb agreement.
- Uses a variety of pronouns.
- Shows appropriate use of reference items (eg those/these/that).
- Uses comparative forms of adjectives.
- Uses adverbs and adjectives to enhance meaning.

**PUNCTUATION**
- Uses common punctuation with accuracy.
- Uses direct and indirect speech.

**GRAMMAR**
- Maintains consistent tense.
- Uses complex sentences to link ideas and enhance meaning.
- Uses statements, questions, commands and exclamations.
- Combines clauses to form more complex sentence structures.
- Uses subject–verb agreement.
- Uses a variety of pronouns.
- Shows appropriate use of reference items (eg those/these/that).
- Uses comparative forms of adjectives.
- Uses adverbial and adjectival phrases and clauses to clarify and enhance meaning.

**PUNCTUATION**
- Punctuates broken quotations accurately.

- Uses language to create poetry/aesthetic texts, showing increasing familiarity with figurative expression.

**GRAMMAR**
- Consolidates and extends ability to:
  - use consistent tense
  - use a variety of complex sentences to communicate ideas and clarity
  - use statements, questions, commands and exclamations
  - combine clauses to form more varied complex sentence structures
  - use subject–verb agreement
  - use a variety of appropriate pronouns
  - use reference items
  - use comparative forms of adjectives
  - use adverbial phrases and clauses to clarify and enhance meaning.

---

3.8 Selects and uses a variety of language aspects when planning and composing a range of well-structured fiction, factual and media texts on different themes and issues.

4.8 Controls and adjusts most aspects of language when planning and composing an extensive range of written and multimedia texts on different themes and issues.
Learning Area: English

Writing

Band: Middle Years

Standards: 3 & 4

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>Strategies</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students develop a range of strategies for planning, composing and reviewing specific written texts. They use a multi-strategic approach to develop consistency and accuracy in the conventions of written texts. Id C KC3 KC6 relating to outcomes 3.12, 4.12</td>
<td>(refer p 58 for Middle–Senior Years)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 6 Standard 3</th>
<th>Year 7 Towards Standard 4</th>
<th>Year 8 Standard 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Plans, prepares and drafts texts of recognised genres, with scaffolding.</td>
<td>- Plans texts, choosing appropriate scaffolding which include a clear representation of the key idea and consideration of a specific audience.</td>
<td>- Develops a writing plan within set time limits.</td>
</tr>
<tr>
<td>- Creates texts by:</td>
<td>- Creates texts by:</td>
<td>- Identifies clearly, with support, the form, purpose and audience for their text (eg using a proforma, context sheet).</td>
</tr>
<tr>
<td>- creating a new cover for the text</td>
<td>- creating a role-play of a major issue</td>
<td>- Uses a range of strategies to spell all key words correctly (eg wordbanks, own spelling dictionary, lists).</td>
</tr>
<tr>
<td>- writing a poem about a character</td>
<td>- writing a poem expressing the views of a character or about an event</td>
<td>- Uses punctuation correctly to ensure clear communication.</td>
</tr>
<tr>
<td>- writing an article about the author explaining why the author wrote a particular text</td>
<td>- role-playing characters in a different setting</td>
<td>- Edits and proofreads own and others’ work.</td>
</tr>
<tr>
<td>- rewriting the text as a picture book.</td>
<td>- placing the character in a different timeframe or place with different values and describing own reaction</td>
<td>- Keeps an organised folio of written work.</td>
</tr>
<tr>
<td>- Edits and proofreads using teacher-generated checklists with peer/teacher assistance.</td>
<td>- writing a chapter that comes before or after the text.</td>
<td>- Reflects on and evaluates achievements regularly and identifies points of growth.</td>
</tr>
<tr>
<td>- Uses resources, with teacher prompting (eg dictionaries, checklists, basic thesaurus, computer spell check).</td>
<td>- Edits and proofreads using a variety of strategies including a checklist and editing software, with decreased teacher support.</td>
<td>- Uses a range of planning materials provided.</td>
</tr>
<tr>
<td>- Recognises misspelt words and takes action.</td>
<td>- Uses resources independently (eg computer spell check, rhyming dictionaries, maths dictionary, thesaurus).</td>
<td>- Provides structured constructive feedback to other students using prompts supplied.</td>
</tr>
<tr>
<td>- Develops a writing plan within set time limits.</td>
<td>- Uses writing partners.</td>
<td>A&amp;RQ: Have I explicitly modelled and supported my learners to be self-reflective on the feedback they receive?</td>
</tr>
</tbody>
</table>

3.12 Selects and uses a variety of strategies for planning, composing and reviewing own written texts and for consistently spelling most common words accurately. T C KC3

4.12 Uses, compares and adjusts multiple strategies for planning, composing and reviewing written texts. T C KC3

DRAFT
Students develop a range of strategies for planning, composing and reviewing specific written texts. They use a multi-strategic approach to develop consistency and accuracy in the conventions of written texts.

- Spells most commonly used words accurately.
- Uses punctuation such as capitals, full stops, question marks, exclamation marks, commas, speech marks, and apostrophes of contraction.
- Recognises and corrects common misspellings and takes action using a variety of strategies.
- Uses and checks unfamiliar vocabulary for both spelling and meaning.
- Uses punctuation such as interrupted direct speech marks, capitals, colons, semi-colons and apostrophes of possession.
- Uses paragraphing reflecting genre requirement (eg orientation and complication, resolution, reorientation in a narrative).
- Uses paragraphing reflecting genre requirement (eg thesis, argument(s), elaboration(s) and restatement of thesis in argument).
- Publishes and presents work to individuals and peers through:
  - displays (school, community)
  - class newsletter
  - school newsletter
  - neighbourhood papers.
- Reflects upon and evaluates the effectiveness of their product by using teacher-generated or self-generated rubrics for:
  - self-evaluation and assessment
  - peer assessment.
- Asks for feedback from peers, teacher, available adults, and community audience.
- Uses different ways of starting to compose (eg storyboarding, creating setting or character first, choosing not to start at the beginning yet maintaining cohesion).
- Works with others appropriately to develop group products using each other’s strengths and weaknesses.
- Uses own experiences as a basis or starting point of writing (eg developing a character, establishing atmosphere).
- Organises feedback using a variety of methods (eg self-devised pro formas/questionnaire), actively seeking it from target audiences and using it as a basis for reflection and further development.

3.12 Selects and uses a variety of strategies for planning, composing and reviewing own written texts and for consistently spelling most common words accurately.  

4.12 Uses, compares and adjusts multiple strategies for planning, composing and reviewing written texts.
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## Learning Area: English
### Band: Middle–Senior Years
#### Standards: 4 & 5

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>(refer p 10 for Middle Years)</th>
<th>Texts and contexts</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students respond to increasingly complex ideas and information and examine diversity of opinion when listening to a range of texts. They critically and creatively produce a range of spoken texts about topics and issues for a wide range of audiences. <strong>KC2 KC6</strong></td>
<td>Year 8 Standard 4</td>
<td>Year 9 Towards Standard 5</td>
<td>Year 10 Standard 5</td>
</tr>
<tr>
<td><strong>OUTCOMES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students analyse connections between purpose, context and audience when critically listening to a range of complex texts. They plan and produce a range of sophisticated spoken texts about topical and future issues to influence and inform local and global communities. <strong>In T C KC1 KC2 KC3 relating to outcomes 5.1, 5.2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examine a range of texts to analyse and compare ideas and opinions, and identify points of view (eg scripts, extended spoken texts such as talking books, poetry, speeches, talk-back radio, advertisements, film adaptations).</td>
<td>Examines a range of texts to critically analyse, compare ideas and opinions and identify points of view.</td>
<td>Examines a range of texts to critically analyse complex ideas and opinions and the relationship between context, purpose and audience.</td>
<td></td>
</tr>
<tr>
<td>Uses questions appropriately, considering Bloom’s Taxonomy to clarify meaning in a range of contexts.</td>
<td>Responds to spoken texts to demonstrate understanding (eg restating information, asking a relevant question).</td>
<td>Compares purpose, context, audience and form in spoken texts.</td>
<td></td>
</tr>
<tr>
<td>Clarifies text meaning by asking appropriate questions of the text and the speaker.</td>
<td>Identifies how race/gender/socio-economic status/culture influences the way a spoken text is interpreted.</td>
<td>Analyses critically how race/gender/socio-economic status/culture influences the way a spoken text is interpreted.</td>
<td></td>
</tr>
</tbody>
</table>
| Uses group discussions to develop and extend ideas and negotiate understanding (ie uses talking to learn). | Identifies the intended purposes of a range of texts, including:  
- persuasion (eg TV/radio commercials)  
- humour  
- an intended emotional response. | Analyses critically spoken texts to identify bias (eg talkback radio, current affairs programs, TV/radio commercials). |
| (refer p 6 for Concept Map and p 9 for Texts and Contexts—a range of texts) | | | |
| 4.1 Listens to a range of texts to examine key ideas and diverse opinions and to understand the effect of purpose, context and audience. **Id T C KC2** | 4.2 Produces a range of spoken texts about topics, events and issues of personal, community and world interest and adjusts speaking for a wide range of contexts and audiences. **In T C KC2** | 5.1 Listens to a range of texts to analyse and compare complex ideas and diverse opinions and judge the effect of the interrelationship between context, purpose and audience. **In T C KC1** | 5.2 Produces a range of spoken texts about specialised topics and current and future issues, and speaks appropriately in different contexts and for a variety of purposes and audiences. **F C KC2** |
Students respond to increasingly complex ideas and information and examine diversity of opinion when listening to a range of texts. They critically and creatively produce a range of spoken texts about topics and issues for a wide range of audiences. (TC KC2 KC6 relating to outcomes 4.1, 4.2)

