# English 3-6 multi-age – Scope and sequence



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## Overview

All NSW public schools need to plan curricula and develop teaching programs consistent with the *Education Act (1990)* and the [NSW Education Standards Authority (NESA) syllabuses](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/syllabuses-a-z) and credentialing requirements. Scope and sequence documents form part of the ongoing evidence schools maintain to comply with the [department’s policy](https://policies.education.nsw.gov.au/policy-library/policies/curriculum-planning-and-programming-assessing-and-reporting-to-parents-k-12), policy standards and registration requirements.

Effective teaching of English requires a deep knowledge of the key concepts, ideas and skills present in the syllabus, and an understanding of how to teach and assess these in local contexts to meet student needs.

There will be variations in scope and sequences arising from differences in school contexts, student cohorts and syllabus requirements. Scope and sequences are flexible documents that are designed to help teachers respond to student needs, as identified through ongoing assessment. They provide a brief overview of the key concepts and ideas addressed in learning and teaching programs for an individual stage or year.

An introduction to all Stage 2 and Stage 3 content from the [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022) is outlined. To support multi-age settings, outcomes and content have been organised into a Year A and Year B cycle. Schools have the flexibility to begin from either Year A or Year B as suited to their context. Content points are positioned at the point of introduction to the students and should be revisited and consolidated throughout the year, based on assessment data. Some content points will require more emphasis and frequent repetition than others.

The content points are organised under the relevant focus areas, outcome codes and outcome statements. Continuity of learning and parallel syllabus content are reflected throughout.

The table below details the organisation of content for each focus area in this scope and sequence.

|  |  |
| --- | --- |
| Focus areas | Organisation of content |
| Oral language and communication, Vocabulary, Reading fluency (Stage 2), Spelling, Handwriting and digital transcription | All content is mapped for introduction in both Year A and Year B. |
| Reading comprehension, Creating written texts | Some content is mapped for introduction in both Year A and Year B.Some content is mapped for introduction in Year A only.Some content is mapped for introduction in Year B only. |
| Understanding and responding to literature | Some content is mapped for introduction in Year A only.Some content is mapped for introduction in Year B only. |

**Note**: To adapt this scope and sequence to a Year A, Year B, Year C and Year D cycle, consider repeating Year A as Year C and Year B as Year D.

[English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

### Oral language and communication (Stage 2)

**EN2-OLC-01** communicates with familiar audiences for social and learning purposes, by interacting, understanding and presenting

The outcomes and content in Oral language and communication are best addressed in parallel with Vocabulary, Reading comprehension, Creating written texts, and Understanding and responding to literature. The tables within this section detail which term-specific Oral language and communication content points could be introduced to students. These should be revisited and consolidated throughout the stage, based on assessment data.

#### Year A and Year B

|  |  |  |  |
| --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 |
| **Early** | **Early** | **Early** | **Early** |
| **Interacting*** Identify contexts in which social conventions can vary and influence interactions
* Follow agreed-upon protocols and assigned roles for classroom interactions in person and through the use of technology

**Listening for understanding*** Listen actively to identify spoken information, acknowledging the value of others’ contributions

**Presenting*** Plan and deliver spoken presentations using language and structure to suit purpose and audience
 | **Interacting*** Contribute to discussions with peers and stay on topic, build on others' ideas and express own ideas

**Listening for understanding*** Make notes when listening to spoken texts, asking questions to clarify or follow up on information and seeking assistance if required
* Identify how inferred or literal meaning is impacted by tone, pace, pitch and volume, gesture and posture communication, and how these affect the audience
 | **Listening for understanding*** Pose and respond to specific questions to clarify or follow up on information

**Presenting*** Reflect on and monitor own presentations according to given criteria
 | **Interacting*** Identify cultural practices and/or protocols that Aboriginal and/or Torres Strait Islander Peoples use to interact, and how these may relate to specific roles

**Listening for understanding*** Paraphrase portions of a spoken text or information that is presented through media
 |
| **Late** | **Late** | **Late** | **Late** |
| **Listening for understanding*** Understand that rhetorical questions can be used for intentional effect
* Identify the evidence a speaker provides to support a particular point of view

**Presenting*** State a reasoned argument in a presentation about learning area content, to a familiar audience
* Include multimodal features in planned and delivered presentations, to expand meaning and engage an audience
 | **Interacting*** Demonstrate appropriate language use when interacting in different social and learning contexts

**Listening for understanding*** Identify language features in spoken texts that contribute to own or others’ enjoyment and understanding

**Presenting*** Adjust volume, pace and intonation to enhance meaning when presenting and reciting
 | **Interacting*** Pose and respond to open-ended questions about literature that contribute to own or others’ enjoyment

**Listening for understanding*** Identify connective vocabulary that supports cohesion and understanding in a spoken text

**Presenting*** Use temporal connectives to sequence planned information in a presentation
 | **Presenting*** Select and use prepositional, adverbial and adjectival phrases to extend communication and to suit the intended purpose of a planned and delivered spoken presentation
 |

### Oral language and communication (Stage 3)

**EN3-OLC-01** communicates to wide audiences with social and cultural awareness, by interacting and presenting, and by analysing and evaluating for understanding

The outcomes and content in Oral language and communication are best addressed in parallel with Vocabulary, Reading comprehension, Creating written texts, and Understanding and responding to literature. The tables within this section detail which term-specific Oral language and communication content points could be introduced to students. These should be revisited and consolidated throughout the stage, based on assessment data.

