ENGLISH CURRICULUM SCOPE AND SEQUENCE
Level 5 to Level 10

Reading and Viewing
Writing
Speaking and Listening
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INTRODUCTION TO THE ENGLISH SCOPE AND SEQUENCE DOCUMENTS

What is a Scope and Sequence?

**Scope** The breadth and depth of content to be covered in a curriculum at any one time (e.g. week, term, year, over a student’s school life.) All that you do in a given period.

**Sequence** The order in which content is presented to learners over time. The order in which you do it.

Together a scope and sequence of learning bring order to the delivery of content, supporting the maximising of student learning and offering sustained opportunities for learning. Without a considered scope and sequence there is the risk of ad hoc content delivery and the possibility that significant content will not be included.

Why does a school need a Scope and Sequence?

• An agreed Scope and Sequence for each Learning Area provides a sound basis for a school being able to offer a guaranteed and viable curriculum by addressing gaps in students’ learning and eliminating unnecessary repetition.
• A shared Scope and Sequence within a school enables teachers to have clarity about the knowledge, skills and dispositions that students will acquire in their learning and what they need to learn next.
• A Scope and Sequence supports teachers’ effective unit and lesson planning and enables teachers to maintain a developmental focus on student learning as the students progress through the school.

The English Scope and Sequence developed by WMR

This document has been developed to support schools with the transition to AusVELS English for 2013 and to Australian Curriculum in 2014. This Scope and Sequence:

• Links to the professional learning undertaken in Western Metropolitan Region over the last 4 years (2009 – 2012);
• Aligns with the content of the online professional learning course - Reading: Teaching, Conferring and Planning for Years P-9 (See Ultranet ID# 110233139) and other professional resources developed in WMR;
• Is based on sound, research-based instructional practices.

Teaching and learning about the content in the Scope and Sequence: Gradual Release of Responsibility Model
It is assumed that the teaching and learning about the content outlined in the Scope and Sequence is all based on the Gradual Release of Responsibility Model (Pearson and Gallagher, 1983; Duke and Pearson, 2002, pp. 208-210) where the responsibility for the use of a literacy practice gradually transfers from the teacher to the student.

This model of teaching and learning begins with an explicit description of the literacy practice and an explanation of when and how it is used plus a demonstration of the literacy practice in action, which is followed by collaborative use of the literacy practice in action, then guided practice of the action for those students needing more support, and independent use when students apply their learning in the context of new tasks. In schools, this process of scaffolding is sometimes phrased as

I Do/You Watch
I Do/You Help/We Do Together
You Do/ I Help or support You Do/I Watch

with the expectation that students can perform reading and viewing, writing and listening and speaking learning tasks if good teacher modelling, collaborative working together, support as needed and sufficient student practice are all evident.

Reading and Viewing

The English AusVELS aims to ensure that students learn to listen, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts for various purposes and they do this with understanding, fluency and sufficient accuracy to ensure understanding.

The following practices assist teachers to achieve the aims of English AusVELS Reading and Viewing.

1. Instructional practices and approaches in reading and viewing should include:

Whole class
- Read Aloud
- Shared Reading or Viewing
- Response to and discussion about Reading or Viewing
- Language Experience Work
- Other language work, such as Readers Theatre to support fluency

Small group
- Read Aloud
- Shared Reading or Viewing
- Guided Reading
- Language Experience Work
- Response to and discussion about Reading or Viewing (e.g. book or film clubs, literature circles)
• Other strategy group work such as DR-TA, Reciprocal Teaching, SQ3R, Question the Author, Transactional Strategy work, Readers Theatre

Individual
• Student Independently Reading (silent), print and digital texts
• Student Independently Reading Aloud to another student (e.g. buddy reading) or students (e.g. Readers Theatre) (N.B. NOT Round-Robin Reading)
• Student listening to or reading along with a competent reader (e.g. online or with disc)
• Response to Reading or Viewing through discussion or writing
• Language Experience Work
• Independent viewing and responding

The Language Experience Approach

Language experience activities occur when teachers and students engage in talk about a shared experience and the students’ language is recorded and subsequently read. This discussion and recording of an experience may be developed with the whole class, a group or an individual. The text and accompanying illustrations or photographs are usually produced as an enlarged text if the experience is with a group or the class so that the text is suitable for Shared Reading. This enlarged text may be a large book or a podcast or as a digital text which can be shown on an electronic whiteboard. When the experience is with one student the published text is mostly for that student to read but can also be added to the collection of Independent Reading resources. Although the recording of the students’ experiences should firstly be written in their language style, if the text is then to be used for reading it is important that this text has conventional spelling, grammar and punctuation.

For further information about Language Experience work refer to Wilson, Lorraine, Write me a Sign (reprinted by and available from Western Metropolitan Region).

2. The comprehension strategies in reading and viewing

Comprehension strategies are used by competent readers and viewers before, during and after reading or viewing a text. Some writers about this topic refer to strategies used by readers to ‘think about the text’ and other strategies used by readers to ‘think beyond the text’, but the strategies do not readily fall into just one of those two categories so it is helpful to refer to the major collection of research about the teaching of comprehension.

The major reference for the information about comprehension in this document is What Research Has to Say About Reading Instruction, published by the International Reading Association, (3rd edition 2002 and 4th edition 2011).

In the 2002 edition the following main comprehension strategies were identified:
• Predicting/Using Prior Knowledge
• Using Text Structures and Features
• Questioning
• Summarising
• Visualising and Creating Visual Representations
• Thinking Aloud

A recommended reference based on this research is *Teaching Comprehension: An interactive professional development course* (levels K-2, 3-6 and 6-9), which includes a range of other strategies such as inferring and monitoring understanding within Thinking Aloud and includes recommended routines such as Reciprocal Teaching.

In the 2011 edition of *What Research Has to Say About Reading Instruction* the following main comprehension strategies were identified:

• Setting purposes for reading
• Previewing and predicting
• Activating prior knowledge
• Monitoring, clarifying, and fixing
• Visualising and creating visual representations
• Drawing inferences
• Self-questioning and thinking aloud
• Summarising and retelling

The research also identified that one of the main elements of effective comprehension teaching is to teach text structure.

So the same comprehension strategies were identified but were listed in more detail and even listed as separate strategies rather than grouped under a major strategy such as Think Aloud, being defined in more detail as ‘monitoring, clarifying and fixing’ and ‘drawing inferences’. Although ‘activating prior knowledge’ is listed separately from ‘previewing and predicting’, a reader and viewer actually activates prior knowledge in order to predict so they both would be dealt with in the strategy ‘predicting/using prior knowledge’ as it was listed in 2002.

The main thing is for teachers to understand that there are these specific comprehension strategies which are important to teach and assess at every year level. The strategies do not change; the reader and viewer needs to be able to apply them to more complex texts as they develop into more sophisticated and competent readers and viewers. Also teachers should know that the research again states that these strategies should be taught using the ‘gradual release of responsibility’ model and that only a brief time should be spent focusing on just one strategy rather than ensuring that students use all of the strategies in an integrated way.
Teachers can overcome disadvantages in reading comprehension that students bring to school if they have strong teachers of comprehension for two consecutive years. If the same students have a strong teacher of comprehension for only one year, it has been found that only 25% make progress. So a whole school approach is recommended.

3. Instructional routines in reading and viewing for scaffolding reading comprehension

In both editions of *What Research Has to Say About Reading Instruction* there were specific routines identified as being most helpful in teaching students about using multiple comprehension strategies. These include *Reciprocal Teaching* and *Questioning the Author*; other routines that assist students with this include *SQ3R (Survey, Question, Read, Write, Review)* and *DR-TA (Directed Reading-Thinking Activity)*.

