

English

Reception to year 10

Version 1.0



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Terminology

The South Australian Department for Education uses the term ‘Aboriginal’ to refer to people who identify as Aboriginal, Torres Strait Islander, or both Aboriginal and Torres Strait Islander. This term is preferred by Aboriginal South Australians and the department.

SA Curriculum Framework: Essential Learning summary – English

Why English

Engaging with language and literature through English empowers us to think critically and creatively, making meaning in our worlds. By connecting with others and exploring diverse perspectives, we build relationships and gain insights that deepen empathy, enrich our lives and support us in becoming more effective communicators.

Dispositions

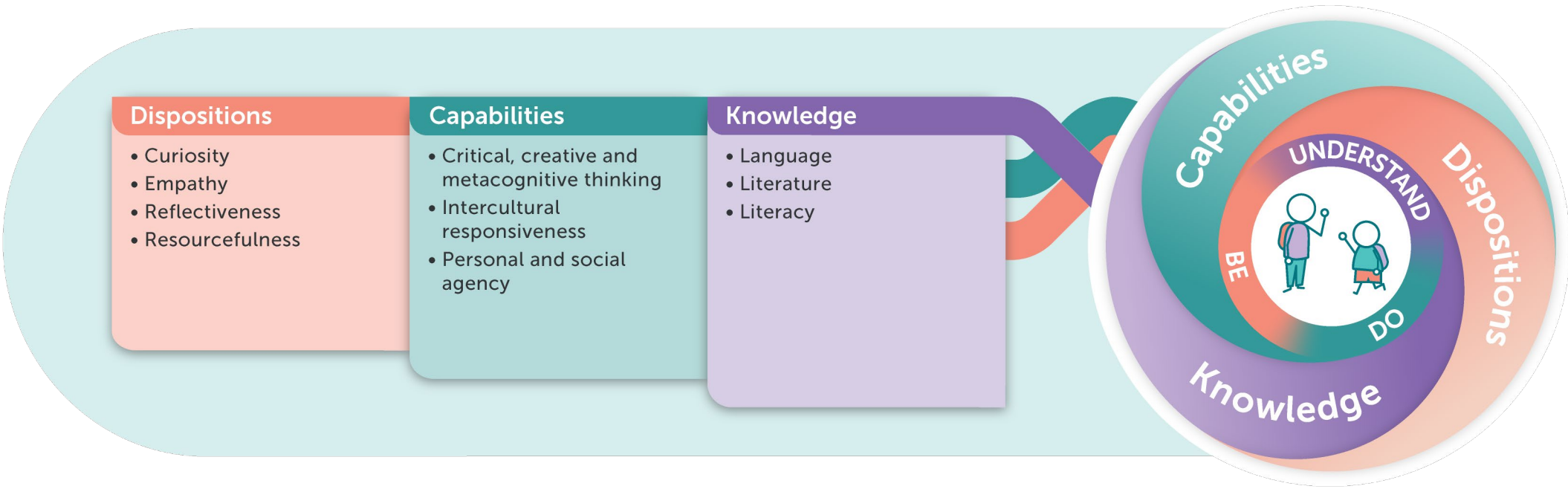
Curiosity	Empathy	Reflectiveness	Resourcefulness
What it is: Being eager to explore, ask questions and understand the things you wonder about. Why it matters: Being curious ignites playful exploration and creativity, stimulating critical thinking and a love of language and driving learners to be engaged and excited to make connections through linguistic experiences and texts.	What it is: Relating to and seeking to understand the feelings, experiences and perspectives of others. Why it matters: Being empathetic matters because appreciating diverse perspectives, imagining others’ feelings and identifying with people and characters fosters insight and strengthens connections with others.	What it is: Thoughtfully considering the world around us, our emotions, behaviours, perspectives and ways of learning, then monitoring and adjusting these based on insights gained. Why it matters: Being reflective engages learners in contemplating and evaluating their thoughts, actions and approaches to creating and responding, leading to more insightful, purposeful communication.	What it is: Making the most of what is available to find effective ways to navigate challenges. Why it matters: Being resourceful promotes ways to be creative, innovative and discerning when faced with a challenging or unfamiliar oral, written or multimodal situation.

Capabilities

Critical, creative and metacognitive thinking	Intercultural responsiveness	Personal and social agency
What it is: Questioning, analysing and evaluating information; generating and exploring ideas; and reflecting on one’s thinking. It involves considering alternatives with logic, imagination and flexibility, while adapting strategies to strengthen learning and problem solving. Why it matters: Engaging metacognitive thinking and analytical reasoning while listening, reading, viewing, creating and presenting empowers learners to critically evaluate information, identify bias, and articulate their perspectives with intellectual rigour. Generating imaginative ideas supports learners to develop and express their voice, experiment with language and respond to ideas, experiences and texts with creativity and insight.	What it is: Engaging with diverse contexts and cultures, including one’s own, through respectful and adaptive interactions and responses. Reflecting on multiple perspectives and practices, and activating behaviours and attitudes that value cultural diversity, while fostering and contributing to dynamic, interconnected communities. Why it matters: Appreciating the richness of diverse perspectives through literature, illustrations and performance, fosters empathy, respect and a deeper understanding of complex human experiences and societal values. This promotes tolerance, inclusivity and effective communication.	What it is: Activating self-awareness and self-management to interact effectively in diverse contexts. Using one’s voice with empathy and integrity when connecting and collaborating with others. Why it matters: Engaging with literature, language and text creation builds self-awareness and develops the communication and interpersonal skills needed to navigate relationships, make considered choices and contribute meaningfully to communities. By activating agency, young people take ownership of their learning and lives, make purposeful decisions and express their voice.

Knowledge

Language	Literature	Literacy
What it is: Knowledge of the English language and how it works to make meaning in different contexts. Why it matters: Language enables learners to interact effectively, build and maintain relationships, and express and exchange knowledge, skills, attitudes, emotions and opinions.	What it is: The study of literary texts of personal, cultural, social and aesthetic value. Why it matters: Literature builds learners’ knowledge of the interrelationship of language and culture, and stimulates critical and creative thinking. Students learn to appreciate, analyse, interpret and evaluate, and create their own broad range of literary texts.	What it is: The application of the skills and knowledge about how language works to interpret and create texts. Why it matters: Literacy enables learners to experience texts from a range of sources from increasingly complex and unfamiliar settings. Learners compose texts using language from the everyday to the more abstract, empowering them for learning in and out of school.



The dispositions, capabilities and knowledge embedded in the SA Curriculum: English

English – Reception

Essential Learning

Dispositions

Curiosity	Empathy	Reflectiveness	Resourcefulness
This disposition may be evident when learners, for example: - wonder about other’s responses to a text to further explore their own responses - question unfamiliar words, ideas or techniques encountered in texts and explore what they might mean - seek out diverse texts to satisfy their interest in reading.	This disposition may be evident when learners, for example: - listen to and consider perspectives that differ from their own to understand different responses to texts and characters - put themselves in a character’s shoes before articulating how that character might think and feel - express concern after considering the experiences of characters or real people who face injustice in texts.	This disposition may be evident when learners, for example: - notice how a story has influenced their understanding of emotions to develop insight into their own emotional response - reconsider an initial response to a character, event or issue in light of how their thinking has changed over time - review how they have sequenced events in a text and adjust the sequence to improve how meaning is communicated.	This disposition may be evident when learners, for example: - draw on available supports to help decode difficult words or understand the meaning of a text - listen to others in order to draw on their ideas when solving problems encountered while creating a text - try alternative strategies when an initial approach to making meaning of a text is no longer productive.