#### Year A and Year B

|  |  |  |  |
| --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 |
| **Early** | **Early** | **Early** | **Early** |
| **Interacting*** Identify varying social conventions that influence interactions across wide audiences
* Follow agreed-upon protocols and define individual roles as needed for in-person or online interactions, establishing specific goals, criteria or timeframes

**Listening for understanding*** Apply interactive listening strategies by responding to and providing feedback to the speaker

**Presenting*** Deliver presentations suited to purpose and audience
 | **Interacting*** Initiate and contribute to sustained discussions, through questioning, building on and evaluating shared information
* Evaluate the role of gesture during social and learning interactions and describe its impact on the audience

**Listening for understanding*** Analyse how audio elements in texts integrate with linguistic, visual, gestural and spatial elements to create meaning and impact

**Presenting*** Select multimedia components, visual displays or use gestural features to enhance and bring clarity to presentations
 | **Interacting*** Ask and respond to analytical and evaluative questions about literature that contribute to own or others’ enjoyment and understanding

**Presenting*** Reflect on and monitor own and peer presentations according to given criteria
 | **Interacting*** Describe ways of interacting with cultural protocols or practices used by Aboriginal and/or Torres Strait Islander Peoples

**Listening for understanding*** Analyse key ideas and perspectives expressed by others through paraphrasing and note-taking
 |
| **Late** | **Late** | **Late** | **Late** |
| **Listening for understanding*** Apply active listening strategies by retelling or repeating what another person has expressed and by building on what has been said
* Evaluate the effectiveness of rhetorical questions used for intentional effect

**Presenting*** Present multimodal arguments that include research and references, topic-specific vocabulary and the selection of persuasive techniques appropriate to audience
 | **Interacting*** Interact in a range of contexts and deliberately adjust language and style

**Listening for understanding*** Evaluate features of spoken texts that contribute to own or others’ enjoyment

**Presenting*** Experiment with volume, pace and intonation to enhance meaning when presenting and reciting, and recognise the effects these have on audience understanding
 | **Listening for understanding** * Respond to questions with elaboration and detail

**Presenting*** Use connectives to signal a change in perspective or to show causal relationships when speaking
 | **Presenting*** Select and use a variety of sentence lengths to suit the purpose of planned spoken texts
* Use expanded noun and verb groups to present planned, detailed descriptions
 |

### Vocabulary (Stage 2)

**EN2-VOCAB-01** builds knowledge and use of Tier 1, Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, and by defining and analysing words

The outcomes and content in Vocabulary are best addressed in parallel with Oral language and communication, Reading fluency, Reading comprehension, Creating written texts, Spelling, and Understanding and responding to literature. The tables within this section detail which term-specific Vocabulary content points could be introduced to students. These should be revisited and consolidated throughout the stage, based on assessment data.

#### Year A and Year B

|  |  |  |  |
| --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 |
| **Early** | **Early** | **Early** | **Early** |
| **Learning and using words*** Build personal Tier 1, Tier 2 and Tier 3 vocabulary through social and learning interactions, reading and writing

**Defining and analysing words*** Apply morphemic knowledge to change word meanings by adding different prefixes and suffixes to a base word or root
 | **Learning and using words*** Understand that many words derive from other languages, including Aboriginal and Torres Strait Islander Languages, and that the pronunciation and spelling of words may reflect their etymology
 | **Defining and analysing words*** Use word associations to build word knowledge
* Define meanings for homonyms according to context
 | **Learning and using words*** Understand that Aboriginal English is a recognised dialect and that Aboriginal English words are used in multimodal, spoken and written texts
 |
| **Late** | **Late** | **Late** | **Late** |
| **Learning and using words*** Describe how modal words indicate degrees of probability, occurrence, obligation and inclination
* Understand and use language associated with digital texts
 | **Learning and using words*** Identify and use terminology associated with figurative language encountered in texts
* Recognise that words and phrases can have literal or implied meanings according to context

**Defining and analysing words*** Understand and use word play including puns and spoonerisms
 | **Learning and using words*** Identify and explain the difference between synonyms and antonyms

**Defining and analysing words*** Use a thesaurus to locate synonyms and antonyms or to clarify dictionary meanings, to expand vocabulary
 | Further revision and consolidation of previously introduced content, based on assessment data. |

### Vocabulary (Stage 3)

**EN3-VOCAB-01** extends Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, morphological analysis and generating precise definitions for specific contexts

The outcomes and content in Vocabulary are best addressed in parallel with Oral language and communication, Reading comprehension, Creating written texts, Spelling, and Understanding and responding to literature. The tables within this section detail which term-specific Vocabulary content points could be introduced to students. These should be revisited and consolidated throughout the stage, based on assessment data.

#### Year A and Year B

|  |  |  |  |
| --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 |
| **Early** | **Early** | **Early** | **Early** |
| **Learning and using words*** Identify newly encountered words from interactions and wide reading, and use them in writing, discussions and presentations

**Defining and analysing words*** Analyse morphemic structures of Tier 2 and Tier 3 words to determine their meaning
 | **Learning and using words*** Identify and use words that convey informative and objective meanings in texts
* Identify and use words derived from other languages, including Aboriginal and Torres Strait Islander Languages, and know that the pronunciation and spelling of words may reflect their etymology
 | **Learning and using words*** Apply knowledge of taught Tier 3 subject-specific morphemes and their meanings
 | **Learning and using words*** Identify Aboriginal English words used in multimodal, spoken and written texts
 |
| **Late** | **Late** | **Late** | **Late** |
| **Learning and using words*** Identify and use words that convey subjective, emotive and persuasive meanings in texts
* Use metalanguage when discussing language features encountered in texts

**Defining and analysing words*** Evaluate the effectiveness of modal words used in texts to intensify or soften emotional responses
 | **Learning and using words*** Extend knowledge of literal and non-literal word meanings through idiom or metaphor

**Defining and analysing words*** Describe multiple meanings of words, including their metaphorical uses
 | **Defining and analysing words*** Compare nuances and subtleties between synonyms to discern the most appropriate word for a given context
 | Further revision and consolidation of previously introduced content, based on assessment data. |

### Reading fluency (Stage 2 only)

**EN2-REFLU-01** sustains independent reading with accuracy, automaticity, rate and prosody suited to purpose, audience and meaning

The outcomes and content in Reading fluency are best addressed in parallel with Vocabulary and Reading comprehension. The tables within this section detail which term-specific Reading fluency content points could be introduced to students. These should be revisited and consolidated throughout the stage, based on assessment data.