Students analyse connections between purpose, context and audience when critically listening to a range of complex texts. They plan and produce a range of sophisticated spoken texts about topical and future issues to influence and inform local and global communities. (In TC KC1 KC2 KC3 relating to outcomes 5.1, 5.2)

- **Listens to a range of texts to:**
  - obtain information or knowledge
  - enter a conversation with an individual or in a group
  - develop skills in supportive listening
  - clarify personal values or beliefs
  - consider the way texts are structured for effect (eg poetry, music, jokes).

- **Listens carefully to a range of texts to:**
  - make connections between text and own attitudes, values and beliefs
  - synthesise differing points of view in order to adjust and adapt own opinion
  - gain an understanding of the conventions of participation in group or paired discussions (eg to summarise, agree, disagree, challenge, provide additional supporting information, exemplify, elicit information using appropriate questions).

- **Listens critically to a range of texts to:**
  - evaluate differences and similarities between attitudes, values and beliefs expressed in the text with their own
  - identify and articulate the differences in interactions in a group
  - understand how group communication skills enhance or inhibit individual participation.

- **Communicates in a variety of contexts and roles following appropriate conventions for the situation (eg in class groups, small group, one-to-one; using appropriate level of formality; taking turns appropriately).**

- **Communicates in a variety of contexts and roles following appropriate conventions for the situation and adopting a variety of roles (eg leader, sympathetic listener, note taker).**

- **Communicates effectively in a variety of contexts and roles following appropriate conventions for the situation and adopting a variety of roles.**

- **Listens to a range of texts to examine key ideas and diverse opinions and to understand the effect of purpose, context and audience.** (Id T C KC2)

4.1 Produces a range of spoken texts about topics, events and issues of personal, community and world interest and adjusts speaking for a wide range of contexts and audiences. (In T C KC2)

5.1 Produces a range of spoken texts about specialised topics and current and future issues, and speaks appropriately in different contexts and for a variety of purposes and audiences. (In T C KC1)

5.2 Produces a range of spoken texts about specialised topics and current and future issues, and speaks appropriately in different contexts and for a variety of purposes and audiences. (F C KC2)
Students respond to increasingly complex ideas and information and examine diversity of opinion when listening to a range of texts. They critically and creatively produce a range of spoken texts about topics and issues for a wide range of audiences.

**T C KC2 KC6 relating to outcomes 4.1, 4.2**

Students analyse connections between purpose, context and audience when critically listening to a range of complex texts. They plan and produce a range of sophisticated spoken texts about topical and future issues to influence and inform local and global communities.

**In T C KC1 KC2 KC3 relating to outcomes 5.1, 5.2**

- Produces a range of formal and informal spoken texts about topics, events and complex issues of personal, community and global relevance, considering form, purpose, context and audience, including:
  - acting as a tour guide, dealing with a range of community members
  - responding to guest speakers thanking them and reflecting on detail and content of the presentation
  - introducing speakers giving biographical detail
  - presenting information to peers, primary students or parents
  - presenting a dramatic monologue and role-playing
  - participating in school committees such as SRC
  - participating in informal debates.
- Displays awareness of audience with consideration of language, content, tone and structure.
- Uses supporting material, including multimodal texts, to enhance communication by providing the appropriate format (e.g. PowerPoint, filming of oral presentations, posters, whiteboards).
- Analyses critically the relationship between speaker and audience, taking into account:
  - purpose, context, form, subject matter and audience
  - how voice, volume, pronunciation, emphasis, pause, pace, posture and eye contact impact on engagement of the audience.

**4.1** Listens to a range of texts to examine key ideas and diverse opinions and to understand the effect of purpose, context and audience.

**Id T C KC2**

**4.2** Produces a range of spoken texts about topics, events and issues of personal, community and world interest and adjusts speaking for a wide range of contexts and audiences.

**In T C KC2**

**5.1** Listens to a range of texts to analyse and compare complex ideas and diverse opinions and judge the effect of the interrelationship between context, purpose and audience.

**In T C KC1**

**5.2** Produces a range of spoken texts about specialised topics and current and future issues, and speaks appropriately in different contexts and for a variety of purposes and audiences.

**F C KC2**
Students respond to increasingly complex ideas and information and examine diversity of opinion when listening to a range of texts. They critically and creatively produce a range of spoken texts about topics and issues for a wide range of audiences.

4.1 Listens to a range of texts to examine key ideas and diverse opinions and to understand the effect of purpose, context and audience.

4.2 Produces a range of spoken texts about topics, events and issues of personal, community and world interest and adjusts speaking for a wide range of contexts and audiences.

5.1 Listens to a range of texts to analyse and compare complex ideas and diverse opinions and judge the effect of the interrelationship between context, purpose and audience.

5.2 Produces a range of spoken texts about specialised topics and current and future issues, and speaks appropriately in different contexts and for a variety of purposes and audiences.
## Learning Area: English

### Listening and speaking

**Band: Middle–Senior Years**

**Standards: 4 & 5**

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students listen to and interact with a wider range of audiences/users for different purposes and contexts, and learn about and integrate aspects of spoken language. They produce a variety of spoken texts, demonstrating control of language, as they communicate with school and extended community audiences. <strong>In T C KC2 relating to outcomes 4.5, 4.5</strong></td>
<td></td>
</tr>
<tr>
<td>Students listen to and interact with diverse audiences in many contexts and media, and learn about and critically analyse aspects of spoken language. They produce a variety of spoken texts demonstrating control and manipulation of language as they communicate with a wide range of community and global audiences. <strong>In T C KC1 KC2</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td><strong>Year 8</strong></td>
</tr>
<tr>
<td><strong>Standard 4</strong></td>
<td><strong>Towards Standard 5</strong></td>
</tr>
<tr>
<td>• Begins to evaluate how the elements of language, including puns, colloquialisms and anecdotes, are used in a text to influence a listener.</td>
<td>• Evaluates critically how the elements of language, including irony and sarcasm, are used to influence the listener.</td>
</tr>
<tr>
<td>• Identifies the intended audience of the speaker by evaluating the language.</td>
<td>• Identifies the way in which a spoken text can be manipulated to enhance communication with an audience.</td>
</tr>
<tr>
<td>• Identifies and understands the connections between body language, gestures and posture with content and purpose.</td>
<td>• Uses non-verbal communication cues to enhance oral presentations.</td>
</tr>
<tr>
<td>• Articulates, evaluates and analyses a spoken text.</td>
<td>• Identifies the way in which race/gender/socio-economic status/culture influences understanding of a spoken text.</td>
</tr>
</tbody>
</table>

4.5 Evaluates specific aspects of spoken language when listening and responding to texts in a wide range of contexts. **T C KC1**

4.6 Controls and adjusts most aspects of language when producing a variety of spoken texts for a wider range of school and appropriate community audiences. **Id T C KC2**

5.5 Shows understanding of the interrelationships between aspects of spoken language when listening and responding to texts in an extended range of contexts. **C KC1**

5.6 Manipulates language when producing a variety of spoken texts appropriate for an extended range of school and community audiences. **In C KC2**

(Refer p 13 for Middle Years)
Students listen to and interact with a wider range of audiences/users for different purposes and contexts, and learn about and integrate aspects of spoken language. They produce a variety of spoken texts, demonstrating control of language, as they communicate with school and extended community audiences.