Capabilities

Critical, creative and metacognitive thinking	Intercultural responsiveness	Personal and social agency
Learners develop this capability by, for example: - thinking about how they listen and talk, noticing what helps them understand a story - predicting what they might listen to, view or read in texts and giving reasons for their predictions - using imagination to adapt literary texts through play, role-play, performance, images or writing.	Learners develop this capability by, for example: - identifying cultural practices that are important to themselves, family and friends through sharing their own stories - noticing that people use language and actions in different ways to greet, share feelings and show respect in families and communities - listening to others and sharing opinions and reflections on familiar topics and cultural experiences.	Learners develop this capability by, for example: - making choices about what to say and how to respond in conversations to share ideas and build relationships - working collaboratively in discussions and play, taking turns to speak, listen and make group decisions - recognising and expressing their emotions by discussing feelings and using vocabulary to describe emotion.

Knowledge

Language	Literature	Literacy
Conceptual understandings and supporting content descriptions		
Language communicates ideas and preferences. Learners: • explore how language is used differently at home and school depending on the relationships between people AC9EFLA01 • explore different ways of using language to express preferences, likes and dislikes AC9EFLA02 • understand that texts can take many forms such as signs, books and digital texts AC9EFLA03 • understand conventions of print and screen, including how books and simple digital texts are usually organised AC9EFLA04 • recognise that sentences are key units for expressing ideas AC9EFLA05 • recognise that sentences are made up of groups of words that work together in particular ways to make meaning AC9EFLA06 • explore the contribution of images and words to meaning in stories and informative texts AC9EFLA07 • recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school AC9EFLA08 • identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end. AC9EFLA09	Literary texts represent familiar experiences, information and imagination. Learners: • share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9EFLE01 • respond to stories and share feelings and thoughts about their events and characters AC9EFLE02 • recognise different types of literary texts and identify features including events, characters, and beginnings and endings AC9EFLE03 • explore and replicate the rhythms and sound patterns of literary texts such as poems, rhymes and songs AC9EFLE04 • retell and adapt familiar literary texts through play, performance, images or writing. AC9EFLE05	Text users comprehend and create texts to express ideas and experiences. Learners: • identify some familiar texts, such as stories and informative texts, and their purpose AC9EFLY01 • interact in informal and structured situations by listening while others speak and using features of voice including volume levels AC9EFLY02 • identify some differences between imaginative and informative texts AC9EFLY03 • read decodable and authentic texts using developing phonic knowledge, and monitor meaning using context and emerging grammatical knowledge AC9EFLY04 • use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to understand and discuss texts listened to, viewed or read independently AC9EFLY05 • create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly AC9EFLY06 • create and deliver short spoken texts to report ideas and events to peers, using features of voice such as appropriate volume AC9EFLY07 • form most lower-case and upper-case letters using learnt letter formations AC9EFLY08 • recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness) AC9EFLY09 • segment sentences into individual words; orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness) AC9EFLY10

Language	Literature	Literacy
		• recognise and name all upper- and lower-case letters (graphs) and know the most common sound that each letter represents AC9EFLY11 • write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words AC9EFLY12 • use knowledge of letters and sounds to spell words AC9EFLY13 • read and write some high-frequency words and other familiar words AC9EFLY14 • understand that words are units of meaning and can be made of more than one meaningful part. AC9EFLY15

English – Year 1

Essential Learning

Dispositions

Curiosity	Empathy	Reflectiveness	Resourcefulness
This disposition may be evident when learners, for example: - wonder about other’s responses to a text to further explore their own responses - question unfamiliar words, ideas or techniques encountered in texts and explore what they might mean - seek out diverse texts to satisfy their interest in reading.	This disposition may be evident when learners, for example: - listen to and consider perspectives that differ from their own to understand different responses to texts and characters - put themselves in a character’s shoes before articulating how that character might think and feel - express concern after considering the experiences of characters or real people who face injustice in texts.	This disposition may be evident when learners, for example: - notice how a story has influenced their understanding of emotions to develop insight into their own emotional response - reconsider an initial response to a character, event or issue in light of how their thinking has changed over time - review how they have sequenced events in a text and adjust the sequence to improve how meaning is communicated.	This disposition may be evident when learners, for example: - draw on available supports to help decode difficult words or understand the meaning of a text - listen to others in order to draw on their ideas when solving problems encountered while creating a text - try alternative strategies when an initial approach to making meaning of a text is no longer productive.

Capabilities

Critical, creative and metacognitive thinking	Intercultural responsiveness	Personal and social agency
Learners develop this capability by, for example: - identifying the author’s purpose in different types of texts by recognising and labelling various text features - retelling or adapting a familiar story, building on what they know about language features and text structure, through role-playing, writing, drawing or digital tools - planning and reviewing their writing or multimodal texts by thinking about what they want to say and how to improve it after feedback.	Learners develop this capability by, for example: - making connections to characters, settings and events in a narrative from a range of contexts - role-playing scenarios with multiple perspectives and contexts that require understanding and empathy - representing cultural experiences and events through writing and drawing, and talking about their responses with others.	Learners develop this capability by, for example: - contributing ideas and questions during small-group and whole-class discussions by taking turns and speaking clearly - identifying and responding to a feeling by exploring language, facial expressions and gestures - noticing how emotions can influence their behaviour and affect others and adjusting their behaviour.

Knowledge

Language	Literature	Literacy
Conceptual understandings and supporting content descriptions		
Language varies according to purpose and audience. Learners: - understand how language, facial expressions and gestures are used to interact with others when asking for and providing information, making offers, exclaiming, requesting and giving commands AC9E1LA01 - explore language to provide reasons for likes, dislikes and preferences AC9E1LA02 - explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain AC9E1LA03 - explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs AC9E1LA04 - understand how print and screen texts are organised using features such as page numbers, tables of content, headings and titles, navigation buttons, swipe screens, verbal commands, links and images AC9E1LA05 - understand that a simple sentence consists of a single independent clause representing a single event or idea AC9E1LA06 - understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) AC9E1LA07 - compare how images in different types of texts contribute to meaning AC9E1LA08 - recognise the vocabulary of learning area topics AC9E1LA09 - understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns. AC9E1LA10	Literary texts represent experiences, ideas and imagination through characters, settings and events. Learners: - discuss how language and images are used to create characters, settings and events in literature by First Nations Australians, and wide-ranging Australian and world authors and illustrators AC9E1LE01 - discuss literary texts and share responses by making connections with students' own experiences AC9E1LE02 - discuss plot, character and setting, which are features of stories AC9E1LE03 - listen to and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme AC9E1LE04 - orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital tools. AC9E1LE05	Text users comprehend and create texts with simple structures for different purposes. Learners: - discuss different texts and identify some features that indicate their purposes AC9E1LY01 - use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions AC9E1LY02 - describe some similarities and differences between imaginative, informative and persuasive texts AC9E1LY03 - read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and monitoring meaning using context and grammatical knowledge AC9E1LY04 - use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures AC9E1LY05 - create and re-read to edit short written or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words AC9E1LY06 - create and deliver short oral or multimodal presentations on personal and learnt topics, which include an opening, middle and concluding statement; some topic-specific vocabulary and appropriate gesture, volume and pace AC9E1LY07 - write words using unjoined lower-case and upper-case letters AC9E1LY08