#### Year A and Year B

|  |  |  |  |
| --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 |
| **Early** | **Early** | **Early** | **Early** |
| **Reading automaticity and rate*** Syllabify, blend grapheme–phoneme correspondences and use morphemic knowledge as strategies for reading words accurately

**Prosody*** Explain how prosodic reading involves emphasis, expression, intonation and pausing
 | **Reading automaticity and rate*** Read multisyllabic words, phrases and continuous texts with accuracy and appropriate rate suited to reading purpose

**Prosody*** Adjust voice, tone, volume and pitch reflected by the punctuation in a text, to enhance reading fluency and support comprehension
 | **Reading automaticity and rate*** Maintain stamina when reading extended texts

**Prosody*** Apply appropriate tone to represent characters' emotions when reading text with dialogue

**Monitoring reading fluency*** Reflect on how adjusting reading rate and prosody supports comprehension and can engage an audience
 | **Monitoring reading fluency*** Reflect on stamina for reading sustained texts
 |
| **Late** | **Late** | **Late** | **Late** |
| **Reading automaticity and rate*** Demonstrate use of navigation pathways to support fluency when engaging with print, visual and multimodal texts

**Monitoring reading fluency*** Recognise that there are different purposes and audiences for reading and adjust reading rate to suit a text’s purpose
 | **Reading automaticity and rate*** Explain how effortless and accurate word reading, at a pace appropriate for text and purpose, can support reading fluency and comprehension

**Monitoring reading fluency*** Monitor and adjust own goals for improving reading fluency
 | **Monitoring reading fluency*** Reflect on and compare differences between own oral reading fluency and silent reading fluency
 | Further revision and consolidation of previously introduced content, based on assessment data. |

### Reading comprehension (Stage 2)

**EN2-RECOM-01** reads and comprehends texts for wide purposes using knowledge of text structures and language, and by monitoring comprehension

The outcomes and content in Reading comprehension are best addressed in parallel with Oral language and communication, Vocabulary, Reading fluency, Creating written texts, and Understanding and responding to literature. The tables within this section detail which term-specific Reading comprehension content points could be introduced to students. These should be revisited and consolidated throughout the stage, based on assessment data.

#### Year A and Year B

|  |  |  |  |
| --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 |
| **Early** | **Early** | **Early** | **Early** |
| **Reading for interest and wide purposes*** Identify different purposes and strategies for reading

**Comprehending language*** Use morphemic knowledge to read and understand the meaning of words
* Use key words from a text to visualise events, characters and settings when making inferences and confirming predictions

**Monitoring comprehension*** Identify where meaning breaks down when reading
 | **Reading for interest and wide purposes*** Build topic knowledge, including key vocabulary, and activate background knowledge prior to and during reading
* Identify similarities and compare differences within and between texts by making text-to-self, text-to-text and text-to-world connections

**Monitoring comprehension*** Identify and use strategies to repair reading when meaning breaks down
* Ask questions to clarify meaning and promote deeper understanding of a text
 | **Comprehending language*** Link the meanings of words and phrases across consecutive sentences to support local inferencing

**Monitoring comprehension*** Reflect on own understanding of texts and monitor own goals for reading
 | **Comprehending text structures and features*** Identify and describe how text structure, features and language work together to achieve a text’s purpose

**Comprehending language*** Identify different types of connectives used by the author that support inference
 |
| **Late** | **Late** | **Late** | **Late** |
| **Reading for interest and wide purposes*** Locate, select and retrieve relevant information from a print or digital text and consider accuracy of information presented

**Comprehending text structures and features*** Identify different structures and features of persuasive, informative and imaginative texts
* Understand that literal information can be sourced directly from a text and that inferences can be made by using multiple sources of information

**Monitoring comprehension*** Make gist statements and record them to monitor understanding
 | **Comprehending text structures and features*** Describe how multimodal features enhance meaning and contribute to salience in texts

**Comprehending language*** Adjust own mental model as reading presents new words and understanding
 | **Comprehending language*** Clarify and link the meanings of key words across a text to support global inferencing
* Understand past, present and future tense and their impact on text meaning
 | **Monitoring comprehension*** Identify how their background knowledge is used to actively build and adjust a mental model prior to and during reading
 |

#### Year A only

|  |  |  |  |
| --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 |
| **Early** | **Early** | **Early** | **Early** |
| **Comprehending text structures and features*** Understand that dialogue is a common feature of imaginative texts, signalled by quotation marks or speech bubbles to indicate interactions between characters
 | **Monitoring comprehension*** Use information from paragraphs or chapters to group related ideas and support summarisation of the whole text
 | **Monitoring comprehension*** Reflect on reading experiences and identify texts of personal significance and pleasure
 | Further revision and consolidation of previously introduced content, based on assessment data. |
| **Late** | **Late** | **Late** | **Late** |
| **Comprehending language*** Identify and describe the difference between subjective and objective language in texts
 | **Comprehending language*** Use knowledge of homonyms to understand metaphor and to support inference
 | **Reading for interest and wide purposes*** Select and read texts of personal interest and to gather information for learning
 | Further revision and consolidation of previously introduced content, based on assessment data. |

#### Year B only

|  |  |  |  |
| --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 |
| **Early** | **Early** | **Early** | **Early** |
| **Comprehending language*** Understand that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters
 | **Reading for interest and wide purposes*** Determine the relevance of a text for a specific purpose
 | **Comprehending language*** Identify the adverbs, nouns and verbs that influence own emotional response to characters
 | Further revision and consolidation of previously introduced content, based on assessment data. |
| **Late** | **Late** | **Late** | **Late** |
| **Comprehending text structures and features*** Identify the difference between quoted speech and reported speech
 | **Comprehending language*** Identify word patterns, including repetition, that create cohesion or effect
 | **Comprehending language*** Identify different types of verbs that control meaning
 | Further revision and consolidation of previously introduced content, based on assessment data. |

### Reading comprehension (Stage 3)

**EN3-RECOM-01** fluently reads and comprehends texts for wide purposes, analysing text structures and language, and by monitoring comprehension

The outcomes and content in Reading comprehension are best addressed in parallel with Oral language and communication, Vocabulary, Creating written texts, and Understanding and responding to literature. The tables within this section detail which term-specific Reading comprehension content points could be introduced to students. These should be revisited and consolidated throughout the stage, based on assessment data.