It has also been found that discussion about texts is essential to aid comprehension, which can be achieved by initiating Literature Circles or Book Clubs.

(Refer to *Reading: Teaching, Conferring and Planning for Years P-9*, Section 5: Main Comprehension Strategies and Reciprocal Teaching Articles and also *Teaching Comprehension CD-ROMs* for information about the comprehension routines.)

4. Comprehension skills in reading and viewing that require students to ‘think about the text’

Fountas and Pinnell list as separate strategies ‘Analysing’ and ‘Critiquing’, but other authors would include these strategies as part of the work in questioning, especially in relation to asking critical questions of the text. It is useful to realise that various authors will use different terminology to describe the main comprehension strategies, but the main thing for students to know is that all of these strategies, no matter what labels are used, will help them to understand what they are reading and that reading is a process of constructing meaning, not just ‘word calling’.

5. The dimensions of reading other than comprehension

Although comprehension is an extremely important dimension of reading the total reading and viewing curriculum should include:

- Comprehension
- The Reading Process
- Vocabulary
- Fluency
- Decoding
- Response to reading and viewing
Beginning readers also need to learn about the Concepts of Print.

Also it is essential that teachers ensure that students build disciplinary and world knowledge.

6. Classrooms should have the following literacy practices to support students’ learning

• Explicit teaching of all dimensions of reading, with explicit demonstration and explanation of all strategies, including the purpose of the strategies in relation to reading more effectively
• A focus on building reading stamina across year levels
• Well organised classroom libraries with appropriate levelled reading and non-levelled reading material, covering a broad range of interests, genres, styles and text types that will motivate students to read
• Students skilled in selecting appropriate and ‘Just Right’ book selections to meet their various purposes for reading
• An extensive independent reading time that includes systematic and regular one-to-one conferring with students
• Ongoing documentation of conference observations, teaching and individual reading goals
• Students being able to articulate their strengths as a reader, the goals they are working at to improve their reading and how they will achieve these goals
• Student recording of reading logs and reflective journals
• Students discussing their reading and sharing their reflections and recommendations with each other
• Differentiated instruction based on the ongoing student assessment, particularly from the observations made during reading conferences
• Students continuing their reading after school and during vacations

Access to viewing and discussing a range of film texts is also vital.

Research also indicates that it is not advisable for reading instruction to occur at the expense of disciplinary learning. Knowledge that students gain in more vigorous social studies and science instruction, including the learning in integrated units of study, fuels comprehension directly and powerfully.

Writing

Writing is a process through which a writer shapes language to communicate effectively. Writing often develops through a series of initial plans and multiple drafts and through access to informed feedback and response. Teachers should explore the difference between teaching public writing, which focuses on building both the quality of the writing and students’ knowledge of the writing process and teaching writing to learn, which will focus on using writing to delve deeper into content knowledge and understanding.

The following practices assist teachers to achieve the aims of English AusVELS Writing.

1. Writing Instructional practices
Whole class
- Modelled Writing
- Shared Writing
- Interactive Writing
- Writing done as part of Language Experience Work

Small group
- Modelled Writing
- Shared Writing
- Interactive Writing
- Guided Writing based on observed needs of students
- Strategy group work based on observed needs of students
- Writing done as part of Language Experience Work
- Groups discussing each other’s writing and providing feedback for the writer

Individual
- Independent writing
- Partner writing
- Writing done as part of Language Experience Work

2. Writing lessons that incorporate the following ‘basic pre-requisites’ (from Teaching Writing P-9, Dale Gordon for WMR)

Mini-lessons and demonstrations are necessary for students to learn about the many dimensions of writing. These include sessions about:

- Purposeful reasons to write
- Identifying audiences – ‘who am I going to write for and why?’
- Linking purpose, audience, genre, structure
- Exploring mentor texts and discussion about a range of authors’ craft
- Exploring various ways to write in different genres
- A knowledge of writing conventions (spelling, grammar, punctuation)
- Learning how to revise, edit and publish
• Learning how to design and publish in various ways and using various media

3. The understanding that writing is a recursive process

Writing may include some or all of the following:

• Pre-writing, rehearsing and planning
• Drafting
• Revising
• Editing and proof reading
• Publishing
• Celebrating writing and published products

Speaking and Listening

The purpose of speaking and listening is to develop skills to be able to participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions.

1. Practices and routines

The following practices can assist teachers with achieving the aims of English AusVELS Speaking and Listening.

Whole class
• Circle time
• Discussions about texts in Read Aloud or Shared Reading, with comments, questions and discussion by students and teachers
• Discussion at sharing time after independent reading and writing
• Talking about experiences as part of Language Experience work
• Discussion about learning through experiences and inquiries in all disciplines and topics of research and study

Small group
• Small group interactions such as paired or partner work
• Reciprocal teaching groups and groups involved in other comprehension routines, Book Clubs and/or Literature Circles
• Turn and talk routine
• Peer tutoring  
• Think, Pair, Share  
• Partner reading, with comments, questions and discussion by students  
• Debates  
• Talking about experiences as part of Language Experience work

**Individual**

• One-to-one conferences  
• Story telling  
• Book share  
• Oral presentations  
• Show and tell  
• The preplanning and rehearsing stage of writing with oral discussion  
• Talking about experiences as part of Language Experience work

**3. Opportunities for students to experience a range of the following:**

• Exploring how language is used for different formal and informal social interactions  
• Interpreting the stated and implied meanings in spoken texts  
• Using evidence to support or challenge different perspectives  
• Listening to spoken texts constructed for different purposes  
• Identifying and exploring the purposes and effects of different text structures and language features of spoken texts  
• Using 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  
• Planning, rehearsing and delivering presentations  
• Selecting and sequencing appropriate content and multimodal elements to promote a point of view  
• Celebrating writing and products
Acknowledgements

The consultants who created these documents studied the components of the AusVELs and Australian Curriculum and decided to organise the WMR English Scope and Sequence as follows:

• Combine AusVELs and Australian Curriculum

• Separate the content descriptors and reorganise them into Language Modes eg. Section for Reading and Viewing, Writing and Speaking and Listening

• Incorporate Strands (Literature, Language and Literacy) and sub-strands within the three sections

• Add hyperlinks to the Australian Curriculum content descriptors and elaborations

The following changes and additions were then made:

• Some sub-strands and content descriptors were incorporated into more than one language mode eg. Responding to literature was in Listening and Speaking and Reading

• References to key WMR documents and resources were added

• Links were made to WMR priorities – these links to past and present work were coded eg. TS – Text Structures and features
Content was added to reflect the comprehensive work undertaken by WMR schools (highlighted in pink) eg the comprehension strategies are unpacked in more detail in the Reading Mode and now include vocabulary and fluency and, the process of writing is unpacked in more detail and now includes revising, publishing and celebrating.

Consultants Sally Slattery, Leslie Tulloch, Varda Svigos, Ann Korab and Tom Campbell, were assisted by a number of expert groups. Special thanks go to Diane Snowball for writing the comprehensive introduction. Other contributors included WMR personnel who initiated and coordinated this project, and teachers and consultants across the region, who contributed suggestions and feedback to the development of these English Scope and Sequence documents.