In T C KC2 relating to outcomes 4.5, 4.5

Students listen to and interact with diverse audiences in many contexts and media, and learn about and critically analyse aspects of spoken language. They produce a variety of spoken texts demonstrating control and manipulation of language as they communicate with a wide range of community and global audiences.

In T C KC1 KC2

- Selects the appropriate vocabulary and expression for the context, including:
  - formal—inclusive, non-colloquial
  - informal—able to use language in social settings to engage peers in relationships
  - in negotiation
  - building and maintaining relationships.

- Uses genre structure (e.g., in an argument starts with thesis, including position and preview followed by argument(s) with points and elaborations followed by reiteration of the thesis).
- Makes more selective choices of vocabulary with a greater confidence (e.g., uses verbs that express action process: ‘He peered at me’).
- Uses subject specific language and terms (e.g., poetic terms, grammar conventions, word banks).
- Uses quotations, metaphors, images and similes to clarify and enhance communication.
- Uses personal anecdotes to illustrate and support points of view.

- Extends vocabulary and uses it with confidence in oral presentations, including:
  - using complex sentences appropriately
  - showing awareness of register for different situations.

- Consolidates understanding of genre structure and is able to manipulate features of an argument or persuasion to create own text.

- Analyses critically the appropriate vocabulary and expression for the context of a spoken text (e.g., uses technical language confidently where required).

- Evaluates critically genre structure and manipulates features of an argument or persuasion to create own text.

- Articulates abstract ideas more effectively (e.g., objectively referencing a range of experts on global issues).

4.5 Evaluates specific aspects of spoken language when listening and responding to texts in a wide range of contexts.

T C KC1

4.6 Controls and adjusts most aspects of language when producing a variety of spoken texts for a wider range of school and appropriate community audiences.

T C KC1

4.5, 4.6

C KC1

5.5 Shows understanding of the interrelationships between aspects of spoken language when listening and responding to texts in an extended range of contexts.

C KC1

5.6 Manipulates language when producing a variety of spoken texts appropriate for an extended range of school and community audiences.
<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>Strategies</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students apply a variety of strategies for listening in order to summarise critically, make inferences and respond to what they have heard. They apply these strategies when adjusting their speaking for wider contexts and audiences in order to communicate challenging ideas and opinions about issues.</td>
<td>Year 8 Standard 4</td>
<td>Year 9 Towards Standard 5</td>
</tr>
<tr>
<td>- Uses and begins to reflect on a variety of strategies for listening critically to differing perspectives in a range of spoken texts.</td>
<td>- Uses, and continues to critically reflect on, a variety of strategies for listening critically to different perspectives in a range of spoken texts.</td>
<td>- Uses, and critically reflects on, a range of strategies to listen analytically to differing perspectives in a range of spoken texts.</td>
</tr>
<tr>
<td>- Practises listening to different texts for different purposes such as:</td>
<td>- Practises listening to different texts for different purposes (eg analysing the main points in an argument and supporting evidence).</td>
<td>- Practises listening to different texts for different purposes (eg critically analysing the main points in an argument and supporting evidence).</td>
</tr>
<tr>
<td>- when identifying main points in an argument and supporting evidence</td>
<td>- for information</td>
<td>- for pleasure or appreciation.</td>
</tr>
<tr>
<td>- when entering a discussion</td>
<td>- when supporting the speaker to explore their ideas</td>
<td></td>
</tr>
<tr>
<td>- for pleasure or appreciation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Practises use of the following strategies to demonstrate ongoing engagement with the speaker:</td>
<td>- Practises use of the following strategies to demonstrate ongoing engagement with the speaker:</td>
<td></td>
</tr>
<tr>
<td>- maintaining eye contact</td>
<td>- engaging eye contact</td>
<td></td>
</tr>
<tr>
<td>- clarifying</td>
<td>- affirming gestures and sounds</td>
<td></td>
</tr>
<tr>
<td>- note-taking, using checklists and proformas.</td>
<td>- empathetic contributions</td>
<td></td>
</tr>
<tr>
<td>- Considers key questions to identify the speaker of a text as well as the intended audience and reflects on the impact of these on the structure of the text and choice of language.</td>
<td>- asking for clarification</td>
<td></td>
</tr>
<tr>
<td>- note-taking, using checklists and proformas.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Outcomes

**4.9** Uses and compares a variety of strategies for listening critically to diverse perspectives in a range of spoken texts.

**4.10** Controls and adjusts a variety of strategies for planning, composing, presenting and evaluating spoken texts for wider community audiences.

**5.9** Uses and critically reflects on a range of strategies to listen analytically to diverse perspectives in a range of texts.

**5.10** Manipulates a wide variety of strategies for planning, composing, presenting and evaluating a range of spoken texts for an extended range of school and community audiences.
Students apply a variety of strategies for listening in order to summarise critically, make inferences and respond to what they have heard. They apply these strategies when adjusting their speaking for wider contexts and audiences in order to communicate challenging ideas and opinions about issues.

Students analyse alternative viewpoints in texts by synthesising a range of strategies for listening in order to reflect, interpret, challenge and critically analyse spoken texts. They apply these strategies to manipulate speaking for a variety of community and some global situations in order to communicate complex ideas and issues.

- Uses enterprise skills to formulate a checklist for peer evaluation.
- Evaluates own and others’ performances by listening to or viewing audio and video recordings.
- Uses peer and teacher conferencing to develop oral presentations and responds to feedback.

- Takes opportunities to put language texts into practice by:
  - role-playing
  - running mock debates and class meetings
  - negotiating tasks
  - working in groups.

- Speaks to a range of audiences from small groups to whole community groups, where possible.

- Uses range of strategies to extricate the required level of detail from a spoken text (e.g., uses electronic taping).
- Creates an extended action plan on a given or self-chosen research topic that incorporates planning, presenting a product and evaluation in collaboration with a mentor.
- Responds to mentor’s constructive criticism to manage, change and adapt and extended action plan.

- Takes opportunities to put language texts into practice, using higher order thinking skills and greater sophistication, by:
  - role-playing
  - running mock debates, class meetings
  - negotiating tasks
  - working in groups
  - working together to research and plan for oral presentations
  - working with a mentor.

- Uses a range of strategies to extricate the required level of detail from a spoken text (e.g., uses electronic taping).
- Creates an extended action plan on a given or self-chosen research topic that incorporates planning, presenting a product and evaluation in collaboration with a mentor.
- Responds to mentor’s constructive criticism to manage, change and adapt and extended action plan.

A&RQ: Have I engaged my learners in establishing the criteria for success?

- Interacts effectively with a range of community groups.

4.9 Uses and compares a variety of strategies for listening critically to diverse perspectives in a range of spoken texts.

4.10 Controls and adjusts a variety of strategies for planning, composing, presenting and evaluating spoken texts for wider community audiences.

5.9 Uses and critically reflects on a range of strategies to listen analytically to diverse perspectives in a range of texts.

5.10 Manipulates a wide variety of strategies for planning, composing, presenting and evaluating a range of spoken texts for an extended range of school and community audiences.
## Learning Area: English
### Reading and viewing
#### Band: Middle–Senior Years