#### Year A and Year B

|  |  |  |  |
| --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 |
| **Early** | **Early** | **Early** | **Early** |
| **Reading fluently*** Syllabify, blend grapheme–phoneme correspondences and use morphemic knowledge as strategies for reading words accurately

**Comprehending text structures and features*** Compare purposes for different texts and consider why authors and illustrators have structured texts in particular ways

**Comprehending language*** Use morphology and etymology to work out the meaning of unfamiliar words

**Monitoring comprehension*** Monitor and repair reading when meaning breaks down
 | **Reading for interest and wide purposes*** Adjust reading approach to suit the purpose for reading
* Bring subject vocabulary, technical vocabulary, background knowledge and conceptual knowledge to new reading tasks

**Comprehending text structures and features*** Use knowledge of text structure to navigate the text to locate specific information

**Monitoring comprehension*** Ask questions to clarify thinking, and to provide reasons or evidence
 | **Reading fluently*** Adjust reading rate to suit the purpose for reading and the complexity of the text

**Comprehending language*** Analyse how the meanings of key words and phrases in sentences and across a text support local and global inferencing when reading

**Monitoring comprehension*** Generate, monitor and adjust own goals for improving oral reading fluency and silent reading fluency
 | **Comprehending text structures and features*** Analyse how the integration of persuasive, informative and/or narrative structures within a text can enhance effect

**Monitoring comprehension*** Reflect on personal connections with a text and identify how interests and experiences can influence understanding and appreciation of ideas presented
 |
| **Late** | **Late** | **Late** | **Late** |
| **Reading fluently*** Efficiently follow signposting features to navigate print and digital texts

**Reading for interest and wide purposes*** Select texts from print or digital sources to gather and organise research on a topic

**Comprehending language*** Explain how modality can have subtle impacts on the meanings of words and contribute to deeper understanding when reading

**Monitoring comprehension*** Check the accuracy of own recorded gist statements made during reading, before summarising information to determine a text’s main themes, ideas or concepts
 | **Reading fluently*** Adjust prosodic reading to enhance meaning and engage an audience

**Comprehending text structures and features*** Analyse use of multimodal features to enhance meaning within texts

**Comprehending language*** Describe how own mental model is adjusted as new words and information deepen understanding during reading
 | **Comprehending language*** Recognise that a sequence of clauses may use different tenses but remains connected throughout a topic or section of text

**Monitoring comprehension*** Evaluate the effectiveness of comprehension strategies used to support reading and interpretation of texts
 | **Reading for interest and wide purposes*** Use and compare different texts on similar themes or topics to synthesise ideas or information

**Monitoring comprehension*** Analyse how language, background and vocabulary knowledge, and inferencing are used together to effectively build and adjust a mental model prior to and during reading
 |

#### Year A only

|  |  |  |  |
| --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 |
| **Early** | **Early** | **Early** | **Early** |
| **Comprehending language*** Understand that sentence openers signal what the sentence will be about, and that the rest of the sentence can provide new information
 | **Monitoring comprehension*** Synthesise summaries of multiple texts and share information with peers to generate, compare and contrast new conceptual understandings
 | **Reading for interest and wide purposes*** Select, compare and reflect on texts read for personal interest
 | Further revision and consolidation of previously introduced content, based on assessment data. |
| **Late** | **Late** | **Late** | **Late** |
| **Reading for interest and wide purposes*** Compare and evaluate print and digital texts for their pertinence to a task, their authority and their level of detail

**Comprehending language*** Compare and evaluate subjective and objective language to identify bias
 | **Comprehending language*** Explain how language evokes responses when reading
 | **Comprehending language*** Identify lexical cohesive devices used by the author that support understanding when reading
 | Further revision and consolidation of previously introduced content, based on assessment data. |

#### Year B only

|  |  |  |  |
| --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 |
| **Early** | **Early** | **Early** | **Early** |
| **Comprehending language*** Identify cause and effect, using knowledge of causal connectives
 | **Comprehending language*** Recognise that personal narratives contain more subjective language, but factual accounts of events contain more objective language

**Monitoring comprehension*** Categorise information or ideas and create hierarchies to aid recall and support summarisation
 | **Comprehending language*** Recognise that anaphors, such as pronouns and verb phrases, take their meanings from other parts of a text to support inference
 | Further revision and consolidation of previously introduced content, based on assessment data. |
| **Late** | **Late** | **Late** | **Late** |
| **Reading for interest and wide purposes*** Use criteria to determine the accuracy and reliability of sourced information

**Monitoring comprehension*** Question the assertions made by authors when engaging with print and digital texts
 | **Reading for interest and wide purposes*** Reflect on reading experiences and identify texts and language features that are enjoyable
 | Further revision and consolidation of previously introduced content, based on assessment data. | Further revision and consolidation of previously introduced content, based on assessment data. |

### Creating written texts (Stage 2)

**EN2-CWT-01** plans, creates and revises written texts for imaginative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience

**EN2-CWT-02** plans, creates and revises written texts for informative purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience

**EN2-CWT-03** plans, creates and revises written texts for persuasive purposes, using text features, sentence-level grammar, punctuation and word-level language for a target audience

The outcomes and content in Creating written texts are best addressed in parallel with Oral language and communication, Vocabulary, Reading comprehension, Spelling, Handwriting and digital transcription, and Understanding and responding to literature. The tables within this section detail which term-specific Creating written texts content points could be introduced to students. These should be revisited and consolidated throughout the stage, based on assessment data.

#### Year A and Year B

|  |  |  |  |
| --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 |
| **Early** | **Early** | **Early** | **Early** |
| **Sentence-level grammar*** Use coordinating conjunctions in compound sentences to compare and contrast, or for addition
* Select and use precise saying, thinking, acting, and relating verbs and verb groups to align with text purposes
* Use declarative sentences to provide facts or state a viewpoint

**Punctuation*** Use capital letters to indicate the beginning of a sentence, proper nouns, headings and subheadings, to indicate the beginning of a poetry line, for emphasis, and when using acronyms
* Use commas between words in a list or to separate adjectives when more than one is used

**Word-level language*** Use adjectives to develop descriptive features

**Planning, monitoring and revising*** Plan structures and language to suit the purpose of a text
 | **Informative purposes*** Create informative written texts that include headings, paragraphs beginning with topic sentences, and may conclude information in a final paragraph

**Sentence-level grammar*** Use subordinating conjunctions in complex sentences to signal sequence, reason or cause and effect
* Use imperative sentences to advise, provide instructions, express a request or a command

**Punctuation*** Use apostrophes for contractions, and to show singular and plural possession

**Planning, monitoring and revising** * Research, summarise and list topic-related ideas when planning
 | **Imaginative purposes*** Experiment with using and punctuating dialogue in texts