Particular thanks to:
- David Lee - Truganina South Primary School.
- Verity McAuliffe – St Albans East Primary School
- Laura Hargraves – University Park Primary School
- Jeff Wilson – Point Cook Prep Year 9 College

**ENGLISH CURRICULUM SCOPE AND SEQUENCE - READING AND VIEWING LEVELS 5-10 (Aligning AusVELS and the Australian Curriculum)**

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<td>texts and identify underlying structures</td>
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<td>such as taxonomies, cause and effect, and</td>
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<td>extended metaphors <strong>[ACELA1531]</strong></td>
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<td>Understand that authors innovate with test</td>
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<td>purposes and effects <strong>[ACELA1553]</strong></td>
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<td>Compare the purposes, text structures and</td>
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<td><strong>[ACELA1566]</strong></td>
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</tbody>
</table>
### Text cohesion

- Understand how texts vary in purpose, structure and topic as well as the degree of formality

*This content descriptor is in Writing Made in AusVELS

- Understand that cohesive links can be made in texts by omitting or replacing words

*ACELA1520*

- Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example, paragraph structures

*ACELA1764*

- Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims

*ACELA1766*

- 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

*ACELA1770*

- Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects

*ACELA1567*

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### VOCABULARY

- The meanings of words including everyday and specialist meanings and how words take their meanings from the context of the text

*This content descriptor is in Writing Made in AusVELS

- Also include:  
  - Tier 1: Words students know and use frequently
  - Tier 2: High frequency words – words students need to know but often don’t
  - Tier 3: Academic language – often unknown to students

Refer to: Online professional learning course: Reading: Teaching, Conferring and Planning for Years P-9 – Section 5

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### Visual language

- How images work in texts to communicate meanings, especially in conjunction with other elements such as print and sound

- Explain sequences of images in print and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers’ interpretations

*ACELA1531*

- Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts

*ACELA1524*

- Analyse how point of view is generated in visual texts by means of choices, for example, gaze, angle and social distance

*ACELA1764*

- Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning

*ACELA1548*

- Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning

*ACELA1560*

- Evaluate the impact on audiences of different choices in the representation of still and moving images

*ACELA1572*

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### ENGLISH CURRICULUM SCOPE AND SEQUENCE - READING AND VIEWING LEVELS 5-10 - LANGUAGE

#### STRAND - LANGUAGE

<table>
<thead>
<tr>
<th><strong>Focus of thread within the sub-strand</strong></th>
<th><strong>Level 5</strong></th>
<th><strong>Level 6</strong></th>
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<tbody>
<tr>
<td><strong>Sentences and clause level grammar</strong></td>
<td>Level 5 Year level description</td>
<td>Level 6 Year level description</td>
<td>Level 7 Year level description</td>
<td>Level 8 Year level description</td>
<td>Level 9 Year level description</td>
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<tr>
<td>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)</td>
<td>Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause</td>
<td>Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas</td>
<td>Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information</td>
<td>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</td>
<td>Explain how authors creatively use the structures of sentences and clauses for particular effects</td>
<td>Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts</td>
</tr>
<tr>
<td><em>This content descriptor is in Writing Made in AusVELS Refer to WMR text: Language Conventions –Section C</em></td>
<td><em>ACELA1507</em></td>
<td><em>ACELA1522</em></td>
<td><em>ACELA1534</em></td>
<td><em>ACELA1545</em></td>
<td><em>ACELA1557</em></td>
<td><em>ACELA1569</em></td>
</tr>
</tbody>
</table>

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Created by Varda Svigos, Ann Korab, Julie Bennett, Sally Slattery and Leslie Tulloch for Western Metropolitan Region 2012
### 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. Refer to WMR text: Language Conventions — Section A

Understand how to use banks of known words, as well as word origins, prefixes and suffixes, to learn and spell new words. (ACELA1513)

The content descriptors for this thread are located in AusVELS under Writing Mode

Understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech. (ACELA1562)

The content descriptor for this thread is located in AusVELS under Writing Mode

### Reading and Viewing Levels 5-10 - Literature

#### Sub-strand - Literature and Context

<table>
<thead>
<tr>
<th>Reading and Viewing Levels</th>
<th>Level 5</th>
<th>Level 6</th>
<th>Level 7</th>
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</table>

### Sub-strand - Responding to Literature

<table>
<thead>
<tr>
<th>Personal responses to the ideas, characters and viewpoints in texts</th>
<th>An individual response to the ideas, characters and viewpoints in literary texts, including relating texts to own their own experiences</th>
<th>Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts. (ACELT1608)</th>
<th>Make connections between students’ own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts. (ACELT1613) *</th>
<th>Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts. (ACELT1619) *</th>
<th>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. (ACELT1626)</th>
<th>Explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors. (ACELT1806)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others. (ACELT1669) *</td>
<td>Analyse and evaluate similarities and differences in texts on similar topics, themes or plots. (ACELT1614)</td>
<td>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. (ACELT1620) *</td>
<td>Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts. (ACELT1627) *</td>
<td>Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text. (ACELT1771)</td>
<td>Reflect on, extend, endorse or refute others’ interpretations of and responses to literature. (ACELT1640) *</td>
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</table>
## 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

- Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences *(ACELT1795)*
- Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts *(ACELT1615)*
- Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts *(ACELT1621)*
- Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage *(ACELT1803)*
- 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 *(ACELT1628)*
- Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts *(ACELT1807)*
- Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts *(ACELT1635)*
- 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 *(ACELT1641)*
- Evaluate the social, moral and ethical positions represented in texts *(ACELT1812)*

## SUB-STRAND - EXAMINING LITERATURE

### 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

*Refer to WMR text: *Teaching Writing Prep-Year 9 Ch 6

- Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses *(ACELT1610)*
- Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author’s individual style *(ACELT1614)*
- Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches *(ACELT1622)*
- Recognise, explain and analyse the ways literary texts draw on readers’ knowledge of other texts and enable new understanding and appreciation of aesthetic qualities *(ACELT1629)*
- Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author’s literary style *(ACELT1630)*
- Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text *(ACELT1642)*

### 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

*Refer to WMR text: *Teaching Writing Prep-Year 9 - Dale Gordon Ch 6

- Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes *(ACELT1613)*
- Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse *(ACELT1617)*
- 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 *(ACELT1623)*
- Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts *(ACELT1630)*
- Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays *(ACELT1637)*
- 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 *(ACELT1647)*
- Analyse text structures and language features of literary texts, and make relevant comparisons with other texts *(ACELT1772)*

## READING AND VIEWING LEVELS 5-10 - LITERACY

### SUB-STRAND - 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

*This content descriptor is in Writing Mode in AusVELS*

- Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context *(ACELY1698)*
- Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches *(ACELY1708)*
- Analyse and explain the effect of technological innovations on texts, particularly media texts *(ACELY1765)*
- Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication *(ACELY1729)*
- Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts *(ACELY1739)*
- 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 *(ACELY1749)*

Created by Varda Svigos, Ann Korab, Julie Bennett, Sally Slattery and Leslie Tulloch for Western Metropolitan Region 2012
<table>
<thead>
<tr>
<th>READING AND VIEWING</th>
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**SUB-STRAND - INTERPRETING, ANALYSING AND EVALUATING**

<table>
<thead>
<tr>
<th>Purpose and audience</th>
<th>Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)</th>
<th>Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)</th>
<th>Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)</th>
<th>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 (ACELY1732)</th>
<th>Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742)</th>
<th>Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752)</th>
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</thead>
<tbody>
<tr>
<td><strong>Reading processes</strong></td>
<td>Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)</td>
<td>Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1722)</td>
<td>Use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1727)</td>
<td>Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (ACELY1733)</td>
<td>Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension (ACELY1743)</td>
<td>Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts (ACELY1753)</td>
</tr>
<tr>
<td>Analysing and evaluating texts</td>
<td>This sequence starts at Level 6</td>
<td>Analyse strategies authors use to influence readers (ACELY1801)</td>
<td>Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences (ACELY1724)</td>
<td>Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener (ACELY1735)</td>
<td>Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)</td>
<td>Compare, explore and explain the text structures and language features of multimodal texts, explaining how they combine to influence audiences. (ACELY1724) * Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745) *</td>
</tr>
</tbody>
</table>