#### Standards: 4 & 5

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>(refer p 19 for Middle Years)</th>
<th>Texts and contexts</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 8</strong> Standard 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students examine past, present and future representations of society as they critically interpret a range of visual, multimodal and written texts which contain increasingly complex ideas about local and global issues. F In T C KC1 relating to outcome 4.3</td>
<td>• Reads fiction texts individually for enjoyment and for challenging and extending personal tastes and interests.</td>
<td>• Reads and understands a range of shared and individually selected texts (ie literature, media and everyday texts) containing multiple cultural and social perspectives which allow examination of own and others’ understanding of our world.</td>
<td>4.3 Reads and views a range of texts containing multiple social and cultural perspectives and examines personal and diverse understandings of the contemporary world. In T KC1</td>
</tr>
<tr>
<td>Students critically analyse multiple views of the past, present and future as they read, view and interpret a range of visual, multimodal and written texts which contain complex ideas and different perspectives on local and global community issues. F Id In T KC1 KC6 KC7 relating to outcome 5.3</td>
<td>• Reads and views a range of shared and individually selected texts (ie literature, media and everyday texts) containing multiple social and cultural perspectives which allow examination of own and others’ understanding of the world.</td>
<td>• Demonstrates understanding of literature texts covering daily life, school and work.</td>
<td>5.3 Reads and views a range of texts containing challenging ideas and issues and multiple views of the past, present and future and examines some relationships between texts, contexts, readers and producers of texts. F In T KC6</td>
</tr>
<tr>
<td></td>
<td>• Reads and examines literature texts covering daily life, school and work.</td>
<td>• Researches non-fiction texts, both electronic and print, to support learning and to develop reading for daily living.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Reads non-fiction texts individually to support learning, to develop reading for daily life, and to support hobbies and lifestyle.</td>
<td>• Continues to explore, in greater depth, social issues and cultural perspectives presented by a range of fiction and non-fiction texts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Negotiates with the whole class or in groups to explore current, past and future social issues and cultural perspectives presented by a range of fiction and non-fiction texts.</td>
<td>• Develops skills further in identifying persuasive techniques used in a range of texts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Demonstrates understanding of film techniques and elements used by director to tell a story or portray a particular point of view.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Researches the background context from which a particular text was produced (eg Shakespeare’s England, Africa under apartheid for <em>Mississippi Burning</em> and virtual reality for <em>Matrix</em> trilogy).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Develops skills further in identifying persuasive techniques used in a range of texts.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Students examine past, present and future representations of society as they critically interpret a range of visual, multimodal and written texts which contain increasingly complex ideas about local and global issues.

**F In T C KC1 relating to outcome 4.3**

Students critically analyse multiple views of the past, present and future as they read, view and interpret a range of visual, multimodal and written texts which contain complex ideas and different perspectives on local and global community issues.

**F Id In T KC1 KC6 KC7 relating to outcome 5.3**

- Considers critically aspects of texts, including:
  - who the intended audience is and the reading or viewing levels
  - what the text types (genres) are which are being used
  - how and why the text has been constructed to present the themes and issues in a particular way
  - how the structure and language of the genre is used to influence the audience’s responses and understandings.

- Considers critically and analyses aspects of texts, including:
  - who the intended audience is and the reading or viewing levels
  - what the text types (genres) are which are being used
  - how and why the text has been constructed to present the themes and issues in a particular way
  - how the structure and language of genre is used to influence the audience’s responses and understandings.

- Demonstrates critical understanding of the process of working from a storyboard through to finished visual product (e.g. Lord of the Rings, Matrix).

- Reads, uses and understands paired texts which can be connected by character/theme/genre/director/author and demonstrates understanding of the links.

- Demonstrates understanding of multiple viewpoints of issues raised through their reading/viewing of a variety of texts.

**4.3** Reads and views a range of texts containing multiple social and cultural perspectives and examines personal and diverse understandings of the contemporary world.

**In T KC1**

**5.3** Reads and views a range of texts containing challenging ideas and issues and multiple views of the past, present and future and examines some relationships between texts, contexts, readers and producers of texts.

**F In T KC6**
### Learning Area: English

### Reading and viewing

#### Band: Middle–Senior Years

#### Standards: 4 & 5

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>(refer p 21 for Middle Years)</th>
<th>Language</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students independently read, view and interpret a range of written, visual and multimodal texts dealing with more complex themes and issues. They identify and critically appraise combinations of language choices in these texts, and discuss how these work to influence readers' and viewers' responses and understandings. <strong>In T C KC1 KC2 relating to outcome 4.7</strong></td>
<td>Year 8 Standard 4</td>
<td>Year 9 Towards Standard 5</td>
<td>Year 10 Standard 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language OUTCOMES</strong></td>
<td><strong>Year 8</strong></td>
<td><strong>Year 9</strong></td>
<td><strong>Year 10</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Students read, view and interpret a broad range of text dealing with abstract themes and issues. They analyse and discuss how patterns of linguistic and visual choices contribute to the construction of possible worlds and cultural values in written, visual and multimodal texts. **In T C KC1 KC2 KC7 relating to outcome 5.7** | - Considers language, understanding there is a link between genre and language used, including:  
  - sentence length and complexity  
  - maintenance of tone and mood  
  - punctuation—apostrophes, direct/indirect speech, dash, colon, semi-colon, full stop, commas, exclamation marks  
  - spelling conventions. | - Analyses language, understanding there is a link between genre and the language used, including:  
  - sentence length and complexity  
  - colloquial language  
  - everyday versus technical language  
  - figurative language  
  - maintenance of tone and mood  
  - punctuation—apostrophes, direct/indirect speech, dash, colon, semi-colon, full stop, commas, exclamation marks  
  - spelling conventions. | - Analyses critically language, understanding there is a link between genre and language used.  
  - Begins to understand the language of satire and black humour. | **OUTCOMES** | 4.7 Analyses and evaluates features of written texts and visual images when reading and viewing independently a range of texts dealing with more complex themes and issues. **In T C KC1**  
5.7 Identifies and critically appraises combinations of features in texts when reading and viewing a broad range of texts dealing with abstract themes and sociocultural values. **In T C KC1** |
Students independently read, view and interpret a range of written, visual and multimodal texts dealing with more complex themes and issues. They identify and critically appraise combinations of language choices in these texts, and discuss how these work to influence readers’ and viewers’ responses and understandings.

In T C KC1 KC2 relating to outcome 4.7

Students read, view and interpret a broad range of texts dealing with abstract themes and issues. They analyse and discuss how patterns of linguistic and visual choices contribute to the construction of possible worlds and cultural values in written, visual and multimodal texts.

In T C KC1 KC2 relating to outcome 5.7

Students read fiction texts, including novels, short stories, poetry, scripts, diaries, journals, websites, e-magazines, considering the structure before focusing on language.

Structure:
- plot (eg storylines: climax points of action from the beginning of the text through to resolution) and sub-plot (where applicable)
- characters (eg main, minor, and the interplay between characters)
- themes (eg the writer’s main message)
- narrative point of view and its significance (eg who is telling the story).

Language:
- formal versus colloquial language
- everyday versus technical language
- figurative language (eg puns, irony, satire, sarcasm).

Students read fiction texts, including novels, short stories, poetry, scripts, diaries, journals, websites and e-magazines, considering the structure before focusing on language.

Structure:
- interplay between major and minor characters and an understanding of their relative importance (eg why a character who might appear only once can be of major importance)
- narrative point of view and its significance (eg the reasons why point of view might change).

Language:
- interpersonal features such as tone, mood
- punctuation.

Students read fiction texts including novels, short stories, poetry, scripts, diaries, journals, websites and e-magazines, considering the structure before focusing on language.

Structure:
- critically analyses the structure of visual texts in relation to purpose and form (eg picture books, cartoons, novels, short stories, poems, print media cartoons).

Language:
- the way in which language can be misunderstood such as in satire and black humour (ie the apparent meaning is not necessarily the real meaning).
Students independently read, view and interpret a range of written, visual and multimodal texts dealing with more complex themes and issues. They identify and critically appraise combinations of language choices in these texts, and discuss how these work to influence readers’ and viewers’ responses and understandings.

In T C KC1 KC2

related to outcome 4.7

Students read, view and interpret a broad range of texts dealing with abstract themes and issues. They analyse and discuss how patterns of linguistic and visual choices contribute to the construction of possible worlds and cultural values in written, visual and multimodal texts.

In T C KC1 KC2 KC7

related to outcome 5.7

4.7 Analyses and evaluates features of written texts and visual images when reading and viewing independently a range of texts dealing with more complex themes and issues.

In T C KC1

5.7 Identifies and critically appraises combinations of features in texts when reading and viewing a broad range of texts dealing with abstract themes and sociocultural values.

- Views fiction texts, including film, TV dramas, soap operas, multimedia texts and advertising, considering the structure of a visual text before focusing on the language.
  
  Structure:
  - plot and sub-plot (as for written texts)
  - characters (eg actor characteristics such as physical features and what they bring to the role)
  - theme (eg director’s main messages)
  - narrative point of view (eg the role of the camera in telling the story)
  - setting (eg the world of the film)
  - editing (eg what is left in the film and what shots are not included)
  - cutting (eg the length of scenes, to pace the film).

  Language:
  - camera use (eg angles, position, shot type)
  - technical effects (eg music, dialogue, sound, lighting).

- Analyses visual fiction texts (eg film, TV dramas, soap operas, multimedia texts, advertising showing understanding of the structure of a visual text before focusing on the language.
  