Language	Literature	Literacy
		• segment words into separate phonemes (sounds) including consonant blends or clusters at the beginnings and ends of words (phonological awareness) AC9E1LY09 • orally manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness) AC9E1LY10 • use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words AC9E1LY11 • understand that a letter can represent more than one sound and that a syllable must contain a vowel sound AC9E1LY12 • spell one- and two-syllable words with common letter patterns AC9E1LY13 • read and write an increasing number of high-frequency words AC9E1LY14 • recognise and know how to use grammatical morphemes to create word families. AC9E1LY15

English – Year 2

Essential Learning

Dispositions

Curiosity	Empathy	Reflectiveness	Resourcefulness
This disposition may be evident when learners, for example: - wonder about other’s responses to a text to further explore their own responses - question unfamiliar words, ideas or techniques encountered in texts and explore what they might mean - seek out diverse texts to satisfy their interest in reading.	This disposition may be evident when learners, for example: - listen to and consider perspectives that differ from their own to understand different responses to texts and characters - put themselves in a character’s shoes before articulating how that character might think and feel - express concern after considering the experiences of characters or real people who face injustice in texts.	This disposition may be evident when learners, for example: - notice how a story has influenced their understanding of emotions to develop insight into their own emotional response - reconsider an initial response to a character, event or issue in light of how their thinking has changed over time - review how they have sequenced events in a text and adjust the sequence to improve how meaning is communicated.	This disposition may be evident when learners, for example: - draw on available supports to help decode difficult words or understand the meaning of a text - listen to others in order to draw on their ideas when solving problems encountered while creating a text - try alternative strategies when an initial approach to making meaning of a text is no longer productive.

Capabilities

Critical, creative and metacognitive thinking	Intercultural responsiveness	Personal and social agency
Learners develop this capability by, for example: - building on what they know about how settings are described in texts and using language features to convey the location of a setting in a new context - reflecting on feedback from peers or the teacher about a draft text and explaining what they changed and why - monitoring their comprehension while reading by pausing to summarise or ask themselves whether the text makes sense, then adjusting their reading strategy if needed.	Learners develop this capability by, for example: - engaging in small group discussions to explore cultural practices that connect themselves, their families and their friends - reflecting on how learning about culture through a text changed or expanded their understanding - recognising how characters’ choices are shaped by their cultural context and discussing character responses.	Learners develop this capability by, for example: - talking about and making personal connections to characters, settings and events in written or multimodal texts - identifying the emotions, needs and viewpoints of others in new situations orally or in writing - choosing how to present their ideas – through writing, drawing, speaking or digital modes – and explaining why that method suits their message.

Knowledge

Language	Literature	Literacy
Conceptual understandings and supporting content descriptions		
Language makes meaning. Learners: - investigate how interpersonal language choices vary depending on the context, including the different roles taken on in interactions AC9E2LA01 - explore how language can be used for appreciating texts and providing reasons for preferences AC9E2LA02 - identify how texts across the curriculum are organised differently and use language features depending on purposes AC9E2LA03 - understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred AC9E2LA04 - navigate print and screen texts using chapters, tables of contents, indexes, side-bar menus, drop-down menus or links AC9E2LA05 - understand that connections can be made between ideas by using a compound sentence with 2 or more independent clauses usually linked by a coordinating conjunction AC9E2LA06 - understand that in sentences nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups AC9E2LA07 - understand that images add to or multiply the meanings of a text AC9E2LA08 - experiment with and begin to make conscious choices of vocabulary to suit the topic AC9E2LA09 - recognise that capital letters are used in titles and commas are used to separate items in lists. AC9E2LA10	Literary texts represent meaning through language, images and text structures. Learners: - discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9E2LE01 - identify features of literary texts, such as characters and settings, and give reasons for personal preferences AC9E2LE02 - discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways AC9E2LE03 - identify, reproduce and experiment with rhythmic sound and word patterns in poems, chants, rhymes or songs AC9E2LE04 - create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools. AC9E2LE05	Text users identify language features and text structures to comprehend and create texts. Learners: - identify how similar topics and information are presented in different types of texts AC9E2LY01 - use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions AC9E2LY02 - identify the purpose and audience of imaginative, informative and persuasive texts AC9E2LY03 - read texts with phrasing and fluency, using phonic and word knowledge, and monitoring meaning by re-reading and self-correcting AC9E2LY04 - use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning AC9E2LY05 - create and edit short imaginative, informative and persuasive written or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and common 2-syllable words AC9E2LY06 - create, rehearse and deliver short oral or multimodal presentations for familiar audiences and purposes, using text structure appropriate to purpose and topic-specific vocabulary, and varying tone, volume and pace AC9E2LY07 - write words legibly and with growing fluency using unjoined upper-case and lower-case letters AC9E2LY08

Language	Literature	Literacy
		• manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words AC9E2LY09 • use phoneme–grapheme (sound–letter/s) matches, including vowel digraphs, less common long vowel patterns, consonant clusters and silent letters when reading and writing words of one or more syllables, including compound words AC9E2LY10 • use knowledge of spelling patterns and morphemes to read and write words whose spelling is not completely predictable from their sounds, including high-frequency words AC9E2LY11 • build morphemic word families using knowledge of prefixes and suffixes. AC9E2LY12

English – Year 3

Essential Learning

Dispositions

Curiosity	Empathy	Reflectiveness	Resourcefulness
This disposition may be evident when learners, for example: - wonder how a story might change if one of its elements were different and explore the possibilities that follow - anticipate how an audience might respond to a text they have created and investigate responses to discover whether the effect is what they anticipated - wonder what might happen next in a literary text, form a prediction and read on with anticipation to discover how events unfold.	This disposition may be evident when learners, for example: - consider what another person may need when their communication is unclear and offer kind, specific and helpful feedback that supports them to improve - seek to understand a character’s perspective and how this explains their actions despite disagreeing with them - consider an audience’s perspective to make appropriate choices when creating a text for them.	This disposition may be evident when learners, for example: - consider how well an approach to reading is supporting their understanding when deciding whether to adjust it - make adjustments to their language choices when they recognise that adhering to writing conventions or stylistic prescriptions is limiting the effectiveness of their communication - notice when their language choices are not conveying the meaning they intend and reconsider how they might express the idea.	This disposition may be evident when learners, for example: - explore and attempt new strategies to suit different audiences when communicating - seek, consider and make use of feedback to refine spoken, written or multimodal texts - investigate other perspectives or gather more information to gain clarification about aspects of a narrative.

Capabilities

Critical, creative and metacognitive thinking	Intercultural responsiveness	Personal and social agency
Learners develop this capability by, for example: - planning and reviewing their learning process and identifying what they might try differently next time - comparing how authors present the same topic, noting how language features shape meaning and influence the reader - monitoring their understanding of meaning while reading by pausing to check whether the story still makes sense and asking themselves reflective questions.	Learners develop this capability by, for example: - identifying cultural values reflected in characters' decisions and explaining how these values influence their actions or relationships - exploring how a setting shapes a character's behaviour or traditions and comparing these with their own experiences - explaining how a character might be thinking and feeling during different events in a story based on their words and actions.	Learners develop this capability by, for example: - reflecting on how a character solves a problem and explaining how they might approach a similar situation in their own life - recognising and using collaborative language that invites others into discussion - sharing reasons for preferring one text or text type over another, and confidently explaining how their interests, values and perspectives influence their choices as readers.