*These content descriptors are combined from Levels 7-9 descriptors in Reading & Viewing in AusVELS
Comprehension strategies

Strategies of constructing meaning from texts, including literal and inferential meaning

*See detailed comprehension strategies at the end of this section

Refer to: Online professional learning course - Reading: Teaching, Conferring and Planning for Years P-9 – Section 5

Refer to: AUSSIE Interactive Teaching Comprehension CD-ROM

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**ENGLISH CURRICULUM SCOPE AND SEQUENCE - READING COMPREHENSION STRATEGIES – LEVELS 5-10**

These comprehension strategies are not included in the scope and sequence under levels, as secondary students should use a range of comprehension strategies integrating them across a wide variety of texts with increasing complexity. Referenced from: Online Professional Learning Course - Reading: Teaching, Conferring and Planning for Years P-9, Teaching Comprehension – Teaching Comprehension AUSSIE Interactive CD - Diane Snowball, & The Continuum of Literacy Learning Grades K-8 (Guided Reading)- Fountas & Pinnell

<table>
<thead>
<tr>
<th>PREDICTION &amp; PRIOR KNOWLEDGE</th>
<th>SUMMARISING &amp; SYNTHESISING</th>
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<tbody>
<tr>
<td>• Support predictions with evidence from the text or from knowledge of genre</td>
<td>• Identify important ideas and information (longer texts with chapters and sometimes multiple texts) and organise them in summary form in order to remember and use them as background knowledge in reading or for discussion and writing.</td>
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<tr>
<td>• Use characteristics of genre as a source of information to make predictions before and during reading</td>
<td>• Exercise selectivity in summarising the information in a text (most important information or ideas and facts focused by the reader’s purpose)</td>
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<tr>
<td>• Change predictions as new information is gathered from a text</td>
<td>• Construct summaries that are concise and reflect the important and overarching ideas and information in texts</td>
</tr>
<tr>
<td>• Make and continually revise a wide range of predictions (what characters will do, what will happen to solve the problem), based on personal experiences, content knowledge, and knowledge of similar texts</td>
<td>• Mentally form categories of related information and revise them as new information is acquired across the text</td>
</tr>
<tr>
<td>• Bring knowledge from personal experience to make connections and to interpret characters and events, particularly content and situations related to adolescents.</td>
<td>• Integrate existing content knowledge with new information from a text to consciously create new understandings</td>
</tr>
<tr>
<td>• Connect and compare all aspects of texts within and across genres</td>
<td>• Acquire new content and perspectives through reading both fiction and nonfiction texts about diverse cultures, times, and places</td>
</tr>
<tr>
<td>• Use predictions &amp; prior knowledge to make connections between satirical literature and the social issues they represent.</td>
<td>• Use situations focusing on the problems of adolescents to develop new perspectives on readers’ own lives.</td>
</tr>
<tr>
<td>• Use predictions &amp; prior knowledge to make connections between the social and moral issues of today and those presented in realistic and historical fiction, in biography, and in the imaginary worlds of high fantasy</td>
<td>• Express changes in ideas or perspectives across the reading (as events unfold) after reading a text.</td>
</tr>
<tr>
<td>• Make connections between the text and other texts that have been read or heard (particularly texts with diverse settings) and demonstrate in writing</td>
<td>• When reading chapters, connected short stories, or sequels, incorporate new knowledge to better understand characters and plots from material previously read.</td>
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<td>• Specify the nature of connections (topic, content, type of story, writer)</td>
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<tr>
<td>QUESTIONS AND QUESTIONING</td>
<td>INFERRING</td>
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<tr>
<td>Know the purpose behind why readers question and be able to articulate questions about reading</td>
<td>In texts with multiple complex characters, infer traits, motivations, and changes through examining how the writer describes them, what they do, what they say and think, and what other characters say about them</td>
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<tr>
<td>Ask questions while reading and understand that good readers question the text and ask follow up questions</td>
<td>In fiction or biography, infer characters’ or subjects’ thinking processes and struggles at key decision point in their lives</td>
</tr>
<tr>
<td>Ask questions to support purposeful reading before, during and after reading</td>
<td>Infer the big ideas or themes of a text (some texts with mature themes and issues) and discuss how they are applicable to people’s lives today.</td>
</tr>
<tr>
<td>Stop and notice when questions are answered</td>
<td>Infer the meaning of symbols (objects, events, motifs, characters) that the writer uses to convey and enhance meaning</td>
</tr>
<tr>
<td>Recognise that not all questions are answered through reading</td>
<td>Infer causes of problems or of outcomes in fiction and nonfiction texts</td>
</tr>
<tr>
<td>Ask questions to expand thinking, resolve and to better understand complicated ideas and issues</td>
<td>Identify significant events and tell how they are related to the problem of the story or the solution.</td>
</tr>
<tr>
<td>Be able to generate higher order questions as well as smaller clarifying questions</td>
<td>Infer the feelings of characters who have severe problems, with some texts explicitly presenting mature issues, for example - (relationships, sexuality, murder, abuse, war, addiction)</td>
</tr>
<tr>
<td>Know that lingering questions are the most important questions</td>
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<tr>
<td>Use a variety of ways to arrive at answers to questions – such as; skimming and scanning the text, inferring, sharing and discussion, further research</td>
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</tr>
<tr>
<td>Understand and identify different question and answer relationships</td>
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<thead>
<tr>
<th>ENGLISH CURRICULUM SCOPE AND SEQUENCE - READING COMPREHENSION STRATEGIES – LEVELS 5-10</th>
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<tr>
<td>These comprehension strategies are not included in the scope and sequence under levels, as secondary students should use a range of comprehension strategies integrating them across a wide variety of texts with increasing complexity. Referenced from: Online Professional Learning Course- Reading: Teaching, Conferring and Planning for Years P-9, Teaching Comprehension – Teaching Comprehension AUSSIE Interactive CD - Diane Snowball, &amp; The Continuum of Literacy Learning Grades K-8 (Guided Reading) - Fountas &amp; Pinnell</td>
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<thead>
<tr>
<th>VISUALISING</th>
<th>CRITICISING &amp; ANALYSING</th>
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</thead>
<tbody>
<tr>
<td>Create visual images to support understanding of reading – of both fiction and non-fiction texts</td>
<td>Notice and understand aspects of genre (realistic and historical fiction, fantasy, myths and legends, biography, autobiography, memoir and diaries, nonfiction &amp; hybrid texts)</td>
</tr>
<tr>
<td>Use prior knowledge to support visualisation</td>
<td>Recognise the use of figurative or descriptive language (or special types of language such as irony) and talk about how it adds to the quality (enjoyment and understanding) of a text</td>
</tr>
<tr>
<td>Visualise throughout the reading, supporting and modifying visual images according to textual evidence</td>
<td>Assess whether a text is authentic and consistent with life experience or prior knowledge, including how the text reflects the lives of adolescents</td>
</tr>
<tr>
<td>Draw and write about mental images to support understanding</td>
<td>Discuss whether social issues and different cultural groups are accurately represented in a fiction or nonfiction text</td>
</tr>
<tr>
<td>Discuss visual and mental images, explaining reasoning with reference to textual evidence and prior knowledge</td>
<td>Critique texts in terms of the writer’s bias or the use of exaggeration and subtle misinformation (as in propaganda)</td>
</tr>
<tr>
<td>Use a range of graphic organizers, appropriate to purpose, to represent understanding of key ideas and information in texts for example; flow charts, 2 &amp; 3 column charts, venn diagrams, concept maps, PMI charts, Y charts, cause &amp; effect charts, compare &amp; contrast diagrams, Cornell note taking</td>
<td>Analyse aspects of a writer’s craft (style, language, perspective, themes) after reading several texts by the same author</td>
</tr>
</tbody>
</table>

