

# Reporting on English – Stage 3 examples

These examples illustrate some optional ways schools may structure reporting on English for Stage 3. Schools plan their English curriculum carefully, and for each reporting period, report only on those syllabus outcomes that have been intentionally taught and assessed.

The department does not prescribe a set format for reporting. Schools can decide on their own format by working in partnership with parents, carers and the school community, ensuring it is tailored to meet their unique context and the specific needs of their students.

These examples will be updated as needed, in response to new guidelines from [NSW Education Standards Authority \(NESA\)](#) and any changes made to the policy [Curriculum planning and programming, assessing and reporting to parents K-12](#).

## Stage 3 – Example 1

English – Overall achievement grade: C

Focus area	A	B	C	D	E
Oral language and communication		✓			
Vocabulary			✓		
Reading comprehension			✓		
Creating written texts			✓		
Spelling			✓		
Handwriting and digital transcription			✓		
Understanding and responding to literature			✓		

Aki's strengths in English include:

- initiating and contributing to sustained conversations, through questioning, building on and evaluating shared information for different purposes and audiences
- using a variety of sentence structures to enhance the readability and engagement of a written text.

Aki's next steps in English include:

- controlling the use of tense across a text
- understanding and applying knowledge of taught roots to spell unfamiliar words.

## Stage 3 – Example 2

English – Overall achievement grade: A

Focus area	A	B	C	D	E
<b>Reading comprehension</b> Fluently reads and comprehends texts for wide purposes, analysing text structures and language, and by monitoring comprehension	✓				
<b>Creating written texts</b> Plans, creates and revises written texts for multiple purposes and audiences through selection of text features, sentence-level grammar, punctuation and word-level language		✓			
<b>Spelling</b> Automatically applies a variety of strategies when spelling in a range of contexts, and justifies spelling strategies used to spell unfamiliar words			✓		
<b>Understanding and responding to literature</b> Analyses representations of ideas in literature through narrative, character, imagery, symbol and connotation, and adapts these representations when creating texts	✓				

Scout uses her deep understanding of different types of texts and language to effectively combine ideas from various sources. She successfully monitors her understanding of texts, especially those with complex themes and ideas. Scout skilfully notices and understands different viewpoints in arguments. When she writes to persuade others, Scout effectively uses opinions and arguments from various perspectives. She is working on breaking down long, complex words into smaller parts to help her spell more accurately. Scout is also advised to carefully check and correct her writing to make sure it is clear and precise.