Knowledge

Language	Literature	Literacy
Conceptual understandings and supporting content descriptions		
Language shapes meaning for purpose and audience. Learners: - understand that cooperation with others depends on shared understanding of social conventions, including turn-taking language, which vary according to the degree of formality AC9E3LA01 - understand how the language of evaluation and emotion, such as modal verbs, can be varied to be more or less forceful AC9E3LA02 - describe how texts across the curriculum use different language features and structures relevant to their purpose AC9E3LA03 - understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together AC9E3LA04 - identify the purpose of layout features in print and digital texts and the words used for navigation AC9E3LA05 - understand that a clause is a unit of grammar usually containing a subject and a verb that need to agree AC9E3LA06	Literary texts represent ideas and experiences in ways that invite response. Learners: - discuss characters, events and settings in different contexts in literature by First Nations Australians, and wide-ranging Australian and world authors and illustrators AC9E3LE01 - discuss connections between personal experiences and character experiences in literary texts and share personal preferences AC9E3LE02 - discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative AC9E3LE03 - discuss the effects of some literary devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose AC9E3LE04 - create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts. AC9E3LE05	Text users interpret and create texts choosing relevant structures and language features for different purposes. Learners: - recognise how texts can be created for similar purposes but different audiences AC9E3LY01 - use interaction skills to contribute to conversations and discussions to share information and ideas AC9E3LY02 - identify the audience and purpose of imaginative, informative and persuasive texts through their use of language features or images AC9E3LY03 - read a range of texts using phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required AC9E3LY04 - use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features AC9E3LY05

Language	Literature	Literacy
• understand how verbs represent different processes for doing, feeling, thinking, saying and relating AC9E3LA07 • understand that verbs are anchored in time through tense AC9E3LA08 • identify how images extend the meaning of a text AC9E3LA09 • extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts AC9E3LA10 • understand that apostrophes signal missing letters in contractions, and apostrophes are used to show singular and plural possession. AC9E3LA11		• plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words AC9E3LY06 • plan, create, rehearse and deliver short oral or multimodal presentations to inform, express opinions or tell stories, using a clear structure, details to elaborate ideas, topic-specific and precise vocabulary, visual features, and appropriate tone, pace, pitch and volume AC9E3LY07 • write words using joined letters that are clearly formed and consistent in size AC9E3LY08 • understand how to apply knowledge of phoneme–grapheme (sound–letter) relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns AC9E3LY09 • understand how to apply knowledge of common base words, prefixes, suffixes and generalisations for adding a suffix to a base word to read and comprehend new multimorphemic words AC9E3LY10 • use phoneme–grapheme (sound–letter) relationships and less common letter patterns to spell words AC9E3LY11 • recognise and know how to write most high-frequency words including some homophones. AC9E3LY12

English – Year 4

Essential Learning

Dispositions

Curiosity	Empathy	Reflectiveness	Resourcefulness
This disposition may be evident when learners, for example: - wonder how a story might change if one of its elements were different and explore the possibilities that follow - anticipate how an audience might respond to a text they have created and investigate responses to discover whether the effect is what they anticipated - wonder what might happen next in a literary text, form a prediction and read on with anticipation to discover how events unfold.	This disposition may be evident when learners, for example: - consider what another person may need when their communication is unclear and offer kind, specific and helpful feedback that supports them to improve - seek to understand a character’s perspective and how this explains their actions despite disagreeing with them - consider an audience’s perspective to make appropriate choices when creating a text for them.	This disposition may be evident when learners, for example: - consider how well an approach to reading is supporting their understanding when deciding whether to adjust it - make adjustments to their language choices when they recognise that adhering to writing conventions or stylistic prescriptions is limiting the effectiveness of their communication - notice when their language choices are not conveying the meaning they intend and reconsider how they might express the idea.	This disposition may be evident when learners, for example: - explore and attempt new strategies to suit different audiences when communicating - seek, consider and make use of feedback to refine spoken, written or multimodal texts - investigate other perspectives or gather more information to gain clarification about aspects of a narrative.

Capabilities

Critical, creative and metacognitive thinking	Intercultural responsiveness	Personal and social agency
Learners develop this capability by, for example: - posing questions before, during and after reading to enhance critical literacy, and monitoring how the answers to these questions deepen or change their understanding - exploring how the same event could be represented creatively through different text types such as letters, news reports and diary entries and reflecting on how each shapes meaning - creating expressive texts and evaluating their own creative choices – identifying what worked well, what could be improved, and how these decisions shape the message and impact of the text.	Learners develop this capability by, for example: - recognising and responding to similar storylines, ideas and relationships in varied contexts in literary texts created by Aboriginal people and world authors - exploring how cultures depict similar themes and discussing what these similarities show about shared human experiences - evaluating a character’s choices by considering the cultural expectations, responsibilities or values that may influence their behaviour.	Learners develop this capability by, for example: - drawing on details from a text to rationalise their interpretations and inviting others to share alternative viewpoints - asking clarifying or extending questions during discussions to guide the group’s thinking and ensure all voices are included - reflecting on feedback from peers to revise their persuasive viewpoint and articulate how the changes improve clarity or impact.

Knowledge

Language	Literature	Literacy
Conceptual understandings and supporting content descriptions		
Language varies according to context, purpose and audience. Learners: • explore language used to develop relationships in formal and informal situations AC9E4LA01 • identify the subjective language of opinion and feeling, and the objective language of factual reporting AC9E4LA02 • identify how texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes AC9E4LA03 • identify how text connectives including temporal and conditional words, and topic word associations are used to sequence and connect ideas AC9E4LA04 • identify text navigation features of online texts that enhance readability including headlines, drop-down menus, links, graphics and layout AC9E4LA05 • understand that complex sentences contain one independent clause and at least one dependent clause typically joined by a subordinating conjunction to create relationships, such as time and causality AC9E4LA06 • investigate how quoted (direct) and reported (indirect) speech are used AC9E4LA07 • understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity AC9E4LA08 • understand past, present and future tenses and their impact on meaning in a sentence AC9E4LA09 • explore the effect of choices when framing an image, placement of elements in the image and salience on composition of still and moving images in texts AC9E4LA10 • expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources AC9E4LA11	Literary texts represent ideas through literary devices, language features and text structures. Learners: • recognise similar storylines, ideas and relationships in different contexts in literary texts by First Nations Australian, and wide-ranging Australian and world authors AC9E4LE01 • describe the effects of text structures and language features in literary texts when responding to and sharing opinions AC9E4LE02 • discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions AC9E4LE03 • examine the use of literary devices and deliberate word play in literary texts, including poetry, to shape meaning AC9E4LE04 • create and edit literary texts by developing storylines, characters and settings. AC9E4LE05	Text users interpret, evaluate and create texts, linking ideas and using text structures and language features for different purposes. Learners: • compare texts from different times with similar purposes and audiences to identify similarities and differences in their depictions of events AC9E4LY01 • listen for key points and information to carry out tasks and contribute to discussions, acknowledging another opinion, linking a response to the topic, and sharing and extending ideas and information AC9E4LY02 • identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text AC9E4LY03 • read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when needed AC9E4LY04 • use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas, and evaluate texts AC9E4LY05 • plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation AC9E4LY06 • plan, create, rehearse and deliver structured oral or multimodal presentations to report on a topic, tell a story, recount events or present an argument using subjective and objective language, complex sentences, visual features, tone, pace, pitch and volume AC9E4LY07 • write words using clearly formed joined letters, with developing fluency and automaticity AC9E4LY08

Language	Literature	Literacy
understand that punctuation signals dialogue through quotation marks and that dialogue follows conventions for the use of capital letters, commas and boundary punctuation. AC9E4LA12		- understand how to use and apply phonological and morphological knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes AC9E4LY09 - understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, common prefixes and suffixes, and word origins, to spell more complex words AC9E4LY10 - read and write high-frequency words including homophones and know how to use context to identify correct spelling. AC9E4LY11