Created by Varda Svigos, Ann Korab, Julie Bennett, Sally Slattery and Leslie Tulloch for Western Metropolitan Region 2012
Notice and understand text structures & features of a wide range of texts & genres (realistic and historical fiction, fantasy, myths and legends, biography, autobiography, memoir and diaries, nonfiction & hybrid texts)

- Use graphic organisers to compare & contrast text structures and features of texts – for example; flow charts, 2 & 3 column charts, venn diagrams, concept maps, PMI charts, Y charts, cause & effect charts, compare & contrast diagrams
- Identify and use knowledge of text structures to increase understanding of issues and topics within texts
- Discuss why different texts have different purposes & text structures for example: to inform, persuade, report, entertain and to appreciate literature
- Use knowledge of text structures and features of texts to assist with learning key & new information
- Use knowledge of text structures and features of texts that employ multiple text structures to organise information or convey an experience

- Demonstrate all aspects of phrased, fluent and expressive reading
- Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding
- After rehearsal, present oral reading in an expressive way that reflects interpretation of the text
  - Change style and pace of reading to reflect purpose
- Adjust the reader’s stance to better understand genres, such as complex fantasy, and special forms, such as satire
- Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning
- Monitor understanding closely, searching for information within and outside the text when needed
BY THE END OF LEVEL 5:

Students explain how text structures assist in understanding the text.

They understand how language features, images and vocabulary influence interpretations of characters, settings and events.

They analyse and explain literal and implied information from a variety of texts.

They describe how events, characters and settings in texts are depicted and explain their own responses to them.

BY THE END OF LEVEL 6:

Students understand how the use of text structures can achieve particular effects.

They analyse and explain how different authors represent ideas, characters and events, use language features, images and vocabulary.

They compare and analyse information in different texts, explaining literal and implied meaning.

They select and use evidence from a text to explain their response to it.

BY THE END OF LEVEL 7:

Students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context.

They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning.

They explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning.

They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints.

BY THE END OF LEVEL 8:

Students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences.

They explain how language features, images and vocabulary are used to represent different ideas and issues in texts.

They interpret texts, questioning the reliability of sources of ideas and information.

They select evidence from the text to show how events, situations and people can be represented from different viewpoints.

BY THE END OF LEVEL 9:

Students analyse the ways that text structures can be manipulated for effect.

They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.

They evaluate and integrate ideas and information from texts to form their own interpretations.

They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience.

BY THE END OF LEVEL 10:

Students evaluate how text structures can be used in innovative ways by different authors.

They explain how the choice of language features, images and vocabulary contributes to the development of individual style.

They develop and justify their own interpretations of texts.

They evaluate other interpretations, analysing the evidence used to support them.

AUTHENTIC AND SYSTEMATIC ASSESSMENT WILL INCLUDE A RANGE OF THE FOLLOWING

ASSISTMENT

Assessment is the ongoing gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve student learning.

ASSESSMENT TOOLS

- Graphic organisers for organising thinking
- Review and reflection tools, feedback tools
- Student and peer assessment using criteria checklists that target reading comprehension
- Teacher and student created rubrics to assess reading processes, text features, devices, and TORCH
- Checklists from AUSSIE Interactive Teaching Comprehension CDROM
- A consistent, ongoing record keeping system for tracking anecdotal records, conferences notes and student goals
- Benchmark reading assessment eg. Fountas and Pinnell Benchmark Reading assessment System 2
- Reading On Demand Adaptive

READING CONFERENCES

- Discussion and evidence of achieving reading goals
- NAPLAN and Teacher Judgement Data and analysis strategies
- PROBE comprehension strategies
- PAT – ACER Progressive Achievement Tests
- Discussion and evidence of achieving reading goals
- EAL (English as another Language) Continuum
- Teacher and student created rubrics to assess reading processes, text features, devices, and TORCH
- Checklists from AUSSIE Interactive Teaching Comprehension CDROM
- A consistent, ongoing record keeping system for tracking anecdotal records, conferences notes and student goals
- Benchmark reading assessment eg. Fountas and Pinnell Benchmark Reading assessment System 2
- Reading On Demand Adaptive

In addition to WMR texts and other resources cited above, the following resources for teaching reading may also be useful:

RESOURCES

- ATWELL Nancie (1998) - In the Middle: New Understandings About Writing, Reading, and Learning
- BECK Isobel, MCKEOWN Margaret, and Kucan Linda (2002) - Bringing Words to Life: Robust Vocabulary Instruction
- BOUSHEY Gail and MOSEY Joan (2009) - The CAFE Book: Engaging All Students in Daily Literary Assessment and Instruction
- HARVEY Stephanie and GOUDVIS Anne (2007) - Strategies That Work: Teaching Comprehension for Understanding and Engagement
- MILLER Donalyn (2009) - The Book Whisperer: Awakening the Inner Reader in Every Child
- TOVANI Chris (2000) - I Read It, But I Don’t Get It


Refer to WMR online resource - Reading: Teaching, conferring and planning for Years P-9, Section 7
## ENGLISH CURRICULUM SCOPE AND SEQUENCE - WRITING LEVELS 5-10 (Aligning AusVELS and the Australian Curriculum)

### SUB-STRAND - TEXT STRUCTURE AND ORGANISATION

<table>
<thead>
<tr>
<th>STRAND - LANGUAGE</th>
<th>LEVEL 5</th>
<th>LEVEL 6</th>
<th>LEVEL 7</th>
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</tr>
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<tbody>
<tr>
<td>Focus of thread within the sub-strand</td>
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<td>Level 8 Year level description</td>
<td>Level 9 Year level description</td>
<td>Level 10 Year level description</td>
</tr>
<tr>
<td><strong>Text cohesion</strong></td>
<td>Understand how texts vary in purpose, structure and topic as well as the degree of formality <em>(ACELA1504)</em></td>
<td>Understand that cohesive links can be made in texts by omitting or replacing words <em>(ACELA1520)</em></td>
<td>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 <em>(ACELA15763)</em></td>
<td>Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives <em>(ACELA1809)</em></td>
<td>Understand that authors innovate with text structures and language for specific purposes and effects <em>(ACELA1553)</em></td>
<td>Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects <em>(ACELA1567)</em></td>
</tr>
</tbody>
</table>

**Punctuation**

How punctuation works to perform different functions in a text. Refer to WMR Text: Language Conventions - Section B

Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns *(ACELA1506)* | Understand the uses of commas to separate clauses *(ACELA1521)* | Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses *(ACELA1552)* | Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts *(ACELA1544)* | Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes *(ACELA1556)* | Understand conventions for citing others, and how to reference these in different ways *(ACELA1568)* |

### SUB-STRAND - EXPRESSING AND DEVELOPING IDEAS

| **Vocabulary** | Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts *(ACELA1512)* | Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion *(ACELA1525)* | 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 *(ACELA1537)* | Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts *(ACELA1547)* | Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness *(ACELA1561)* | Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences *(ACELA1571)* |

*Also include: Tier 1 – Words students know and use frequently, Tier 2 - High frequency words – words students need to know but often don’t, Tier 3 - Academic language – often unknown to students. Refer to: Online professional learning course: Reading: Teaching, Conferring and Planning for Years P-9 – Section 5.