**Text features for multiple purposes*** Maintain noun–pronoun referencing across a text for cohesion

**Sentence-level grammar*** Use adjectival clauses with noun groups to add information to subjects and objects

**Word-level language*** Use personal pronouns to suit purpose and to connect personally with the audience

**Planning, monitoring and revising*** Create texts by drawing on personal and others’ experiences, and texts read, viewed and listened to for inspiration and ideas
 | **Text features for multiple purposes*** Use temporal, conditional and causal conjunctions within sentences, and as connectives to link ideas across sentences for cohesion

**Sentence-level grammar*** Use simple, compound and complex sentences of varying lengths for variation and readability

**Planning, monitoring and revising*** Reflect on and monitor texts according to given criteria, and respond to feedback from others
 |
| **Late** | **Late** | **Late** | **Late** |
| **Text features for multiple purposes*** Select and use multimodal features to add meaning

**Sentence-level grammar*** Use exclamatory sentences to emphasise a point or express a strong emotion
* Use interrogative sentences to ask a direct question, or for rhetorical effect to engage the reader with a viewpoint
* Use adverbial phrases or clauses to add information to the verb or verb group of the main or other clauses, to provide reasons for or circumstances

**Punctuation*** Understand and use quoted and reported text or speech in own writing

**Word-level language*** Use topic-specific Tier 2 and Tier 3 vocabulary to demonstrate authority
 | **Text features for multiple purposes** * Use language to create imagery or humour, including idioms, puns, simile and personification

**Planning, monitoring and revising*** Proofread, revise and edit written texts to refine language, correct spelling and ensure cohesion and engagement for the reader
 | **Text features for multiple purposes*** Maintain appropriate, consistent past, present or future tense across a text

**Sentence-level grammar*** Create cause-and-effect statements

**Punctuation*** Use a comma to separate a dependent clause before a main clause

**Planning, monitoring and revising*** Create texts using digital technologies
 | **Text features for multiple purposes*** Maintain correct subject–verb agreement throughout a text
 |

#### Year A only

|  |  |  |  |
| --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 |
| **Early** | **Early** | **Early** | **Early** |
| **Imaginative purposes*** Sequence ideas and actions into paragraphs aligned to the stages of the text, to provide elaborated details about settings, character motives and actions
 | **Informative purposes*** Create written factual and historical accounts that include an introduction with the *who, what, when, where* and *why* of an experience or event, a description of a series of events and a conclusion

**Text features for multiple purposes** * Use definite articles for particular things and indefinite articles for general things for cohesion
 | **Imaginative purposes*** Create imaginative texts to engage an audience, using first person or third person narrative voice
 | **Informative purposes*** Create written texts that explain how or why something happens through a series of steps, including an opening statement and a conclusion
 |
| **Late** | **Late** | **Late** | **Late** |
| **Persuasive purposes*** Create written texts that argue a viewpoint using rhetorical devices to persuade an audience
* Use a structure that includes a statement of position, has sequenced paragraphs and a conclusion

**Word-level language*** Experiment with modality to indicate probability, occurrence, obligation or inclination
 | **Imaginative purposes*** Experiment with poetry to include innovative use of punctuation to suit purpose and for effect

**Word-level language*** Experiment with words, word order and repetition for rhetorical effect or to create atmosphere
 | **Persuasive purposes*** Use facts or opinions to reinforce a viewpoint
 | Further revision and consolidation of previously introduced content, based on assessment data. |

#### Year B only

|  |  |  |  |
| --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 |
| **Early** | **Early** | **Early** | **Early** |
| **Imaginative purposes*** Use an orientation, complication, resolution structure to create narratives centred on time, place and characters
 | **Informative purposes*** Create written texts that describe experiences and observations to connect with and inform an audience
 | **Imaginative purposes*** Experiment using second person narrative voice for effect
 | **Informative purposes*** Create written texts that instruct, that may include a statement of purpose or goal, a list of resources and a series of steps

**Sentence-level grammar*** Use verb sentence openers to indicate action processes

**Punctuation*** Use bullet points or numbering to list items or a sequence of steps
 |
| **Late** | **Late** | **Late** | **Late** |
| **Persuasive purposes*** Sequence argument points in paragraphs that begin with a topic sentence and support the development of ideas
* Experiment with modality to modulate an argument for persuasive effect
 | **Imaginative purposes*** Experiment with different poetic forms using stanzas
 | **Word-level language*** Use synonyms to replace words to avoid repetition and engage the reader
 | Further revision and consolidation of previously introduced content, based on assessment data. |

### Creating written texts (Stage 3)

**EN3-CWT-01** plans, creates and revises written texts for multiple purposes and audiences through selection of text features, sentence-level grammar, punctuation and word-level language

The outcomes and content in Creating written texts are best addressed in parallel with Oral language and communication, Vocabulary, Reading comprehension, Spelling, Handwriting and digital transcription, and Understanding and responding to literature. The tables within this section detail which term-specific Creating written texts content points could be introduced to students. These should be revisited and consolidated throughout the stage, based on assessment data.

#### Year A and Year B

|  |  |  |  |
| --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 |
| **Early** | **Early** | **Early** | **Early** |
| **Text features for multiple purposes*** Create written texts that include multiple paragraphs with clear, coherent transition of ideas

**Sentence-level grammar*** Make choices about verbs and verb groups to achieve precision and add detail
* Include appositives to provide details to nouns and to vary sentence structures suited to text purpose

**Punctuation*** Use capital letters at the beginning of a sentence, to indicate proper nouns, for headings and subheadings, to indicate the beginning of a poetry line, for emphasis, and when using acronyms
* Use a comma to separate a subordinate clause or a phrase from the main clause, or to separate information within a sentence, or to separate items in a list

**Planning, monitoring and revising*** Use print or digital tools to plan, sequence, create, revise, edit and publish texts
 | **Sentence-level grammar*** Create nominalisations to convey abstract ideas and concepts succinctly and authoritatively

**Punctuation*** Use parentheses in the first instance when abbreviating names using acronyms, and when acknowledging a source

**Planning, monitoring and revising*** Select text formats for combined purposes, creating hybrid texts for target audiences
* Research and summarise information from several sources to plan for writing
 | **Imaginative purposes*** Choose and control narrative voice across a text