English – Year 5

Essential Learning

Dispositions

Curiosity	Empathy	Reflectiveness	Resourcefulness
This disposition may be evident when learners, for example: - wonder how a character might experience the world represented within a text and read on to discover what further clues reveal about their perspective - explore unfamiliar values, customs or perspectives in texts that spark their interest to deepen their understanding of ideas and experiences - play with language to discover multiple ways in which language can affect an audience.	This disposition may be evident when learners, for example: - speculate about a minor character’s feelings to understand how they might experience a major event in a narrative - consider a specific audience’s perspective or needs to vary language choices when adapting a text for them - seek to understand a character whose perspective differs from their own to gain new insights into human experiences.	This disposition may be evident when learners, for example: - reconsider their earlier interpretation after hearing other plausible points of view and adjust it where their thinking has changed - notice how they addressed an audience and identify what could be modified to improve their communication - reflect on how the ideas explored in a text have influenced or challenged their thinking.	This disposition may be evident when learners, for example: - repurpose available materials to overcome a problem they encounter when creating a multimodal text - search for contextual information that could help them address challenges in developing their interpretation of a text - draw on peer expertise to help progress their writing when it stalls.

Capabilities

Critical, creative and metacognitive thinking	Intercultural responsiveness	Personal and social agency
Learners develop this capability by, for example: - engaging in robust discussions that promote critical meaning making through dialogic approaches, including debating ideas or concepts, testing conclusions and modifying actions - comparing how different media – such as news articles, infographics, videos or blog posts – represent the same issue, and analysing the reliability and purpose of each source - using metacognitive strategies – such as questioning, annotating, summarising or comparing sources – to track how their understanding changes as they gather information.	Learners develop this capability by, for example: - investigating how an author’s cultural background and point of view may shape the way events, relationships or places are represented in a text - comparing how the same theme is portrayed in texts across cultures and contexts, and discussing how cultural context shapes the message - analysing how cultural identity influences a character’s point of view and discussing how this shapes readers’ responses to the character’s decisions, relationships and challenges.	Learners develop this capability by, for example: - reflecting on their participation and improving how they communicate, negotiate or contribute in a social context - choosing when to lead or support discussions, recognising the impact of their contributions on group outcomes - seeking alternative solutions when working collaboratively to create, rehearse and present spoken and multimodal presentations, reflecting on the effectiveness of their actions and suggesting improvements.

Knowledge

Language	Literature	Literacy
Conceptual understandings and supporting content descriptions		
Language influences meaning and interpretation. Learners: - understand that language is selected for social contexts and that it helps to signal social roles and relationships AC9E5LA01 - understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources AC9E5LA02 - describe how spoken, written and multimodal texts use language features and are typically organised into characteristic stages and phases, depending on purposes in texts AC9E5LA03 - understand how texts can be made cohesive by using the starting point of a sentence or paragraph to give prominence to the message and to guide the reader through the text AC9E5LA04 - understand that the structure of a complex sentence includes a main clause and at least one dependent clause, and understand how writers can use this structure for effect AC9E5LA05	Literary texts influence meaning and interpretation through literary devices, language features and text structures. Learners: - identify aspects of literary texts that represent details or information about historical, social and cultural contexts in literature by First Nations Australian, and wide-ranging Australian and world authors AC9E5LE01 - present an opinion on a literary text using specific terms about literary devices, text structures and language features, and reflect on the viewpoints of others AC9E5LE02 - recognise that the point of view in a literary text influences how readers interpret and respond to events and characters AC9E5LE03 - examine the effects of imagery, including simile, metaphor and personification, and sound devices in narratives, poetry and songs AC9E5LE04 - create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced. AC9E5LE05	Text users explain, evaluate and create texts, developing and elaborating ideas for particular purposes and audiences. Learners: - describe the ways in which a text reflects the time and place in which it was created AC9E5LY01 - use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea AC9E5LY02 - explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text AC9E5LY03 - navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming AC9E5LY04 - use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas AC9E5LY05

Language	Literature	Literacy
- understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea AC9E5LA06 - explain how the sequence of images in print, digital and film texts has an effect on meaning AC9E5LA07 - understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of words AC9E5LA08 - use commas to indicate prepositional phrases, and apostrophes where there is multiple possession. AC9E5LA09		- plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation AC9E5LY06 - plan, create, rehearse and deliver spoken and multimodal presentations that include relevant, elaborated ideas, sequencing ideas and using complex sentences, specialist and technical vocabulary, pitch, tone, pace, volume, and visual and digital features AC9E5LY07 - use phonic, morphemic and vocabulary knowledge to read and spell words that share common letter patterns but have different pronunciations AC9E5LY08 - build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations AC9E5LY09 - explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word. AC9E5LY10

English – Year 6

Essential Learning

Dispositions

Curiosity	Empathy	Reflectiveness	Resourcefulness
This disposition may be evident when learners, for example: - wonder how a character might experience the world represented within a text and read on to discover what further clues reveal about their perspective - explore unfamiliar values, customs or perspectives in texts that spark their interest to deepen their understanding of ideas and experiences - play with language to discover multiple ways in which language can affect an audience.	This disposition may be evident when learners, for example: - speculate about a minor character’s feelings to understand how they might experience a major event in a narrative - consider a specific audience’s perspective or needs to vary language choices when adapting a text for them - seek to understand a character whose perspective differs from their own to gain new insights into human experiences.	This disposition may be evident when learners, for example: - reconsider their earlier interpretation after hearing other plausible points of view and adjust it where their thinking has changed - notice how they addressed an audience and identify what could be modified to improve their communication - reflect on how the ideas explored in a text have influenced or challenged their thinking.	This disposition may be evident when learners, for example: - repurpose available materials to overcome a problem they encounter when creating a multimodal text - search for contextual information that could help them address challenges in developing their interpretation of a text - draw on peer expertise to help progress their writing when it stalls.

Capabilities

Critical, creative and metacognitive thinking	Intercultural responsiveness	Personal and social agency
Learners develop this capability by, for example: - examining characters’ responses in a text and considering how their perspectives are influenced by their historical, social or cultural context, then reflecting on how their own context influences interpretation - analysing contemporary issues when studying media texts from multiple sources and discussing how the context reflects the social and political climate of the time - critically comparing how different media sources frame the same event, identifying persuasive techniques and reflecting on how this influences their thinking.	Learners develop this capability by, for example: - valuing different perspectives, and examining how beliefs, values and cultural practices convey meaning and influence people’s sense of identity and belonging - analysing characters’ actions, dialogue and motivations to understand how cultural background shapes perspectives, and adjusting their own interpretations to consider how cultural values influence meaning - examining how authors represent cultural identity through language and narrative choices and acknowledging the impact of these choices on the way readers understand characters, issues or events.	Learners develop this capability by, for example: - initiating and guiding group discussions by suggesting goals, clarifying the task and encouraging all members to contribute relevant ideas from texts or research - providing constructive feedback in a formal and considerate manner when evaluating information or opinions - reflecting on personal strategies for analysing or composing texts, sharing what worked, and inviting peers to share their approaches to strengthen group problem solving.