  Structure:
  - characters—actor characteristics, including non-verbal communication such as gestures and facial expressions and what they bring to the role
  - setting—the world of the film and the connection between that world and the plot and themes.

  Language:
  - camera use, including angles, position, shot type and the purpose of these (eg zooming in to develop intimacy or shooting from above to make a character appear smaller or less important)
  - technical effects (eg music, dialogue, sound and lighting and the effect of changing these such as the style of music or silence).

- Analyses critically visual fiction texts (eg film, TV dramas, soap operas, multimedia texts, advertising, cartoons) understanding the requirements of the structure of a visual text before focusing on the language.
  
  Structure:
  - maps features of the plot and sub-plot
  - analyses characters—actor characteristics, including their quality of acting skills and believability and what they bring to the role
  - identifies themes—director’s main messages and how they are delivered to the audience.

  Language:
  - analyses and describes camera use, its purpose and effect
  - analyses and describes the use of technical effects, their purpose and the effect of changing these.
Students independently read, view and interpret a range of written, visual and multimodal texts dealing with more complex themes and issues. They identify and critically appraise combinations of language choices in these texts, and discuss how these work to influence readers’ and viewers’ responses and understandings.

**In T C KC1 KC2 relating to outcome 4.7**

Students read, view and interpret a broad range of texts dealing with abstract themes and issues. They analyse and discuss how patterns of linguistic and visual choices contribute to the construction of possible worlds and cultural values in written, visual and multimodal texts.

**F In T C KC1 KC2 KC7 relating to outcome 5.7**

- Reads non-fiction texts, including everyday texts, biographies and autobiographies, considering and using the **structure** and **language** of everyday texts as found in diaries and journals, instructions, text messaging, e-mail, chatrooms, discussions, notes, formal letters, minutes of class meetings, instruction booklets, newspapers, magazines and e-magazines.

- Analyses non-fiction texts, including everyday texts, biographies and autobiographies, recognising and using the **structure** and **language** of everyday texts as found in diaries and journals, instructions, text messaging, e-mails, chatrooms, discussions, notes, formal letters, minutes of class meetings, instruction booklets, newspapers, magazines and e-magazines.

- Views non-fiction texts (eg documentaries, journalism, photojournalism, webpages, news reports, chat shows) considering the **structure** of the non-fictional visual text in relation to its purpose and form and the **language**, including:
  - voice-overs
  - interviews
  - subtitles
  - text boxes on a screen
  - sound effects and music.

- Views non-fiction texts (eg documentaries, journalism, photojournalism, webpages, news reports, chat shows) and analyses the **structure** of the non-fictional visual text in relation to its purpose and form and the **language** employed, including:
  - voice-overs (eg language conventions used by the speaker)
  - subtitles
  - text boxes on screen
  - language conventions used by interviewer and interviewees
  - sound effects and music
  - editing
  - camera angles, shot type.

- Examines critically the nature of non-fiction texts focusing on electronic media (eg e-mails, chatrooms, blogs, bulletin boards, text messaging).

**4.7 Analyses and evaluates features of written texts and visual images when reading and viewing independently a range of texts dealing with more complex themes and issues.**

**5.7** Identifies and critically appraises combinations of features in texts when reading and viewing a broad range of texts dealing with abstract themes and sociocultural values.

**In T C KC1**
## Learning Area: English

### Reading and viewing

**Band: Middle–Senior Years**

**Standards: 4 & 5**

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>(refer p 25 for Middle Years)</th>
<th>Strategies</th>
<th>OUTCOMES</th>
</tr>
</thead>
</table>
| Students use a range of reading/viewing strategies to research independently and in teams, record specific information and critically interpret increasingly complex texts. **F Id C KC1 KC2 KC4 relating to outcome 4.11** | Students draw on multiple reading/viewing strategies to organise and interpret information for specific purposes, to manage and reflect on personal reading programs, and to critically interpret texts with multiple levels of meaning. **Id T C KC1 relating to outcome 5.11** | Year 8 Standard 4  
- Begins to demonstrate an understanding of the four roles of the reader described by Freebody and Luke:  
  - Code breaker  
  - Text participant: Participating in meaning of texts  
  - Text user: Using texts functionally  
  - Text analyst: Critically analysing and transforming texts.  
- Remembers content by:  
  - Participating in quiz show games based on questions developed by groups of students to ask each other, or based on teacher directed questions  
  - developing and producing a timeline of the text  
  - storyboarding of important scenes  
  - doing cloze exercises of the text that can be completed in small groups (eg for poetry). | Year 9 Towards Standard 5  
- Demonstrates the four roles of the reader described by Freebody and Luke.  
- Interprets content through exercises (eg creates games, timelines, storyboards, character portraits, role-plays). | Year 10 Standard 5  
- Demonstrates a high level of competency in the four roles of the reader described by Freebody and Luke.  
- Demonstrates understanding of the content in a non-written form (eg collage, film, role-play, music). |  
4.11 Controls, adjusts and compares a variety of strategies for locating and recording information and for reading, viewing and critically interpreting written and visual texts for specific purposes. **T C KC1 KC2**  
5.11 Manipulates and synthesises a wide variety of strategies for reading, viewing, critically interpreting and reflecting on texts with multiple levels of meaning. **T C KC1** |
Students use a range of reading/viewing strategies to research independently and in teams, record specific information and critically interpret increasingly complex texts.

Students draw on multiple reading/viewing strategies to organise and interpret information for specific purposes, to manage and reflect on personal reading programs, and to critically interpret texts with multiple levels of meaning.

**4.11**

- Considers content by:
  - keeping a diary/journal as a character
  - creating a newspaper article relevant to the text
  - writing a script for an imaginary scene between two main characters
  - writing letters as a character
  - retelling the story from another point of view
  - condensing the story to a limit of 100 words
  - making presentations relevant to the text (e.g., oral, multimedia, posters, brochures)
  - participating in class/small group discussions on elements of the text.

- Demonstrates understanding of content by:
  - keeping a diary/journal as a character
  - creating a newspaper article relevant to the text
  - writing a script for an imaginary scene between two main characters
  - writing letters as a character
  - re-telling the story from another point of view
  - condensing the story to a limit of 100 words
  - making presentations (e.g., oral, multimedia, posters, brochures relevant to the text)
  - participating in class/small group discussions on elements of the text.

- Analyses content critically by:
  - demonstrating understanding of text elements through a range of exercises
  - recounting an incident from a text from a particular character’s point of view
  - role-playing a scene to evaluate its purpose in the text
  - presenting, in pairs, a tutorial to the class on elements of the text.

- Applies acquired knowledge by:
  - re-writing the plot in other genres
  - writing a prequel or sequel
  - adding new scenes to the text
  - storyboarding a scene of a visual text
  - building character portraits using their own words

- Applies knowledge by:
  - re-writing the plot in other genres
  - writing a prequel or sequel
  - adding new scenes to the text
  - storyboarding a scene of a visual text
  - building character portraits using their own words
  - examining the impact of film elements such as music in a visual text

- Demonstrates understanding of techniques used to create text and sub-text messages in a variety of texts (e.g., Lord of the Flies, The Simpsons).

- Analyses content critically by:
  - demonstrating understanding of the themes in the text
  - connecting texts by comparing and contrasting characters, plots and themes in short stories, visual texts and poems
  - answering complex interpretive questions.

**5.11**

- Manipulates and synthesises a wide variety of strategies for reading, viewing, critically interpreting and reflecting on texts with multiple levels of meaning.

- Demonstrates understanding of techniques used to create text and sub-text messages in a variety of texts (e.g., Lord of the Flies, The Simpsons).
Students use a range of reading/viewing strategies to research independently and in teams, record specific information and critically interpret increasingly complex texts.

4.11 Controls, adjusts and compares a variety of strategies for locating and recording information and for reading, viewing and critically interpreting written and visual texts for specific purposes.

Students draw on multiple reading/viewing strategies to organise and interpret information for specific purposes, to manage and reflect on personal reading programs, and to critically interpret texts with multiple levels of meaning.

Id T C KC1
relating to outcome

4.11 Manipulates and synthesises a wide variety of strategies for reading, viewing, critically interpreting and reflecting on texts with multiple levels of meaning.

T C KC1

- writing dialogue or providing music for a scene of a visual text (eg watching the scene without sound and then writing the dialogue, then comparing written with original and discussing the visual clues that led them to believe what was being said)
- connecting texts by comparing and contrasting characters and plots in short stories, visual texts and poems
- answering simple interpretative questions.