Created by Varda Svigos, Ann Korab, Julie Bennett, Sally Slattery and Leslie Tulloch for Western Metropolitan Region 2012
| ENGLISH CURRICULUM SCOPE AND SEQUENCE - WRITING LEVELS 5-10 - LANGUAGE |
|---------------------------------|----------------|----------------|----------------|----------------|----------------|
| **WRITING**                     | **LEVEL 5**    | **LEVEL 6**    | **LEVEL 7**    | **LEVEL 8**    | **LEVEL 9**    |
| Focus of thread within the sub-strand | Level 5 Year level description | Level 6 Year level description | Level 7 Year level description | Level 8 Year level description | Level 9 Year level description |
| **LANGUAGE**                    |                |                |                |                |                |
| 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 *This content descriptor is in Reading & Viewing Made in AusVELS | Understand how to use banks of known words, as well as word origins, prefixes and suffixes, to learn and spell new words [ACELA1513] * | Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages [ACELA1536] | 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 [ACELA1539] | Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations [ACELA1549] | Understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech [ACELA1562] * |

| **LITERATURE**                  |                |                |                |                |                |
| Creating literary texts         |                |                |                |                |                |
| Creating their own literary texts based on the ideas, features and structures of texts experienced WMR text: Teaching Writing - Ch 6, & Writing Process section | Create literary texts using different media, using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced [ACELT1612] | Create literary texts using different media that adapt or combine aspects of texts students have experienced in innovative ways [ACELT1618] | Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition [ACELT1625] | Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects [ACELT1632] | Create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation [ACELT1773] |
### Experimentation and adaptation
Creating a variety of texts, including multimodal texts, adapting ideas and devices from literary texts

Refer to WMR text: Teaching Writing Prep-Year 9 - Ch 6, and Writing Process section

**ACELT1798**

Create literary texts that experiment with structures, ideas and stylistic features of selected authors

**ACELT1800**

Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice

**ACELT1805**

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

**ACELT1768**

Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts

**ACELT1638**

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 pun and the use of hyperlink

**ACELT1644**

Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience

Create imaginative texts that make relevant thematic and intertextual connections with other texts

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### Writing Levels 5-10 - Literacy

#### Sub-strand - Creating Texts

**Creating texts**
Creating different types of spoken, written and multimodal texts using knowledge of text structures and language features

Refer to WMR text: Teaching Writing Prep-Year 9 - Ch 6, and Writing Process section

**ACELY1704**

Plan, draft, revise, edit and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and digital resources appropriate to purpose and audience

**ACELY1714**

Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience

**ACELY1725**

Plan, draft and publish 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

**ACELY1736**

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

**ACELY1746**

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

**ACELY1756**

Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues

**ACELY1757**

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### English Curriculum Scope and Sequence - Writing Levels 5-10 - Literacy

#### Sub-strand - Creating Texts

- **Focus of thread within the sub-strand**
  - **Level 5**: Level 5 Year level description
  - **Level 6**: Level 6 Year level description
  - **Level 7**: Level 7 Year level description
  - **Level 8**: Level 8 Year level description
  - **Level 9**: Level 9 Year level description
  - **Level 10**: Level 10 Year level description
| Handwriting | Develop a handwriting style that is becoming legible, fluent and automatic (ACELY1706)  
Note: Once students have a well-developed standard form, they may be encouraged to personalize Victorian Modern Script and adapt it to suit their writing purposes, e.g. embellishments, alternative styles for different purpose. | Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose (ACELY1710)  
Note: Once students have a well-developed standard form, they may be encouraged to personalize Victorian Modern Script and adapt it to suit their writing purposes, e.g. embellishments, alternative styles for different purpose. | Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (ACELY1727)  
Note: Once students have a well-developed standard form, they may be encouraged to personalize Victorian Modern Script and adapt it to suit their writing purposes, e.g. embellishments, alternative styles for different purpose. |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Use of software</strong></td>
<td>Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707)</td>
<td>Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717)</td>
<td>Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728)</td>
</tr>
</tbody>
</table>
| Use of software | Use a range of software including word processing programs with fluency to construct and edit print and multimodal texts  
Use for general communication, gathering information and research | Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717) | Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728) |
| **Use of software** | Use a range of software, including word processing programs, to confidently create, edit and publish texts imaginatively (ACELY1738) | Use a range of software, including word processing programs, flexibly and imaginatively to publish texts (ACELY1748) | Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user (ACELY1776) |
## THE WRITING PROCESS

### Motivating Writing - Writers Notebook

Teachers have a personal Writer’s Notebook and regularly model how to gather and add ideas, artefacts, and experiment with a wide variety of writing craft strategies. Teachers let students see them write often for many different purposes and with different media ie IWB, books, iPad’s, pen/pencil, graphics.

Students have individual notebooks and are given many opportunities to gather ideas, artefacts, experiment with a wide variety of writing craft strategies and to reread entries. Typically students’ independent writing will be sourced from ideas in their notebooks, for example; sketches, webs, lists, diagrams, free-writing.

Students need time to write independently in their notebooks for a variety of purposes, such as; planning for writing, to try out different beginnings, endings, titles, to develop characters, note observations about writing craft from mentor texts, take notes from observations or interviews and explore knowledge about a topic.

**Note:** Gathering ideas, artefacts, and experimenting with writing, are processes that occur before writing becomes public, and is the writer’s authorial responsibility.

Refer to WMR text: Teaching Writing Prep-Year 9 - Dale Gordon Ch 1

### THE WRITING PROCESS

<table>
<thead>
<tr>
<th>Pre-writing, Rehearsing and Planning (Purpose, audience, content)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teachers model or share planning for a writing task, using a range of mentor authors/texts to discuss audience and purpose for writing. Teacher models how to use ideas and topics from the Writer’s Notebook and/or genre studies to experiment with writing.</strong></td>
</tr>
<tr>
<td><strong>Students use talk to shape the writing, use ideas from personal experiences and shared discussion to generate and rehearse language, (that may be written later). Students select genre or form to reflect content and purpose, and write with a specific purpose, such as: to inform, entertain, persuade, reflect, instruct, re-tell and plan</strong></td>
</tr>
<tr>
<td><strong>Students write with a specific audience in mind and understand how the writing meets the needs of a specific reader or audience. Students understand audience as all readers, and write for a broader, unknown audience rather than just the teacher.</strong></td>
</tr>
<tr>
<td><strong>Students experiment with diverse forms of language such as; archaic uses, dialect, slang, vocabulary, syntax, play on words, figurative language and languages other than English</strong></td>
</tr>
</tbody>
</table>

**Note:** Pre-writing, rehearsing and planning for writing, are processes that occur before writing becomes public, and is the writer’s authorial responsibility.