Knowledge

Language	Literature	Literacy
Conceptual understandings and supporting content descriptions		
Language changes for increasingly formal contexts. Learners: - understand that language varies as levels of formality and social distance increase AC9E6LA01 - understand the uses of objective and subjective language, and identify bias AC9E6LA02 - explain how texts across the curriculum are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features AC9E6LA03 - understand that cohesion can be created by the intentional use of repetition, and the use of word associations AC9E6LA04 - understand how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas AC9E6LA05	Literary texts shape meaning, interpretation and response through literary devices and themes. Learners: - identify responses to characters and events in literary texts, drawn from historical, social or cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors AC9E6LE01 - identify similarities and differences in literary texts on similar topics, themes or plots AC9E6LE02 - identify and explain characteristics that define an author's individual style AC9E6LE03 - explain the way authors use sound and imagery to create meaning and effect in poetry AC9E6LE04 - create and edit literary texts that adapt plot structure, characters, settings or ideas from texts students have experienced, and experiment with literary devices. AC9E6LE05	Text users interpret, analyse and create texts to inform, engage and influence increasingly diverse audiences. Learners: - examine texts including media texts that represent ideas and events, and identify how they reflect the context in which they were created AC9E6LY01 - use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions AC9E6LY02 - analyse how text structures and language features work together to meet the purpose of a text, and engage and influence audiences AC9E6LY03 - select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features; for example, table of contents, glossary, chapters, headings and subheadings AC9E6LY04

Language	Literature	Literacy
• understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups AC9E6LA06 • identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning AC9E6LA07 • identify authors’ use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole AC9E6LA08 • understand how to use the comma for lists, to separate a dependent clause from an independent clause, and in dialogue. AC9E6LA09		• use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources AC9E6LY05 • plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features AC9E6LY06 • plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features AC9E6LY07 • use phonic knowledge of common and less common grapheme–phoneme relationships to read and write increasingly complex words AC9E6LY08 • use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words. AC9E6LY09

English – Year 7

Essential Learning

Dispositions

Curiosity	Empathy	Reflectiveness	Resourcefulness
This disposition may be evident when learners, for example: • pursue questions about how changing a language choice might alter an audience’s response and test different possibilities to discover their effects • wonder about the influence of an author, illustrator or context as they explore possibilities for interpreting a text • pursue questions about a significant pattern or feature in a text that intrigues them, exploring possible meanings to better understand the author’s intent.	This disposition may be evident when learners, for example: • listen to overlooked perspectives to deepen their understanding when discussing characters, events or themes • appreciate a character’s views differently after learning more about their context, background and circumstance • consider the needs of peers who are having difficulty expressing themselves to support their engagement in discussions.	This disposition may be evident when learners, for example: • examine how their approach to writing has affected progress to identify strategies for potential improvement • reframe their understanding of a text after making connections to a subsequent text they have read • recognise when a pivotal moment in a text connects to their life and consider how their biases or assumptions influenced their interpretation.	This disposition may be evident when learners, for example: • draw on ideas from different sources when they need inspiration or information to develop an original piece of writing • draw on a range of perspectives to develop or refine an interpretation of a text • consult published examples of a text type to identify useful structures, language choices or conventions they might draw on in their own writing.

Capabilities

Critical, creative and metacognitive thinking	Intercultural responsiveness	Personal and social agency
Learners develop this capability by, for example: • comparing characters’ viewpoints and questioning how their beliefs or assumptions shape their actions, then reflecting on how their own context influences interpretation • using an image to craft a scene that includes sensory detail and a distinctive narrative voice • deconstructing a text’s themes and character motivations, considering the author’s purpose and perspective.	Learners develop this capability by, for example: • examining texts that include events, Country/Place, identities and languages of Aboriginal Nations and discussing how each text reflects cultural relationships to Country/Place • evaluating how online, written and oral texts reflect the values, beliefs and experiences of various cultural groups • writing an interactive scene between characters from different cultural backgrounds that demonstrates different protocols and forms of address, and different understandings of personal space.	Learners develop this capability by, for example: • respectfully challenging a group member’s analysis of a text, citing evidence from earlier chapters • asking a follow-up question during a discussion on symbolism that helps the group dig deeper into the text’s imagery • examining personal reading habits and preferences, considering how they have evolved over time and why.

Knowledge

Language	Literature	Literacy
Conceptual understandings and supporting content descriptions		
Language choices reflect context, shape identities and influence perspectives. Learners: • understand how language expresses and creates personal and social identities AC9E7LA01 • recognise language used to evaluate texts including visual and multimodal texts, and how evaluations of a text can be substantiated by reference to the text and other sources AC9E7LA02 • identify and describe how texts are structured differently depending on their purpose and how language features vary in texts AC9E7LA03 • understand that the cohesion of texts relies on devices that signal structure and guide readers, such as overviews and initial and concluding paragraphs AC9E7LA04 • understand how complex and compound-complex sentences can be used to elaborate, extend and explain ideas AC9E7LA05 • understand how consistency of tense through verbs and verb groups achieves clarity in sentences AC9E7LA06 • analyse how techniques such as vectors, angle or social distance in visual texts can be used to create a perspective AC9E7LA07 • investigate the role of vocabulary in building specialist and technical knowledge, including terms that have both everyday and technical meanings AC9E7LA08 • understand the use of punctuation including colons and brackets to support meaning. AC9E7LA09	Literary texts represent ideas, experiences and perspectives through literary choices that create effects and invite response. Learners: • identify and explore ideas, points of view, characters, events or issues in literary texts, drawn from historical, social or cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors AC9E7LE01 • form an opinion about characters, settings and events in texts, identifying areas of agreement and difference with others’ opinions and justifying a response AC9E7LE02 • explain the ways that literary devices and language features such as dialogue, and images are used to create character, and to influence emotions and opinions in different types of texts AC9E7LE03 • discuss the aesthetic and social value of literary texts using relevant and appropriate metalanguage AC9E7LE04 • identify and explain the ways that characters, settings and events combine to create meaning in narratives AC9E7LE05 • identify and explain how literary devices create layers of meaning in texts including poetry AC9E7LE06 • create and edit literary texts that experiment with language features and literary devices encountered in texts. AC9E7LE07	Text users interpret, analyse and create texts, selecting relevant structures, language features and multimodal elements for particular purposes and audiences. Learners: • explain the effect of current technology on reading, creating and responding to texts including media texts AC9E7LY01 • use interaction skills when discussing and presenting ideas and information including evaluations of the features of spoken texts AC9E7LY02 • analyse the ways in which language features shape meaning and vary according to audience and purpose AC9E7LY03 • explain the structure of ideas such as the use of taxonomies, cause and effect, extended metaphors and chronology AC9E7LY04 • use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and summarise information and ideas AC9E7LY05 • plan, create, edit and publish written and multimodal texts, selecting subject matter, and using text structures, language features, literary devices and visual features as appropriate to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive or analytical AC9E7LY06 • plan, create, rehearse and deliver presentations for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive or analytical, by selecting text structures, language features, literary devices and visual features, and using features of voice including volume, tone, pitch and pace AC9E7LY07 • understand how to use spelling rules and word origins; for example, Greek and Latin roots, base words, suffixes, prefixes and spelling patterns to learn new words and how to spell them. AC9E7LY08

English – Year 8

Essential Learning

Dispositions

Curiosity	Empathy	Reflectiveness	Resourcefulness
This disposition may be evident when learners, for example: • pursue questions about how changing a language choice might alter an audience’s response and test different possibilities to discover their effects • wonder about the influence of an author, illustrator or context as they explore possibilities for interpreting a text • pursue questions about a significant pattern or feature in a text that intrigues them, exploring possible meanings to better understand the author’s intent.	This disposition may be evident when learners, for example: • listen to overlooked perspectives to deepen their understanding when discussing characters, events or themes • appreciate a character’s views differently after learning more about their context, background and circumstance • consider the needs of peers who are having difficulty expressing themselves to support their engagement in discussions.	This disposition may be evident when learners, for example: • examine how their approach to writing has affected progress to identify strategies for potential improvement • reframe their understanding of a text after making connections to a subsequent text they have read • recognise when a pivotal moment in a text connects to their life and consider how their biases or assumptions influenced their interpretation.	This disposition may be evident when learners, for example: • draw on ideas from different sources when they need inspiration or information to develop an original piece of writing • draw on a range of perspectives to develop or refine an interpretation of a text • consult published examples of a text type to identify useful structures, language choices or conventions they might draw on in their own writing.