• Evaluates the text by:
  - writing in a reflective journal, focusing on techniques of the written and visual texts and how they affect the reader or viewer
  - composing a critical review of texts for publication (eg for SAETA Newsletter, classroom use, cross-age tutoring)
  - comparing the constructions of gender, race and social class in the world of the text against their own
  - connecting themes in written and visual texts with own experiences, beliefs and values.

- writing dialogue for a scene of visual text (eg watching the scene without sound, writing the dialogue, then comparing written with original and discussing the visual clues that led them to believe what was being said)
- connecting texts by comparing and contrasting characters and plots in short stories, visual texts and poems
- answering interpretive questions.

• Evaluates the text by:
  - keeping a reflective journal, analysing techniques of the written and visual texts and how they affect the reader/viewer
  - composing a critical review of texts for publication (eg school newsletter, magazine)
  - analysing the construction of gender, race and social class in the world of the text against their own
  - analysing themes in written and visual texts comparing with own experiences, beliefs and values.

• Evaluates content by:
  - keeping a reflective journal, critically analysing techniques of the written and visual texts and how they affect the reader/viewer
  - composing a critical review of texts for publication (eg in *The Advertiser*)
  - critically analysing themes in written and visual texts comparing with own experiences, beliefs and values whilst considering socio-economic background, gender, race and culture of readers, writer and characters
  - critically analysing the way language in texts changes according to gender, race, culture, socio-economic status.
Students use a range of reading/viewing strategies to research independently and in teams, record specific information and critically interpret increasingly complex texts.

**F Id C KC1 KC2 KC4**

**relating to outcome 4.11**

Students draw on multiple reading/viewing strategies to organise and interpret information for specific purposes, to manage and reflect on personal reading programs, and to critically interpret texts with multiple levels of meaning.

**Id T C KC1**

**relating to outcome 5.11**

- **Utilises some of the following strategies to synthesise knowledge:**
  - proposing alternative endings for the text and demonstrating an understanding of how this may alter themes
  - communicating the themes of the text in another way, using another genre
  - identifying a set of common elements for a specific genre (eg westerns, science fiction, humour)
  - creating elements of stereotypical characters (eg hero and heroine).

- **Synthesises knowledge by:**
  - proposing alternative endings for the text and demonstrating an understanding of how this may alter themes
  - communicating the themes of a text in another way (eg using another genre)
  - identifying a set of common elements for specific genres (eg westerns, science fiction, humour)
  - creating identifiable stereotypical characters (eg reluctant hero, coward, bully)
  - beginning to create complex multi-dimensional characters.

- **Synthesises knowledge by:**
  - writing a narrative about the life of a character ten years from the time of the text
  - creating imaginative writing such as changing the events of a text to a different time period or genre
  - writing a parody of the text
  - writing two different versions for a scene of visual text watched without sound, analysing the way verbal clues can lead to different meanings.

**4.11**

Controls, adjusts and compares a variety of strategies for locating and recording information and for reading, viewing and critically interpreting written and visual texts for specific purposes.

**T C KC1 KC2**

**5.11**

Manipulates and synthesises a wide variety of strategies for reading, viewing, critically interpreting and reflecting on texts with multiple levels of meaning.

**T C KC1**
Learning Area: English

Writing

Band: Middle–Senior Years

Standards: 4 & 5

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>(refer p 29 for Middle Years)</th>
<th>Texts and contexts</th>
<th>Year 8 Standard 4</th>
<th>Year 9 Towards Standard 5</th>
<th>Year 10 Standard 5</th>
<th>OUTCOMES</th>
</tr>
</thead>
</table>
| Students choose and compose a range of written texts which explore different perspectives about local and some global issues. They apply an understanding of context, purpose and audience to their own writing. | | | | | | 3.4 Composes a range of texts that include ideas and information about familiar and some unfamiliar topics and applies an understanding of audience, purpose and context.  
Id T C KC2 |
| In T C KC2 KC3 relating to outcomes 3.4, 4.4 | | | | | | 4.4 Composes a range of texts that include detailed information and explore different perspectives about a range of issues and adjusts texts for particular audiences, purposes and contexts.  
Id C KC2 |
| Students examine different perspectives about challenging local and global issues as they plan and compose a range of written texts. They critically analyse their own written texts for context, purpose and audience. | | | | | | 5.4 Composes a range of texts that include detailed information and explore different perspectives about diverse topics or issues and adjusts the text to produce an intended effect upon the audience.  
In T C KC1 |
| (refer p 8 for Concept Map and p 9 for Texts and Contexts—a range of texts) | | | | | | |
| • Composes a range of text forms (eg recount, narrative, procedure, report, imaginative recount, exposition) and experiments with a range of text features, various perspectives and writing for a wider audience. | | | | | | 3.4 Composes a range of texts that include ideas and information about familiar and some unfamiliar topics and applies an understanding of audience, purpose and context.  
Id T C KC2 |
| • Composes texts on a single topic, such as writing about the demolition of a theme park, showing the ability to adapt to purpose and audience, including:  
  - writing a letter as a property developer  
  - imaginative writing about an important object found in the park  
  - a newspaper report  
  - interview questions for a prospective developer  
  - as a long term resident writing to a relative. | | | | | | 4.4 Composes a range of texts that include detailed information and explore different perspectives about a range of issues and adjusts texts for particular audiences, purposes and contexts.  
Id C KC2 |
| • Demonstrates knowledge of written text conventions and awareness of context, purpose and audience when writing for less familiar audiences, real or imagined. | | | | | | 5.4 Composes a range of texts that include detailed information and explore different perspectives about diverse topics or issues and adjusts the text to produce an intended effect upon the audience.  
In T C KC1 |
| • Composes a range of texts demonstrating control over an increasing range of text features. | | | | | | |
| • Composes texts, with support, which compare ideas and their treatment (eg compares content and structural features of a film script and an article about a similar topic). | | | | | | |
| • Uses clear ideas about topic, purpose and intended audience to structure writing and make decisions about language (eg hooks the reader’s attention with surprising event at the beginning of a story, poses rhetorical questions). | | | | | | |
| • Uses graphic elements and other visual elements in own texts appropriately (eg uses appropriate visual elements to persuade in advertisements). | | | | | | |
| • Experiments with using different text forms within other texts (eg incorporating e-mail or text messages within stories, incorporating tables or graphs to support written elements in expository texts). | | | | | | |
Students choose and compose a range of written texts which explore different perspectives about local and some global issues. They apply an understanding of context, purpose and audience to their own writing.

<table>
<thead>
<tr>
<th>In TC KC2 KC3 relating to outcomes 3.4, 4.4</th>
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</table>

Students examine different perspectives about challenging local and global issues as they plan and compose a range of written texts. They critically analyse their own written texts for context, purpose and audience.

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<tr>
<th>In TC KC1 KC2 KC3 relating to outcome 5.4</th>
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</table>

- Writes with increasing control over both objective and subjective position/perspectives, depending on purpose.
- Selects appropriate form for purpose and audience (eg uses PowerPoint, writes feature article rather than letter to editor).
- Adds complexity to structure of texts, with support (eg experimenting with non-linear narrative techniques such as using multiple narrators).
- Incorporates both visual and print elements in texts as appropriate for purpose (eg using appropriate digital photographs or animation products).
- Uses appropriate layout features in print texts, and visual conventions when producing multimodal texts.