**Text features for multiple purposes*** Maintain correct noun–pronoun referencing, subject–verb agreement and use temporal, conditional and causal connectives to build cohesive links across a text

**Sentence-level grammar*** Experiment with embedding adjectival clauses with the subject and/or object of other clauses, to modify the meaning or to add detail to a noun or noun group

**Punctuation*** Use quotation marks consistently across a text to distinguish words that are spoken by characters in dialogue or words authored by others
 | **Sentence-level grammar*** Vary sentence structures or lengths when using simple, compound and complex sentences, with a focus on achieving clarity and effect suited to text purpose

**Planning, monitoring and revising*** Reflect on own writing by explaining and justifying authorial decisions regarding text-level features, sentence-level grammar, punctuation and word-level language
 |
| **Late** | **Late** | **Late** | **Late** |
| **Text features for multiple purposes*** Choose multimodal features suited to a target audience and purpose, to reinforce and extend ideas

**Sentence-level grammar*** Experiment with the placement of adverbial clauses, to modify the meaning or to add detail to a verb or verb group
* Make choices about the use of declarative, exclamatory, interrogative and imperative sentences to suit text purpose, and for meaning and effect

**Word-level language*** Use topic-specific Tier 2 and Tier 3 vocabulary intentionally to add credibility and enhance authority

**Planning, monitoring and revising*** Assess the reliability and authority of sources, including digital sources, when researching and acknowledging texts
 | **Text features for multiple purposes*** Experiment with figurative language for effect and to engage the reader, including metaphor, hyperbole, oxymoron and allusion

**Planning, monitoring and revising*** Re-read, proofread and edit own and other’s writing, and use criteria and goals in response to feedback
 | **Text features for multiple purposes*** Control tense across a text according to purpose, shifting between past, present and future tense if required

**Sentence-level grammar*** Experiment with the use of non-finite verbs in adverbial clauses

**Planning, monitoring and revising*** Create texts using digital technologies suited to a target audience and purpose, to support and enhance the development of ideas
 | Further revision and consolidation of previously introduced content, based on assessment data. |

#### Year A only

|  |  |  |  |
| --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 |
| **Early** | **Early** | **Early** | **Early** |
| **Imaginative purposes*** Make creative choices about temporal and spatial settings, character profiles and motives to enhance reader engagement
 | **Informative purposes*** Develop informative texts that include headings, ideas grouped into paragraphs that include a topic sentence, and a paragraph with concluding information
* Create factual and historical accounts that incorporate broader contextual information
 | **Text features for multiple purposes*** Use word repetition and word associations as cohesive devices across texts
 | **Informative purposes*** Choose text formats with appropriate text structures, features and language to inform target audiences
 |
| **Late** | **Late** | **Late** | **Late** |
| **Persuasive purposes*** Group ideas to develop a statement of position, and clear, logical lines of argument that synthesise points, and structure a rhetorically effective conclusion
* Create objective, impersonal arguments
* Combine personal and objective arguments for persuasive effect

**Word-level language*** Control modality related to probability, occurrence, obligation or inclination for precision
 | **Imaginative purposes*** Choose literary forms with appropriate text structures, features and language to engage target audiences

**Word-level language*** Experiment with word choices to create humour, for clarity or emphasis, to suit audience and purpose

**Punctuation*** Understand that texts, such as poetry, may include innovative use of punctuation, and experiment with punctuation to suit purpose and for effect
 | **Persuasive purposes*** Present arguments from one or multiple viewpoints to persuade target audiences

**Text features for multiple purposes*** Substitute specific nouns with all-purpose words as a cohesive device to replace verb groups, noun groups or whole clauses
 | Further revision and consolidation of previously introduced content, based on assessment data. |

#### Year B only

|  |  |  |  |
| --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 |
| **Early** | **Early** | **Early** | **Early** |
| **Imaginative purposes*** Experiment with characterisation

**Punctuation*** Experiment with dashes and parentheses for humorous or ironic effect
 | **Informative purposes*** Compare and contrast or discuss cause and effect through sequenced paragraphs
* Describe and/or explain ideas through logically sequenced paragraphs
 | **Punctuation*** Understand and use simple hyphenation generalisations
 | **Text features for multiple purposes*** Acknowledge sources of information to add credibility and authority to arguments and information
 |
| **Late** | **Late** | **Late** | **Late** |
| **Persuasive purposes*** Choose text formats with appropriate text structures, features and language to persuade a target audience
* Use rhetorical devices targeted to the audience
* Use modality to qualify or strengthen arguments
 | **Imaginative purposes*** Select and use poetic forms to descriptively express ideas
 | **Imaginative purposes*** Experiment with the development of thematic elements

**Word-level language*** Select and use a range of synonyms in a longer text, for precision and to create variety for reader engagement
 | Further revision and consolidation of previously introduced content, based on assessment data. |

### Spelling (Stage 2)

**EN2-SPELL-01** selects, applies and describes appropriate phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts

The outcomes and content in Spelling are best addressed in parallel with Vocabulary, Reading comprehension, Creating written texts, and Understanding and responding to literature. The tables within this section detail which term-specific Spelling content points could be introduced to students. These should be revisited and consolidated throughout the stage, based on assessment data.

#### Year A and Year B

|  |  |  |  |
| --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 |
| **Early** | **Early** | **Early** | **Early** |
| **Phonological component*** Explain how to segment multisyllabic words into syllables and phonemes, and apply this knowledge when spelling
* Identify differences in vowel phonemes (short, long, diphthong and schwa vowels)

**Orthographic component*** Apply knowledge of taught vowel graphemes when spelling

**Morphological component*** Identify inflected suffixes, explaining when and how to treat base words when they are affixed, and apply this knowledge when spelling
 | **Morphological component*** Identify prefixes that require no change to the base word or root when they are affixed, and apply this knowledge when spelling

**Orthographic component*** Understand that graphemes can be explained by their etymology
 | **Orthographic component*** Use spelling reference tools where required and recognise that spellcheck accuracy may depend on understanding the word