Capabilities

Critical, creative and metacognitive thinking	Intercultural responsiveness	Personal and social agency
Learners develop this capability by, for example: - incorporating visual elements to increase audience appeal by creating comic strips, storyboards or illustrated narratives - assessing the effectiveness of various rhetorical techniques in class debates and online forums - analysing whether appealing to emotion in debates helps engage listeners or distracts from the evidence.	Learners develop this capability by, for example: - writing to a refugee memoirist expressing gratitude for expanding their understanding of resilience across cultures - identifying how a character’s bilingual identity affects the choices they make - investigating how cultural backgrounds influence characters’ motivations, behaviours and decisions in texts.	Learners develop this capability by, for example: - discussing the cultural and social significance of literary texts within historical and contemporary contexts - initiating peer-support strategies, such as pairing up with a classmate who is struggling with a reading or writing task and helping them identify the most important parts - working together to compare how 2 different authors portray the same theme.

Knowledge

Language	Literature	Literacy
Conceptual understandings and supporting content descriptions		
Language choices shape relationships and roles and create layers of meaning when representing ideas, perspectives and experiences. Learners: - recognise how language shapes relationships and roles AC9E8LA01 - understand how layers of meaning can be created when evaluating by using literary devices such as simile and metaphor AC9E8LA02 - explain how texts are structured depending on their purpose and how language features vary, recognising that some texts are hybrids that combine different genres or elements of different genres AC9E8LA03 - understand how cohesion in texts is improved by strengthening the internal structure of paragraphs with examples, quotations and substantiation of claims AC9E8LA04 - examine a variety of clause structures including embedded clauses that add information and expand ideas in sentences AC9E8LA05	Literary texts represent perspectives and values and position audiences through literary choices. Learners: - explain the ways that ideas and points of view may represent the values of individuals and groups in literary texts, drawn from historical, social and cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors AC9E8LE01 - share opinions about the language features, literary devices and text structures that contribute to the styles of literary texts AC9E8LE02 - explain how language or images in texts position readers to respond and form viewpoints AC9E8LE03 - identify intertextual references in literary texts and explain how the references enable new understanding of the aesthetic quality of the text AC9E8LE04 - analyse how language features such as sentence patterns create tone, and literary devices such as imagery create meaning and effect AC9E8LE05	Text users interpret, evaluate and create texts, adapting and varying text structures, language features and multimodal elements for different purposes and audiences. Learners: - identify how texts reflect contexts AC9E8LY01 - use interaction skills for identified purposes and situations, including when supporting or challenging the stated or implied meanings of spoken texts in presentations or discussion AC9E8LY02 - analyse and evaluate the ways that language features vary according to the purpose and audience of the text, and the ways that sources and quotations are used in a text AC9E8LY03 - analyse how authors organise ideas to develop and shape meaning AC9E8LY04 - use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to interpret and evaluate ideas in texts AC9E8LY05

Language	Literature	Literacy
- understand the effect of nominalisation in texts AC9E8LA06 - investigate how visual texts use intertextual references to enhance and layer meaning AC9E8LA07 - identify and use vocabulary typical of academic texts AC9E8LA08 - understand and use punctuation conventions including semicolons and dashes to extend ideas and support meaning. AC9E8LA09	create and edit literary texts that experiment with language features and literary devices for particular purposes and effects. AC9E8LE06	- plan, create, edit and publish written and multimodal texts, selecting subject matter, and using text structures, language features, literary devices and visual features as appropriate to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive or analytical AC9E8LY06 - plan, create, rehearse and deliver presentations for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive or analytical, by selecting text structures, language features, literary devices and visual features, and using features of voice including volume, tone, pitch and pace AC9E8LY07 - apply learnt knowledge to spell accurately and to learn new words. AC9E8LY08

English – Year 9

Essential Learning

Dispositions

Curiosity	Empathy	Reflectiveness	Resourcefulness
This disposition may be evident when learners, for example: - wonder about cultural perspectives to explore how their perspectives shape interactions or ideas within texts - explore connections between their experiences and those represented in texts in pursuit of new insights or interpretations - play with and test figurative language to explore how different choices shape a character and influence an audience’s interpretation.	This disposition may be evident when learners, for example: - infer how a character’s actions may affect another character’s feelings or perspective to understand how their relationship might develop - affirm a peer’s contributions to a collaborative text production when they perceive a group member’s concern - consider diverse values and beliefs to understand how these may shape responses to a story or character they have created.	This disposition may be evident when learners, for example: - review how context impacted the effectiveness of their choices of form and register and adjust these when creating or refining a text - re-examine an earlier judgement in light of new textual evidence and revise their position where their reasoning has changed - reconsider a character’s early motivations after gaining insights through further engagement with the text.	This disposition may be evident when learners, for example: - draw on knowledge from their culture or community to make sense of language or ideas in a text - draw on various strategies when engaging with differing interpretations of a text to develop shared meaning with peers - trial new digital tools or processes they have sourced to enhance their multimodal texts.

Capabilities

Critical, creative and metacognitive thinking	Intercultural responsiveness	Personal and social agency
Learners develop this capability by, for example: - creating written and multimodal texts by adapting, combining or elaborating on both new and known ideas - explaining how symbolism allows them to explore the emotional weight of a theme or topic - evaluating whether shifting between first-person and omniscient narration helps illuminate the impacts of globalisation on different communities.	Learners develop this capability by, for example: - analysing how a character’s respect for other community members shapes their response to a moral dilemma in the narrative - investigating global and intercultural issues through creative writing - practising effective and respectful communication with peers from diverse cultural backgrounds during collaborative classroom activities.	Learners develop this capability by, for example: - reflecting on the ethical and community impacts of representing cultural diversity in media texts and considering ways to promote inclusivity and representation - leading a gallery walk of illustrated narratives, inviting peers to interpret and discuss the intercultural themes in each work - evaluating media for inclusivity, noting which voices are amplified and which are overlooked.