3.4 Composes a range of texts that include ideas and information about familiar and some unfamiliar topics and applies an understanding of audience, purpose and context.

| In TC KC1 |

4.4 Composes a range of texts that include detailed information and explore different perspectives about a range of issues and adjusts texts for particular audiences, purposes and contexts.

| In TC KC2 |

5.4 Composes a range of texts that include detailed information and explore different perspectives about diverse topics or issues and adjusts the text to produce an intended effect upon the audience.

| In TC KC1 |
### Learning Area: English

**Writing**

**Band: Middle–Senior Years**

**Standards: 4 & 5**

#### KEY IDEAS

- Students plan and compose, independently, an extensive range of texts on different themes and issues. They demonstrate knowledge about and competent control of language choices in texts in different modes and media.  
  - **T C** KC2 KC3  
  - **relating to outcomes** 3.8, 4.8

- Students plan and compose a comprehensive range of more detailed texts, dealing with complex themes and issues.  
  - **KC2** KC3  
  - They demonstrate critical awareness of and competent control of language choices in texts in different modes and media.  
  - **In T C**  
  - **relating to outcome** 5.8

#### Language OUTCOMES

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9 Towards Standard 5</th>
<th>Year 10 Standard 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 8</strong> Standard 4</td>
<td><strong>Language</strong></td>
<td></td>
</tr>
</tbody>
</table>
| - Selects and uses a variety of sophisticated language elements and displays these by:  
  - sequencing multiple events with greater details  
  - using a variety of correctly structured paragraphs  
  - using sentences of varying length and complexity for effect  
  - increasing variety of vocabulary and spelling correctly  
  - using similes, metaphors and other imagery, colloquial language, puns, and a variety of conjunctions to provide the reader with information (eg cause and effect, to sum up, probability)  
  - showing beginnings of nominalisation, particularly to move writing from spoken mode to a more technical written mode  
  - using increasingly sophisticated topic specific vocabulary  
  - using a variety of ways to indicate time (eg expression of time, conjunctions, verbs such as wonder and remember). | - Identifies and uses different grammatical patterns to express subjective and objective perspective (eg ‘My view is that …’: ‘It is likely that …’).  
- Experiments with poetic technique and form, using figurative language, including similes, metaphors, alliteration, rhythm and onomatopoeia, for particular effect.  
- Varies sentence length and structure to sustain a reader’s interest.  
- Maintains tense consistency (eg maintains present tense in a descriptive narrative).  
- Uses colloquialisms and informality in language selectively to produce particular effect when required.  
- Makes increasing use of relative clauses to convey more complex ideas and relationships.  
- Elaborates on topic sentences in logical order.  
- Uses topic sentences to introduce a new topic and focus for comparison or argument, when dealing with complex ideas. | - Controls rhetorical elements, such as modality and emotive language, to meet the needs of particular purposes and audiences, or uses extended metaphor to express an idea.  
- Uses poetic techniques effectively, such as sound devices (eg alliteration, rhythm, onomatopoeia) and imagery (eg similes), for particular effect such as conveying atmosphere or engaging the audience.  
- Makes appropriate grammatical choices to convey complex relationships and position of audience, including foregrounding abstract and non-human elements to produce objective points of view (eg using personal pronouns in expository writing only to produce particular effect).  
- Experiments with satire and bias in own writing to emphasise a point or produce a particular response.  
- Uses active and passive voice appropriately. |

3.8 Selects and uses a variety of language aspects when planning and composing a range of well-structured fiction, factual and media texts about familiar, new and possible experience.  
4.8 Controls and adjusts most aspects of language when planning and composing an extensive range of written and multimedia texts on different themes and issues.  
5.8 Manipulates and critically appraises language choices when planning and composing a comprehensive range of texts dealing with abstract themes and cultural values.  

**In T C** KC1 KC3
Students plan and compose, independently, an extensive range of texts on different themes and issues. They demonstrate knowledge about and competent control of language choices in texts in different modes and media.  

**Students plan and compose a comprehensive range of more detailed texts, dealing with complex themes and issues.**  

They demonstrate critical awareness of and competent control of language choices in texts in different modes and media.  

In **Students use language to create poetry/aesthetic texts, showing increasing familiarity with figurative expression.**  

**GRAMMAR**  

- Consolidates and extends ability to:  
  - use consistent tense  
  - use a variety of complex sentences to communicate ideas and clarity  
  - use statements, questions, commands and exclamations  
  - combine clauses to form more varied complex sentences structure  
  - use subject–verb agreement  
  - use a variety of appropriate pronouns  
  - use reference items  
  - use comparative forms of adjectives  
  - use adverbial phrases and clauses to clarify and enhance meaning.  

**Conveys complex ideas through control over range of clause structures and development of noun group and nominalisation.**  

- Recognises and uses different ways of referencing.  

**PUNCTUATION**  

- Writes dialogue clearly.  

- Revises and refines punctuation for direct and indirect speech.  

**3.8 Selects and uses a variety of language aspects when planning and composing a range of well-structured fiction, factual and media texts about familiar, new and possible experience.**  

**4.8 Controls and adjusts most aspects of language when planning and composing an extensive range of written and multimedia texts on different themes and issues.**  

**5.8 Manipulates and critically appraises language choices when planning and composing a comprehensive range of texts dealing with abstract themes and cultural values.**
### Learning Area: English

**Writing**

**Band: Middle–Senior Years**

**Standards: 4 & 5**

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>Strategies</th>
<th>OUTCOMES</th>
</tr>
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</table>
| **Students develop a range of strategies for planning, composing and reviewing specific written texts. They use a multi-strategic approach to develop consistency and accuracy in the conventions of written texts.**<br>**Id C KC3 KC6 relating to outcomes 3.12, 4.12** | **Year 8 Standard 4**<br>• Develops a writing plan within set time limits.<br>• Identifies clearly, with support, the form, purpose and audience for their text (eg using a proforma, context sheet).<br>• Uses a range of strategies to spell all key words correctly (eg wordbanks, own spelling dictionary, lists).<br>• Uses punctuation correctly to ensure clear communication.<br>• Edits and proofreads own and others’ work.<br>• Keeps an organised folio of written work.<br>• Reflects on and evaluates achievements regularly, and identifies points of growth.<br>• Uses a range of planning materials provided.<br>• Provides structured constructive feedback to other students using prompts supplied.<br>• Uses writing partners. | **Year 9 Towards Standard 5**<br>• Shows increasing control over narrative structure as a result of planning.<br>• Selects tasks which challenge them (eg chooses form that is new to them, experiments with vocabulary in known form to produce particular effect).<br>• Selects from a range of planning tools appropriate to the particular writing task.<br>• Uses topic sentences to plan and organise writing.<br>• Practises writing (eg develops fluency through speed writing, keeps journal and selects elements from it to develop into finished pieces).<br>• Self-corrects and edits during the drafting process to publication level.<br>• Uses models of particular genres, including deconstructing texts, to inform planning and composing.<br>• Seeks and responds to external feedback to improve writing.<br>• Incorporates research data and material from online sources and other software, while composing texts. | **Year 10 Standard 5**<br>• Edits writing considering organisation, sentence structure and vocabulary for conciseness, appropriateness and effect.<br>• Uses organised folio of written work to regularly reflect on achievements and evaluate them in detail achievements and to identify very specific points of growth (eg noting language choices, articulates reasons for selecting particular strategies for writing).<br>• Uses a range of strategies for planning and time managing, such as keeping journals and records of research and note-taking, as appropriate for the product.<br>• Chooses and manipulates a range of strategies such as concept maps, software, graphic organisers and thinking strategies (eg thinkers keys, key questions) to plan and generate ideas, develop appropriate language and organise writing.<br>• Uses a range of resources, including primary and secondary sources, in planning and developing writing.<br>• Critiques own writing and seeks feedback from a range of people about different aspects of writing.<br>• Chooses and manipulates a range of strategies for planning, composing and reviewing own written texts and for consistently spelling most common words accurately.<br>**TC KC3**<br>**4.12 Uses, compares and adjusts multiple strategies for planning, composing and reviewing written texts.**<br>**TC KC3**<br>**5.12 Manipulates multiple strategies for planning, composing and reviewing written texts.**<br>**T KC3**

**Students use a range of strategies to plan, compose, revise and edit written texts for coherence and cohesion.**

**TC KC3 relating to outcome 5.12**
Students develop a range of strategies for planning, composing and reviewing specific written texts. They use a multi-strategic approach to develop consistency and accuracy in the conventions of written texts.

- Uses different ways of starting to compose (e.g., storyboarding, creating setting or character first, choosing not to start at the beginning yet maintains cohesion).
- Works with others appropriately to develop group products using each other’s strengths and weaknesses.
- Uses own experiences as a basis or starting point of writing (e.g., developing a character, establishing atmosphere).
- Transforms story from one form to another (e.g., printed story to a comic).
- Uses knowledge of own strengths and weaknesses to edit and proofread work (e.g., always checking hard copy for ‘where/were’ confusion if that is a common error or for tense consistency).
- Uses ICT capacities to plan, experiment, edit and organise writing to publish in a range of modes, to file or store, and to select format for writing.
- Selects appropriate form of referencing for the text.
- Uses spelling and grammar check and thesaurus software judiciously.
- Keeps records of common errors and develops strategies to eliminate them.
- Analyses critically purposes for writing during planning processes.

