COURSE PLANNER — AUSTRALIAN CURRICULUM: ENGLISH YEARS 7–10

English Strand: Language

Sub Strand	Focus of thread within the sub strand	Year 7	Year 8	Year 9	Year 10
Language variation and change	**Language variation and change** – How English varies according to context and purpose including cultural and historical contexts	Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating	Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return	Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing	Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve
Language for interaction	**Language for social interactions** – How language used for different formal and informal social interactions is influenced by purpose and audience	Understand how accents, styles of speech and idioms express and create personal and social identities	Understand how conventions of speech adopted by communities influence the identities of people in those communities	Understand that roles and relationships are developed and challenged through language and interpersonal skills	Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people
	Evaluative language – How language is used to express opinions, and make evaluative judgments about people, places, things and texts	Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources	Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody	Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor	Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication
Text structure and organisation	**Purpose, audience and structures of different types of texts** – How texts serve different purposes and how the structures of types of texts vary according to the text purpose	Understand and explain how the text structures and language features of texts serve different purposes and how the structures of types of texts vary according to the text purpose	Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication	Understand that authors innovate with text structures and language for specific purposes and effects	Compare the purposes, text structures and language features of traditional and contemporary texts in different media
	Text cohesion – How texts work as cohesive wholes through language features which link the parts of the text together, such as paragraphs, connectives, nouns and associated pronouns	Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts	Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims. Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives	Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas	Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects
	Punctuation – How punctuation works to perform different functions in a text	Understand the use of punctuation to support meaning in complex sentences with phrases and embedded clauses	Understand the use of punctuation conventions including colons, semicolons, dashes and brackets in formal and informal texts	Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes	Understand conventions for citing others, and how to reference these in different ways
Expressing and developing ideas	**Sentences and clause level grammar** – What a clause is and how simple, compound and complex sentences are constructed through one clause (simple) or by combining clauses using different types of conjunctions (compound and complex)	Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of sentence structures and increase the density of information	Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause	Explain how authors creatively use the structures of sentences and clauses for particular effects	Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts
	Word level grammar – The different classes of words used in English (nouns, verbs etc) and the functions they perform in sentences and when they are combined in particular recognisable groups such as phrases and noun groups	Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns	Understand the effect of nominalisation in the writing of informative and persuasive texts	Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text	Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction
	Visual language – How images work in texts to communicate meanings, especially in conjunction with other elements such as print and sound	Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance	Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning	Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning	Evaluate the impact on audiences of different choices in the representation of still and moving images
	Vocabulary – The meanings of words including everyday and specialist meanings and how words take their meanings from the context of the text	Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts	Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness	Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences
	Spelling – Knowledge for spelling including knowledge about how the sounds of words are represented by various letters and knowledge of irregular spellings and spelling rules	Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them	Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations	Understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech	Understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those based on uncommon Greek and Latin roots

English Strand: Literature

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Literature and context	How texts reflect the context of culture and situation in which they are created	Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts	Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups. Explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors	Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts	Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts
Responding to literature	**Personal responses to the ideas, characters and viewpoints in texts** – An individual response to the ideas, characters and viewpoints in literary texts, including relating texts to students' own experiences	Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view	Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts	Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text	Reflect on, extend, endorse or refute others' interpretations of and responses to literature
	Expressing preferences and evaluating texts – Expressing a personal preference for different texts and types of texts, and identifying the features of texts that influence personal preference	Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts. Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage	Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups. Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in text	Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context. Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts	Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response. Evaluate the social, moral and ethical positions represented in texts
	Features of literary texts – The key features of literary texts and how they work to construct a literary work, such as plot, setting, characterisation, mood and theme	Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches	Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understandings and appreciation of aesthetic qualities	Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style	Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text
Examining literature	**Language devices in literary texts including figurative language** – The language devices that authors use and how these create certain meanings and effects in literary texts, especially devices in poetry	Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels	Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts. Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays	Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels and plays on similar themes. Analyse text structures and language features of literary texts, and make relevant comparisons with other texts	Compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses. Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts
Creating literature	**Creating literary texts** – Creating students' own literary texts based on the ideas, features and structures of texts experienced	Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition	Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects	Create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation	Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts
	Experimentation and adaptation – Creating a variety of texts, including multimodal texts, adapting ideas and devices from literary texts	Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour	Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts	Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and comedy, pun and hyperlink	Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features and for a specific purpose and intended audience. Create imaginative texts that make relevant thematic and intertextual connections with other texts

English Strand: Literacy

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Texts in context	**Texts and the contexts in which they are used** – How texts relate to their contexts and reflect the society and culture in which they were created	Analyse and explain the effect of technological innovations on texts, particularly media texts	Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication	Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts	Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices
Interacting with others	**Listening and speaking interactions** – The purposes and contexts through which students engage in listening and speaking interactions	Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition	Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives	Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways	Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage
	Listening and speaking interactions – The skills students use when engaging in listening and speaking interactions	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning	Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects	Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects	Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences
	Oral presentations – The formal oral presentations that students engage in including presenting recounts and information, and presenting and arguing a point of view	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes	Plan, rehearse and deliver presentations selecting and sequencing appropriate content and multimodal elements to influence a course of action
Interpreting, analysing, evaluating	**Purpose and audience** – Recognising and analysing differences between different types of texts	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text	Interpret, analyse and evaluate how different perspectives of an issue, event, situation, individuals or groups are constructed to serve specific purposes in texts	Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences
	Reading processes – Strategies for using and combining contextual, semantic, grammatical and phonic knowledge to decode texts including predicting, monitoring, cross-checking, self-correcting, skimming and scanning	Use prior knowledge and text processing strategies to interpret a range of types of texts	Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts	Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension	Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts
	Comprehension strategies – Strategies of constructing meaning from texts, including literal and inferential meaning	Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources	Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view	Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts	Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence
	Analysing and evaluating texts – Analysis and evaluation of how text structures and language features construct meaning and influence readers/viewers	Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences	Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener	Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts	Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence
Creating texts	**Creating texts** – Creating different types of spoken, written and multimodal texts using knowledge of text structures and language features	Plan, draft and publish imaginative, informative and persuasive texts selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas	Create imaginative, informative and persuasive texts that raise issues, report events, and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate	Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features	Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes, and that reflect upon challenging and complex issues
	Editing – Editing texts for meaning, structure and grammatical features	Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact	Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts	Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features.	Review, edit and refine students' and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features, to achieve particular purposes and effects
	Handwriting – Developing a fluent, legible handwriting style, beginning with unjoined letters and moving to joined handwriting	Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods	This sequence ends at this year level		
	Use of software – Using a range of software to construct and edit print and multimodal texts	Use a range of software applications to construct and edit print and multimodal texts	Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts	Use a range of software, including word processing programs, flexibly and imaginatively to publish texts	Use a range of software, including word processing programs, confidently, flexibly and imaginatively to publish texts, considering the identified purpose and the characteristics of the user