**Morphological component*** Correctly spell taught homophones when creating written texts
 | Further revision and consolidation of previously introduced content, based on assessment data. |
| **Late** | **Late** | **Late** | **Late** |
| **Orthographic component*** Understand that some graphemes are dependent on their position in a word in English and apply this knowledge when spelling
* Proofread, identify and correct misspellings when creating written texts
 | **Morphological component*** Identify derivational suffixes such as -*able, -ness, -ian* and *-ment*, explaining when and how to treat base words when they are affixed, and apply this knowledge when spelling
* Correctly spell irregular plural words across a range of written contexts
 | **Phonological component*** Recognise stressed and unstressed syllables in multisyllabic words and apply this knowledge when spelling
* Understand that the schwa occurs in an unstressed syllable and apply this knowledge when spelling
 | Further revision and consolidation of previously introduced content, based on assessment data. |

### Spelling (Stage 3)

**EN3-SPELL-01** automatically applies taught phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts, and justifies spelling strategies used to spell unfamiliar words

The outcomes and content in Spelling are best addressed in parallel with Vocabulary, Reading comprehension, Creating written texts, and Understanding and responding to literature. The tables within this section detail which term-specific Spelling content points could be introduced to students. These should be revisited and consolidated throughout the stage, based on assessment data.

#### Year A and Year B

|  |  |  |  |
| --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 |
| **Early** | **Early** | **Early** | **Early** |
| **Phonological component*** Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling

**Orthographic component*** Recognise that the same grapheme can represent different phonemes

**Morphological component*** Explain and use spelling conventions to add derivational suffixes such as -*ion, -ian, -ence, -ous* to base words or roots
 | **Morphological component*** Explain and use spelling conventions for assimilated prefixes such as *in-, ad-, com-*
 | **Morphological component*** Correctly spell taught homophones when creating written texts across a range of writing topics and learning areas
 | Further revision and consolidation of previously introduced content, based on assessment data. |
| **Late** | **Late** | **Late** | **Late** |
| **Orthographic component*** Proofread written texts to correct misspellings, making use of spelling reference tools where required
 | **Orthographic component*** Apply and explain graphemes identified by their etymology

**Morphological component*** Explain the etymology of taught roots and apply this knowledge when creating written texts
 | **Orthographic component*** Apply infrequently occurring graphemes and letter patterns when spelling base words in a range of writing contexts
 | Further revision and consolidation of previously introduced content, based on assessment data. |

### Handwriting and digital transcription (Stage 2)

**EN2-HANDW-01** forms legible joined letters to develop handwriting fluency

**EN2-HANDW-02** uses digital technologies to create texts

The outcomes and content in Handwriting and digital transcription are best addressed in parallel with Creating written texts and Understanding and responding to literature. The tables within this section detail which term-specific Handwriting and digital transcription content points could be introduced to students. These should be revisited and consolidated throughout the stage, based on assessment data. **Note**: In Stage 2 Handwriting and digital transcription content is introduced in a sequenced manner across Year 3 and Year 4. This is demonstrated through parentheses in the table below.

#### Year A and Year B

|  |  |  |  |
| --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 |
| **Early** | **Early** | **Early** | **Early** |
| **Handwriting legibility and fluency*** Understand that legible handwriting is consistent in size and spacing and can support learning (Year 3)
* Join letters when writing familiar words (Year 4)
 | **Handwriting legibility and fluency*** Join letters using consistent size and spacing to develop fluency (Year 3)
* Sustain the NSW Foundation Style cursive to facilitate fluency and legibility across a text (Year 4)
 | **Handwriting legibility and fluency*** Apply appropriate pressure when joining letters (Year 3)

**Software functionalities and typing*** Use word-processing program functions or augmentative and alternative communication (AAC) to draft and revise texts (Year 4)
 | Further revision and consolidation of previously introduced content, based on assessment data. |
| **Late** | **Late** | **Late** | **Late** |
| **Software functionalities and typing*** Position a chosen device in a way that facilitates efficient and sustained text creation (Year 3)
* Monitor goals that build on typing accuracy and rate (Year 4)
 | **Software functionalities and typing*** Use knowledge of the keyboard layout and functions to type texts (Year 3)
* Search, filter, select, download and save relevant digital information (Year 4)
 | **Software functionalities and typing*** Select and insert visual, print and audio elements into texts (Year 3)
* Further revision and consolidation of previously introduced content, based on assessment data (Year 4)
 | Further revision and consolidation of previously introduced content, based on assessment data. |

### Handwriting and digital transcription (Stage 3)

**EN3-HANDW-01** sustains a legible, fluent and automatic handwriting style

**EN3-HANDW-02** selects digital technologies to suit audience and purpose to create texts

The outcomes and content in Handwriting and digital transcription are best addressed in parallel with Creating written texts, and Understanding and responding to literature. The tables within this section detail which term-specific Handwriting and digital transcription content points could be introduced to students. These should be revisited and consolidated throughout the stage, based on assessment data.

#### Year A and Year B

|  |  |  |  |
| --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 |
| **Early** | **Early** | **Early** | **Early** |
| **Handwriting legibility and fluency*** Sustain writing with a legible, fluent and personal handwriting style across a text
 | **Handwriting legibility and fluency*** Adjust handwriting style to suit writing purpose
 | **Handwriting legibility and fluency*** Use handwriting efficiently in formal and informal situations
 | **Software functionalities and typing*** Evaluate and select applications and tools to create text to suit audience and purpose
 |
| **Late** | **Late** | **Late** | **Late** |
| **Software functionalities and typing*** Navigate the keyboard with efficiency and accuracy when typing words, numerals, punctuation and other symbols
* Understand that the position of the device in relation to the user can affect posture and glare
 | **Software functionalities and typing*** Reflect on and monitor typing accuracy and rate according to goals and given criteria
 | **Software functionalities and typing*** Use taught shortcut functions on digital tools to facilitate text creation
 | Further revision and consolidation of previously introduced content, based on assessment data. |

### Understanding and responding to literature (Stage 2)

**EN2-UARL-01** identifies and describes how ideas are represented in literature and strategically uses similar representations when creating texts

The outcomes and content in Understanding and responding to literature are best addressed in parallel with Oral language and communication, Vocabulary, Reading comprehension, Creating written texts, Spelling, and Handwriting and digital transcription. The tables within this section detail which term-specific Understanding and responding to literature content points could be introduced to students. These should be revisited and consolidated throughout the stage, based on assessment data.