Knowledge

Language	Literature	Literacy
Conceptual understandings and supporting content descriptions		
Language choices are manipulated with greater precision for effect and perspective across contexts. Learners: - recognise how language empowers relationships and roles AC9E9LA01 - understand how evaluation can be expressed directly and indirectly using devices such as allusion, evocative vocabulary and metaphor AC9E9LA02 - examine how authors adapt and subvert text structures and language features by experimenting with spoken, written, visual and multimodal elements, and their combination AC9E9LA03 - investigate a range of cohesive devices that condense information in texts, including nominalisation, and devices that link, expand and develop ideas, including text connectives AC9E9LA04 - identify how authors vary sentence structures creatively for effects, such as intentionally using a dependent clause on its own or a sentence fragment AC9E9LA05 - understand how abstract nouns and nominalisation can be used to summarise ideas in text AC9E9LA06 - analyse how symbols in still and moving images augment meaning AC9E9LA07 - analyse how vocabulary choices contribute to style, mood and tone AC9E9LA08 - understand punctuation conventions for referencing and citing others for formal and informal purposes. AC9E9LA09	Literary texts shape representations and create aesthetic effect through distinctive authorial style and literary choices. Learners: - analyse the representations of people and places in literary texts, drawn from historical, social and cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors AC9E9LE01 - present a personal response to a literary text comparing initial impressions and subsequent analysis of the whole text AC9E9LE02 - analyse how features of literary texts influence readers' preference for texts AC9E9LE03 - analyse texts and evaluate the aesthetic qualities and appeal of an author's literary style AC9E9LE04 - analyse the effect of text structures, language features and literary devices such as extended metaphor, metonymy, allegory, symbolism and intertextual references AC9E9LE05 - create and edit literary texts, that may be a hybrid, that experiment with text structures, language features and literary devices for purposes and audiences. AC9E9LE06	Text users analyse, evaluate and create texts, deliberately crafting text structures, language features and multimodal elements for specific purposes and audiences. Learners: - analyse how representations of people, places, events and concepts reflect contexts AC9E9LY01 - listen to spoken texts that have different purposes and audiences, analysing how language features position listeners to respond in particular ways, and use interacting skills to present and discuss opinions regarding these texts AC9E9LY02 - analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group AC9E9LY03 - analyse the organisation of ideas in paragraphs and extended texts, and evaluate its impact on meaning AC9E9LY04 - use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to compare and contrast ideas and opinions in and between texts AC9E9LY05 - plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas, and selecting text structures, language features, literary devices and multimodal features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical or critical AC9E9LY06 - plan, create, rehearse and deliver spoken and multimodal presentations for purpose and audience, using language features, literary devices and features of voice such as volume, tone, pitch and pace, and organising, expanding and developing ideas in ways that may be imaginative, reflective, informative, persuasive, analytical or critical AC9E9LY07 - understand how spelling is used in texts for particular effects; for example, characterisation, humour and to represent accents and distinctive speech. AC9E9LY08

English – Year 10

Essential Learning

Dispositions

Curiosity	Empathy	Reflectiveness	Resourcefulness
This disposition may be evident when learners, for example: - wonder about cultural perspectives to explore how their perspectives shape interactions or ideas within texts - explore connections between their experiences and those represented in texts in pursuit of new insights or interpretations - play with and test figurative language to explore how different choices shape a character and influence an audience’s interpretation.	This disposition may be evident when learners, for example: - infer how a character’s actions may affect another character’s feelings or perspective to understand how their relationship might develop - affirm a peer’s contributions to a collaborative text production when they perceive a group member’s concern - consider diverse values and beliefs to understand how these may shape responses to a story or character they have created.	This disposition may be evident when learners, for example: - review how context impacted the effectiveness of their choices of form and register and adjust these when creating or refining a text - re-examine an earlier judgement in light of new textual evidence and revise their position where their reasoning has changed - reconsider a character’s early motivations after gaining insights through further engagement with the text.	This disposition may be evident when learners, for example: - draw on knowledge from their culture or community to make sense of language or ideas in a text - draw on various strategies when engaging with differing interpretations of a text to develop shared meaning with peers - trial new digital tools or processes they have sourced to enhance their multimodal texts.

Capabilities

Critical, creative and metacognitive thinking	Intercultural responsiveness	Personal and social agency
Learners develop this capability by, for example: - monitoring their comprehension when studying a complex text by annotating moments of confusion or insight and adjusting reading strategies accordingly - analysing the objective and subjective aspects of what peers are saying during class discussions and presentations - comparing the effectiveness of different planning methods to determine which approach best supports their writing process.	Learners develop this capability by, for example: - listening to a guest speaker investigating the history, culture and stories of Aboriginal people, promoting a deeper understanding - reflecting on their experiences and thoughts about their identity and how it shapes their cultural awareness through a multimodal text - interviewing a family or community member about a cultural story or tradition and transforming the insights into an informative narrative or digital story.	Learners develop this capability by, for example: - designing a digital exhibition that showcases how literary themes connect to real-world social movements, inviting peers and teachers to engage with issues of equity and representation - advocating for social justice through literary activism, including awareness campaigns inspired by issues raised in shared texts - collaborating to lead panel discussions on contemporary issues raised in class novels, encouraging peers to consider alternative viewpoints and ethical responsibilities.

Knowledge

Language	Literature	Literacy
Conceptual understandings and supporting content descriptions		
Language choices are used to enact values, power and purpose across contexts. Learners: • understand how language can have inclusive and exclusive social effects, and can empower or disempower people AC9E10LA01 • understand that language used to evaluate, implicitly or explicitly reveals an individual's values AC9E10LA02 • analyse text structures and language features and evaluate their effectiveness in achieving their purpose AC9E10LA03 • understand how paragraph structure can be varied to create cohesion, and paragraphs and images can be integrated for different purposes AC9E10LA04 • analyse and evaluate the effectiveness of particular sentence structures to express and craft ideas AC9E10LA05 • analyse how meaning and style are achieved through syntax AC9E10LA06 • evaluate the features of still and moving images, and the effects of those choices on representations AC9E10LA07 • use an expanded technical and academic vocabulary for precision when writing academic texts AC9E10LA08 • understand how authors use and experiment with punctuation. AC9E10LA09	Literary texts shape multiple interpretations and critical evaluation of author representations, values and literary choices. Learners: • analyse representations of individuals, groups and places and evaluate how they reflect their context in literary texts by First Nations Australian, and wide-ranging Australian and world authors AC9E10LE01 • reflect on and extend others’ interpretations of and responses to literature AC9E10LE02 • analyse how the aesthetic qualities associated with text structures, language features, literary devices and visual features, and the context in which these texts are experienced, influence audience response AC9E10LE03 • evaluate the social, moral or ethical positions represented in literature AC9E10LE04 • analyse how text structure, language features, literary devices and intertextual connections shape interpretations of texts AC9E10LE05 • compare and evaluate how “voice” as a literary device is used in different types of texts, such as poetry, novels and film, to evoke emotional responses AC9E10LE06 • analyse and evaluate the aesthetic qualities of texts AC9E10LE07 • create and edit literary texts with a sustained “voice”, selecting and adapting text structures, literary devices, and language, auditory and visual features for purposes and audiences. AC9E10LE08	Text users analyse, evaluate and create texts, interpreting complex and abstract ideas and experimenting with text structures, language features and multimodal elements for specific purposes and audiences. Learners: • analyse and evaluate how people, places, events and concepts are represented in texts and reflect contexts AC9E10LY01 • listen to spoken texts and explain the purposes and effects of text structures and language features, and use interaction skills to discuss and present an opinion about these texts AC9E10LY02 • analyse and evaluate how language features are used to implicitly or explicitly represent values, beliefs and attitudes AC9E10LY03 • analyse and evaluate how authors organise ideas in texts to achieve a purpose AC9E10LY04 • integrate comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and interpret complex and abstract ideas AC9E10LY05 • plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas through experimenting with text structures, language features, literary devices and multimodal features for specific purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical or critical AC9E10LY06 • plan, create, rehearse and deliver spoken and multimodal presentations by experimenting with rhetorical devices, and the organisation and development of ideas, to engage audiences for different purposes in ways that may be imaginative, reflective, informative, persuasive, analytical or critical AC9E10LY07 • use knowledge of the spelling system to spell words and to manipulate standard spelling for particular effects. AC9E10LY08