A&RQ: Have I explicitly modelled and supported my learners to be self-reflective on the feedback they receive?

3.12 Selects and uses a variety of strategies for planning, composing and reviewing own written texts and for consistently spelling most common words accurately.

4.12 Uses, compares and adjusts multiple strategies for planning, composing and reviewing written texts.

5.12 Manipulates multiple strategies for planning, composing and reviewing written texts.
BIBLIOGRAPHY

- Department of Education and Children’s Services R (1997) *Spelling—from beginnings to independence*. Adelaide, DECS.
- Education Department of South Australia (1985) *Handwriting South Australian modern cursive. R–7 language arts*. Adelaide: Education Department of South Australia.
Conjunctions

Binding A large set of conjunctions (eg because, if, as, since) that join two clauses forming a relationship of dependence (hence the notion of ‘binding’). The sentences formed are often labelled complex sentences (eg We went and bought the car after we’d asked the bank for a loan.).

Linking A small set of conjunctions (and, or, so, but) that join two clauses forming a relationship of independence (eg We bought the car on Saturday but we couldn’t pick it up until Tuesday.). They can also be used to join within a group.

CAMPER

A critical thinking tool. The acronym CAMPER stands for:

Classifiers

That part of a noun group which reveals the ‘kind’ or ‘type’ of thing. That is, it indicates a sub-class (eg the gum trees, a farm animal).

Connectives

A broad term to describe elements of the language that join various parts together; for example, the different kinds of conjunctions and elements that act like conjunctions (eg One of the reasons … instead of Firstly …).

Genre

A written, spoken or visual text, which moves through recognisable stages in order to achieve a social purpose. Genres are culturally specific (refer appendix).

Graphophonology

The relationship between the sounds of the language (phonology) and the letters and combinations of letters used to represent these sounds (graphology). Graphophononic cues enable readers to identify letters, letter patterns and whole words by sight or from their associated sounds.

Guided reading

The teacher assists students in developing strategies to construct meaning and explore the structures and functions of language as they read, talk and think their way through a text. The teacher works with a small group of students on a text at the students’ instructional level. After establishing prior knowledge of the topic/text type the text is briefly introduced. Each student works with an individual copy of the text. Periods of independent reading are followed by discussion and teaching.

Holdaway List

A list of 406 words that comprise approximately 75 per cent of any book that a student will read. The student is given the words in isolation. It is used to assess the student’s ability to recognise basic high frequency words (refer to Holdaway D. (1990) Independence in reading. 3rd edition, Melbourne: Ashton Scholastic Australia).

Idiom(atic)

This refers to an expression that has meaning that differs from its literal one (eg raining cats and dogs). Idioms also include slang and euphemisms.

Modality

This refers to the elements of the language that express the speaker’s judgment or assessment of certainty, frequency, inclination and obligation. These include:
may, might, should, could, must, have to (eg You must always cover it.)
probably, certainly, always (eg She always wins.)
I believe, I hope, I think (eg I think that’s right.).

Multimodal

Multimodal texts are any communication involving language, and may be spoken, written, visual, digital or in a combination of modes (ie multimodal).
Multimedia
Multimedia texts use a computer to present text, graphics, video, animation and sound in an integrated way (e.g. a presentation involving audio and video clips would be considered a ‘multimedia presentation’). Educational software that involves animations, sound and text is called ‘multimedia software’.

Noun groups
A group of words in which the head word is a noun and all the other words serve to specify, quantify, describe, classify or qualify that noun (e.g. *Some of the beautifully wrapped Christmas presents under the tree had been opened.*).

<table>
<thead>
<tr>
<th>quantifies</th>
<th>specifies</th>
<th>describes</th>
<th>classifies</th>
<th>head word</th>
<th>qualifies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some of the beautifully wrapped Christmas presents under the tree had been opened.</td>
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</table>

Personification
Personification is a type of metaphor in which the attributes of a person are transferred to inanimate or abstract things (e.g. *The leaves danced in the breeze. Terror enveloped them.*).

Phonological knowledge
Encompassing phonemic awareness and phonics. It includes the awareness of the sound components of spoken language discriminating between sounds and words, detecting rhyme and alliteration, manipulation of speech sounds and blending of sounds.

Q cubes
Q cubes are a set of dice that have the Question Matrix questions printed on their faces.

Question Matrix
A visual tool to assist in devising a range of questions around a topic or idea. It is a matrix of 36 question starters that are based on Bloom’s Taxonomy.

Relative pronouns
Pronouns (*who, which, that, whose, whom*) whose function is to relate something back to something primary (e.g. *The woman *who told me is sitting over there.*).

Salisbury List
A list of words compiled from samples of children’s writing in year levels 3–7. This study was undertaken at Salisbury CAE in 1978–79. The first three hundred words listed made up approximately 72 per cent of the words written by children in the study. Some of the words listed may not currently be in such frequent use as indicated and other words may now feature. For a full list of the 2000 words most frequently written by Adelaide children in this study refer to: Education Department of South Australia (1984) *Spelling R–7 language arts.* Adelaide: Education Department of South Australia.

Tense
The tense is the setting in time of a clause.

**Primary** tenses are the past, present and future, for example:
- past: *I ate, I said*
- present: *I am eating, I know what you mean.*
- future: *I will eat, I’m going to have it later.*

**Secondary** tenses are those that are a combination of the primary tenses; for example:
- the present happening in the past: *I was eating my dinner.*
- the past happening in the present: *I have eaten my dinner.*
- the past happening in the past: *I had eaten my dinner.*
## APPENDIX: Typical genres in education contexts and their social purposes

<table>
<thead>
<tr>
<th>Genre</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Story genres</strong></td>
<td></td>
</tr>
<tr>
<td>Narrative and traditional stories such as fables</td>
<td>To entertain as well as to instruct the reader or listener about cultural values.</td>
</tr>
<tr>
<td>Personal recount</td>
<td>To record chronologically a series of past personal events in order to entertain, and to form and build on relationships.</td>
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<tr>
<td><strong>Factual genres</strong></td>
<td></td>
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<tr>
<td>Description</td>
<td>To describe some of the features of particular people, places or things. This can lead to the ‘Appearance’ stage in information reports, for example.</td>
</tr>
<tr>
<td>Information report</td>
<td>To provide accurate and relevant information about our living and non-living world. Reports often include visual texts. A taxonomic report will usually answer the question: What kinds? while a descriptive report will answer: What about? (eg A report entitled Whales will usually be taxonomic, while one entitled The Humpback Whale will be descriptive).</td>
</tr>
<tr>
<td>Practical report</td>
<td>To provide a recount of the method undertaken in a practical, as well as the results and the conclusions.</td>
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<tr>
<td>Recount</td>
<td>To relate chronologically a series of past events in order to inform. These events may concern an individual other than the writer (biographical recounts), or may be about events that occurred in a specific historical period (historical recounts).</td>
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<tr>
<td>Historical account</td>
<td>To account for why events occurred during a particular time in history. This builds on an historical recount by providing the causes for events.</td>
</tr>
<tr>
<td>Explanation</td>
<td>To explain how and why processes occur in our social and physical worlds. Sequential explanations connect the events in a process chronologically. Causal explanations not only connect the events in a process chronologically but do so causally as well.</td>
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<tr>
<td>Expository genres</td>
<td>To present arguments on an issue. An analytical argument attempts to persuade the reader/listener to agree with a particular point of view. An hortatory argument presents arguments and also tries to persuade the reader/listener to take some action. Discussions present the case for more than one point of view about an issue.</td>
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<tr>
<td>Procedure</td>
<td>To instruct someone to make or do things.</td>
</tr>
<tr>
<td><strong>Response genres</strong></td>
<td></td>
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<tr>
<td>Personal response</td>
<td>To respond personally to a culturally significant work.</td>
</tr>
<tr>
<td>Review</td>
<td>To assess the appeal and value of a culturally significant work, providing some information about the text and evaluation.</td>
</tr>
<tr>
<td>Interpretation</td>
<td>To interpret what a culturally significant work is trying to say, providing some information from the work to support the interpretation.</td>
</tr>
<tr>
<td>Critical response</td>
<td>To critique a culturally significant work by analysing and making transparent the cultural values of the work, providing evidence to support the challenges the response makes.</td>
</tr>
</tbody>
</table>

Adapted from resources by the Write it Right Project of the Disadvantaged Schools Program, Metropolitan East Region, NSW Department of School Education