#### Year A only

|  |  |  |  |
| --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 |
| **Early** | **Early** | **Early** | **Early** |
| **Narrative*** Describe how narratives set up expectations using familiar, real and imagined characters, situations and phrases
* Describe connections between own or shared experiences and those depicted in narratives

**Characterisation*** Recognise that characters may be identified through familiar, individual or group characteristics
 | **Perspective and context*** Identify and discuss the purpose of a text, and its intended audience, mode and medium
 | **Characterisation*** Identify how authors use dialogue to convey what characters say and think, and experiment with dialogue when creating texts
* Describe ways in which characters are represented in literature and experiment with characterisation when creating texts
 | **Narrative*** Identify the purpose and structure of Aboriginal and Torres Strait Islander cultural narratives

**Imagery, symbol and connotation*** Recognise how Aboriginal and Torres Strait Islander authors use imagery and symbols in texts
 |
| **Late** | **Late** | **Late** | **Late** |
| **Genre*** Understand that genre refers to texts that are grouped according to purpose, subject matter, form, structure and language choices, and that a type of text can differ in mode and medium

**Argument and authority*** Recognise that an argument is not a dispute but can be a single perspective that is presented or defended
* Describe the difference between authorship and authority
 | **Imagery, symbol and connotation*** Identify figurative language in literature and how it can influence meaning, and experiment with figurative language when creating texts
 | **Theme*** Describe the difference between themes and topics in literature

**Perspective and context*** Identify and describe ways in which perspective is represented in literature
* Understand how context informs the setting within a text, and experiment with setting for different contexts when creating texts
 | Further revision and consolidation of previously introduced content, based on assessment data. |

#### Year B only

|  |  |  |  |
| --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 |
| **Early** | **Early** | **Early** | **Early** |
| **Narrative*** Describe the interplay of plot, character and setting in different types of narratives
* Describe how narrative conventions engage the reader

**Characterisation*** Describe how a character drives the plot in a narrative
 | **Perspective and context*** Understand that literature is created by drawing upon personal, social and cultural contexts and perspectives
 | **Characterisation*** Understand that characterisation refers to the qualities attributed to real and imagined characters, including their personality and emotional attributes
* Describe how characters invite emotional engagement with literature

**Narrative*** Experiment with narrative structures and narrative conventions encountered in literature when creating texts
 | **Perspective and context*** Describe how Aboriginal and/or Torres Strait Islander authors use language to build cultural understanding and context
 |
| **Late** | **Late** | **Late** | **Late** |
| **Genre*** Identify different text genres when a text is characterised by more than a single genre

**Argument and authority*** Understand that to control impact and effect authors make intentional choices about language, form and structure
 | **Imagery, symbol and connotation*** Recognise imagery and symbols in literature
* Describe how words, sounds, images, logos and colour contribute to meaning in literature
 | **Theme*** Identify themes in literature, recognising that there may be multiple themes within and between texts
 | Further revision and consolidation of previously introduced content, based on assessment data. |

### Understanding and responding to literature (Stage 3)

**EN3-UARL-01** analyses representations of ideas in literature through narrative, character, imagery, symbol and connotation, and adapts these representations when creating texts

**EN3-UARL-02** analyses representations of ideas in literature through genre and theme that reflect perspective and context, argument and authority, and adapts these representations when creating texts

The outcomes and content in Understanding and responding to literature are best addressed in parallel with Oral language and communication, Vocabulary, Reading comprehension, Creating written texts, Spelling, and Handwriting and digital transcription. The tables within this section detail which term-specific Understanding and responding to literature content points could be introduced to students. These should be revisited and consolidated throughout the stage, based on assessment data.

#### Year A only

|  |  |  |  |
| --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 |
| **Early** | **Early** | **Early** | **Early** |
| **Narrative*** Recognise that narratives reflect both personal and common lived experiences and offer models of behaviour, which may be rejected or accepted

**Characterisation*** Analyse attributes of character and use similar attributes when creating texts
 | **Perspective and context*** Identify how perspective is made evident through authorial choices
 | **Characterisation*** Analyse how engagement with characters within and between texts invites enjoyment of literature
 | **Narrative*** Describe the difference in purpose between Aboriginal Dreaming stories and Aboriginal Songlines

**Imagery, symbol and connotation*** Describe how Aboriginal and Torres Strait Islander authors use symbols and imagery to share cultural perspectives and stories in texts
 |
| **Late** | **Late** | **Late** | **Late** |
| **Genre*** Examine and experiment with elements in literature that do not follow the form and function of a single genre

**Argument and authority*** Understand the authority given to objectivity versus subjectivity in arguments
* Analyse and compare features within and between texts, that characterise an authoritative style
 | **Imagery, symbol and connotation*** Analyse how figurative language in literature can enhance meaning and affect the audience
 | **Theme*** Identify core social, personal and moral messages within and between texts

**Perspective and context*** Explore how perspective is influenced by personal, social and cultural contexts
 | Further revision and consolidation of previously introduced content, based on assessment data. |

#### Year B only

|  |  |  |  |
| --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 |
| **Early** | **Early** | **Early** | **Early** |
| **Narrative*** Describe how patterns in narratives set up expectations and notice when those patterns are subverted

**Characterisation*** Recognise how character archetypes and stereotypes are represented in literature
 | **Perspective and context*** Reflect on and explain how personal, social and cultural context is expressed in own texts
 | **Narrative*** Describe how narrative conventions engage the reader through models of behaviour, and apply narrative conventions when creating texts

**Characterisation*** Identify the ways different elements of a text contribute to character development and adapt these elements when creating texts
 | **Perspective and context*** Describe how Aboriginal and Torres Strait Islander authors’ language use promotes a shared understanding of cultural context
 |
| **Late** | **Late** | **Late** | **Late** |
| **Genre*** Explain how genre can be recognised by established codes and conventions that govern content and construction of literature, and apply this knowledge when creating texts

**Argument and authority*** Recognise how an argument is influenced by perspective and create texts that adopt a perspective beyond personal experience
* Compare the reliability and validity of texts to make judgements about their authority
 | **Imagery, symbol and connotation*** Recognise recurring and universal symbols and imagery in literature, describe their meanings and experiment with symbol and imagery when creating texts
 | **Theme*** Identify and describe messages common to lived experiences that recur in literature and use these representations when creating texts
 | Further revision and consolidation of previously introduced content, based on assessment data. |

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