Refer to: The Continuum of Literacy Learning Grades K-8 (Writing) - Fountas & Pinnell

### THE WRITING PROCESS

<table>
<thead>
<tr>
<th>Revising (Re-visioning and rethinking writing)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teachers model strategies writers use to revise their writing, showing thinking as they write. Model how to show additions, insertions, re-ordering of text, changes and deletions, explaining the reasoning behind the amendments. Use mentor authors/texts to model and demonstrate specific features of writing.</strong></td>
</tr>
<tr>
<td><strong>Students revise their writing using a variety of writing craft strategies e.g. adding/deleting details to make the writing more interesting, adding/deleting words and phrase to add excitement or clarity, deleting redundant words or phrases, re-organising paragraphs or sections for better sequence, varying word choice to be more precise or interesting, matching vocabulary to the genre, and rereading for clarity and purpose. - Students use strategies such as ARMS strategy (Add, Remove, Move, Change), while re-reading to revise.</strong></td>
</tr>
<tr>
<td><strong>Students use tools and techniques to revise their writing such as; caret, sticky notes, asterisks, standard symbols for revising and editing, adding and inserting text by cutting and pasting, and word processing skills</strong></td>
</tr>
</tbody>
</table>

**Note:** Revising occurs before writing becomes public, and is the writer’s authorial responsibility.

Refer to: The Continuum of Literacy Learning Grades K-8 (Writing) - Fountas & Pinnell

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### Drafting

Teachers model and use mentor authors/texts to share the drafting of a piece of writing, include aspects such as; writing craft, organisation of structure and content. Drafting involves using the five key writing instructional practices - modelled writing, shared writing, interactive writing, guided writing and independent writing. (Linked closely with revising).

Students select ideas and topics from the Writer’s Notebook and/or genre studies to begin drafting. They write successive drafts to show substantive revisions and emulate the writing of good writers through examination of mentor authors and texts.

Students understand that a writer re-reads and revises while drafting, changing writing in response to peer and teacher feedback.

**Note:** Drafting occurs before writing becomes public, and is the writer’s authorial responsibility.

Refer to WMR text: Teaching Writing Prep-Year 9 - Dale Gordon Ch 2

Refer to: The Continuum of Literacy Learning Grades K-8 (Writing) - Fountas & Pinnell

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**Created by Varda Svigos, Ann Korab, Julie Bennett, Sally Slattery and Leslie Tulloch for Western Metropolitan Region 2012**
### ENGLISH CURRICULUM SCOPE AND SEQUENCE - WRITING LEVELS 5-10

<table>
<thead>
<tr>
<th>LEVEL 5</th>
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<th>LEVEL 10</th>
</tr>
</thead>
</table>
| **BY THE END OF LEVEL 5:** Students will be able to use language features to show how ideas can be extended.  
They develop and explain a point of view about a text. They create a variety of sequenced texts for different purposes and audiences.  
When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.  
**LEVEL 5 Work samples: English Portfolio** | **BY THE END OF LEVEL 6:**  
Students will understand how language features and language patterns can be used for emphasis.  
They show how specific details can be used to support a point of view.  
They explain how their choices of language features and images are used.  
They create detailed texts elaborating upon key ideas for a range of purposes and audiences.  
**LEVEL 6 Work samples: English Portfolio** | **BY THE END OF LEVEL 7:**  
Students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context.  
They demonstrate understanding of how the choice of language features, images and vocabulary affect meaning.  
They explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning.  
They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints.  
**LEVEL 7 Work samples: English Portfolio** | **BY THE END OF LEVEL 8:**  
Students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences.  
They explain how language features, images and vocabulary are used to represent different ideas and issues in texts.  
They interpret texts, questioning the reliability of sources of ideas and information.  
They select evidence from the text to show how events, situations and people can be represented from different viewpoints.  
**Level 8 Work Samples: English Portfolio** | **BY THE END OF LEVEL 9:**  
Students analyse the ways that text structures can be manipulated for effect.  
They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.  
They evaluate and integrate ideas and information from texts to form their own interpretations.  
**Level 9 Work Samples: English Portfolio** | **BY THE END OF LEVEL 10:**  
Students evaluate how text structures can be used in innovative ways by different authors.  
They explain how the choice of language features, images and vocabulary contributes to the development of individual style.  
They develop and justify their own interpretations of texts.  
They evaluate other interpretations, analysing the evidence used to support them.  
**Level 10 Work Samples: English Portfolio** |

**THE WRITING PROCESS**

**Editing and Proofreading**

Refer to: WMR text - Teaching Writing Prep-Year 9 – Dale Gordon Ch. 1 & 2

Snowball D and Bolton F (1999) Spelling K-8 Ch 16

The Continuum of Literacy Learning Grades K-8 (Writing) - Fountas & Pinnell

Teachers model explicit strategies on how to edit texts to improve structure, grammar, punctuation and spelling. Teachers model investigations into teaching editing conventions, and discussing editing in real writing contexts.

Students gain control and responsibility of their writing by rereading and editing their own and others’ work using agreed criteria or checklists. They edit specifically to improve structure, grammar, punctuation, spelling, layout, spacing, paragraphing, cadence of sentences, and integration of quotes or citations.

Students use tools and techniques to edit their writing such as; dictionaries, thesauruses, corrections using editing marks, and grammar/spell checks on computers – note; students should be aware of the limitations of grammar and spell checks on computers.

Note: Editing, and proofreading are where writing becomes public and is the secretarial responsibility of the writer.

**THE WRITING PROCESS**

**Publishing and Celebrating**

Refer to WMR text: Teaching Writing Prep-Year 9 – Dale Gordon Ch. 1 & 2

Refer to: The Continuum of Literacy Learning Grades K-8 (Writing) - Fountas & Pinnell

Teachers model and discuss purposes for publication and ways students writing can be presented such as; print, non-print (multi-modal) such as media, film, slide shows, and graphics. Use student, class and commercially produced print, both hard copy and electronic, to demonstrate publishing and presentation ideas.

Students select key pieces for publishing to fulfil the purposes for writing and celebration of achievement. Students use agreed criteria or checklists to consider publishing ideas such as; page layout, fonts, illustrations, end papers, bindings, contents page, dedications, blurbs, title, cover, bibliographies, glossaries, abstracts, and summaries... where applicable.

Note: Publishing is the final phase of making writing public and is the secretarial responsibility of the writer.
## AUTHENTIC AND SYSTEMATIC ASSESSMENT WILL INCLUDE A RANGE OF THE FOLLOWING

### ASSESSMENT UNDERSTANDINGS
- Include assessment **OF** learning, **FOR** learning and **AS** learning
- Moderation and analysis of student writing samples - Team and collegiate work (PLTs)
- Inclusion of Success Criteria and Learning Intentions

### WRITING CONFERENCES
- Roving conferences
- Group conferencing with a writing team
- Writing partners conferring with criteria checklists. Teacher to review effectiveness of partnerships

### ASSESSMENT TOOLS
- Graphic organizers for organising thinking and planning writing
- Teacher – student conferences that target text features, conventions and writing craft - link to setting
- Student and teacher created rubrics
- Individual student writing goals
- Review and reflection tools

### OTHER
- Feedback tools
- NAPLAN Data and analysis
- Student self and peer assessment using criteria checklists that define ideas, organisation, voice, word
- EAL (English as another Language) Continuum choice, sentence fluency and conventions
- A consistent, ongoing record keeping system for tracking anecdotal records, conferences notes and
- South Australian Spelling test recording student goals

### In addition to WMR texts and other writing resources cited above, the following resources for teaching writing may also be useful:

- **ATWELL Nancie** (1998) - *In the Middle: New Understandings About Writing, Reading, and Learning*
- **BECK Isobel**, **MCKEOWN Margaret**, and **Kucan Linda** (2002) - *Bringing Words to Life: Robust Vocabulary Instruction*
- **BUCKNER Aimee** (2005) - *Notebook Know-How: Strategies for the Writer’s Notebook*
- **DEREWIANKA Beverly** (2011) - *A New Grammar Companion for Teachers*
- **FLETCHER Ralph & PORTALUPI JoAnn** (2007) - *Craft Lessons: Teaching Writing K-8*
- **FLETCHER Ralph & PORTALUPI JoAnn** (2001) - *Nonfiction Craft Lessons: Teaching Information Writing K-8*
- **HEARD Georgia** (2002) - *The Revision Toolbox: Teaching Techniques That Work*
- **LATTIMER Heather** (2003) - *Thinking Through Genre*
- **LUCKNER Beverly** (2011) - *A New Grammar Companion for Teachers*
- **SNOWBALL Diane and BOLTON Faye** 1999 - *Spelling K-8: Planning and Teaching*
- **WING JAN Lesley** 2011 - *Write Ways: Modelling Writing Forms (Third Edition)*
- **WRIGHT Alan J.** 2011 - *Igniting Writing: When a Teacher Writes*
# ENGLISH CURRICULUM SCOPE AND SEQUENCE - SPEAKING & LISTENING LEVELS 5-10

## Sub-strand: Language Variation and Change

<table>
<thead>
<tr>
<th>Year Level</th>
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<tbody>
<tr>
<td><strong>Level 5</strong></td>
<td></td>
<td><strong>ENGLISH CURRICULUM SCOPE AND SEQUENCE - SPEAKING &amp; LISTENING LEVELS 5-10 (Aligning AusVELS and the Australian Curriculum)</strong></td>
<td><strong>SUB-STRAND - LANGUAGE VARIATION AND CHANGE</strong></td>
<td><strong>SUB-STRAND - LANGUAGE FOR INTERACTION</strong></td>
<td><strong>EVALUATIVE LANGUAGE</strong></td>
<td><strong>How language is used to express opinions, and make evaluative judgments about people, places, things and texts</strong></td>
<td><strong>How language varies according to context and purpose including cultural and historical contexts</strong></td>
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<tr>
<td><strong>Level 6</strong></td>
<td></td>
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<td></td>
<td><strong>Language for social Interactions</strong></td>
<td><strong>How language used for different formal and informal social interactions is influenced by the purpose and audience</strong></td>
<td><strong>Refer to: Fountas &amp; Pinnell (Oral, Communication)</strong></td>
<td><strong>Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships</strong></td>
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<tr>
<td><strong>Level 7</strong></td>
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<td></td>
<td></td>
<td><strong>Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase</strong></td>
<td><strong>(ACELA1501)</strong></td>
<td><strong>(ACELA1510)</strong></td>
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<tr>
<td><strong>Level 8</strong></td>
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<td></td>
<td><strong>Understand how accents, styles of speech and idioms express and create personal and social identities in those communities</strong></td>
<td><strong>(ACELA1529)</strong></td>
<td><strong>(ACELA1541)</strong></td>
</tr>
<tr>
<td><strong>Level 9</strong></td>
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<td><strong>Understand how conventions of speech adopted by communities influence the identities of people in those communities</strong></td>
<td><strong>(ACELA1551)</strong></td>
<td><strong>(ACELA1564)</strong></td>
</tr>
<tr>
<td><strong>Level 10</strong></td>
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<td></td>
<td><strong>Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people</strong></td>
<td><strong>(ACELA1563)</strong></td>
<td><strong>(ACELA1552)</strong></td>
</tr>
</tbody>
</table>
### How texts reflect the context of culture and situation in which they are created

*This content descriptor is in Reading & Viewing in AusVELS*

- Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts *(ACELT1608)*
- Make connections between students’ own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts *(ACELT1613)*
- Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts *(ACELT1619)*
- 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 *(ACELT1626)*
- Explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors *(ACELT1806)*
- Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts *(ACELT1633)*
- Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts *(ACELT1639)*

### ENGLISH CURRICULUM SCOPE AND SEQUENCE - SPEAKING AND LISTENING LEVELS 5-10 - LITERATURE

<table>
<thead>
<tr>
<th>SPEAKING &amp; LISTENING</th>
<th>LEVEL 5</th>
<th>LEVEL 6</th>
<th>LEVEL 7</th>
<th>LEVEL 8</th>
<th>LEVEL 9</th>
<th>LEVEL 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus of thread within the sub-strand</strong></td>
<td>Level 5 Year level description</td>
<td>Level 6 Year level description</td>
<td>Level 7 Year level description</td>
<td>Level 8 Year level description</td>
<td>Level 9 Year level description</td>
<td>Level 10 Year level description</td>
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</tbody>
</table>

**SUB-STRAND - 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 their own experiences

  *This content descriptor is in Reading & Viewing in AusVELS*

- Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others *(ACELT1609)*
- Analyse and evaluate similarities and differences in texts on similar topics, themes or plots *(ACELT1614)*
- 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 *(ACELT1620)*
- Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts *(ACELT1627)*
- Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text *(ACELT1771)*
- Reflect on, extend, endorse or refute others’ interpretations of and responses to literature *(ACELT1640)*
Students listen and ask questions to clarify content.

They use language features to show how ideas can be extended.

They develop and explain a point of view about a text selecting information, ideas and images from a range of resources.

They create a variety of sequenced texts for different purposes and audiences.

They make presentations and contribute actively to class and group discussions, taking into account other perspectives.

Students listen to discussions, clarifying content and challenging others’ ideas.

They understand how language features and language patterns can be used for emphasis.

They show how specific details can be used to support a point of view.

They explain their choices of language features and images are used.

They create detailed texts, elaborating on key ideas for a range of purposes and audiences.

They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.

Students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context.

They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning.

They explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning.

They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints.

Students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences.

They explain how language features, images and vocabulary are used to represent different ideas and issues in texts.

They interpret texts, questioning the reliability of sources of ideas and information.

They select evidence from the text to show how events, situations and people can be represented from different viewpoints.

Students analyse the ways that text structures can be manipulated for effect.

They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.

They evaluate and integrate ideas and information from texts to form their own interpretations.

They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience.

Students evaluate how text structures can be used in innovative ways by different authors.

They explain how the choice of language features, images and vocabulary contributes to the development of individual style.

They develop and justify their own interpretations of texts.

They evaluate other interpretations, analysing the evidence used to support them.

**Authentic and Systematic Assessment will include a range of the following**

**Assessment Understandings**
- Include assessment of learning, FOR learning and AS learning
- Inclusion of Success Criteria and Learning Intentions

**Assessment Tools**
- Student and teacher created rubrics
- Review and reflection tools, feedback tools
- Student self/peer assessment using criteria checklists that define purpose, context through which students engage in listening & speaking, skills students use, and also oral presentations

**Other**
- Teacher Judgment data and analysis
- EAL (English as another Language) Continuum

In addition to WMR texts and other resources cited above, the following resources for teaching Speaking & Listening may also be useful:

- **Johnston Peter (2004)** – *Choice Words*
- **Copeland Matt (2005)** (also in eBook form) – *Socratic Circles: Fostering Critical and Creative Thinking in Middle and High School*
- **Marzano and D. Pickering (2005)** – *Building Academic Vocabulary*
- **Nichols Maria (2006)** – *Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop*
- **Nichols Maria (2008)** – *Talking About Text: Guiding Students to Increase Comprehension Through Purposeful Talk for Diverse Language Learners*
- **Fisher Douglas, Frey Nancy, ROTHENBERG Carol (2008)** – *Content-Area Conversations: How to Plan Discussion-Based Lessons*
- **Johnston Peter (2012)** – *Opening Minds – Using Language to Change Lives*
- **AusVELS Standards and progression point examples**

Created by Varda Svigos, Ann Korab, Julie Bennett, Sally Slattery and Leslie Tulloch for Western Metropolitan Region 2012