# English Stage 4 – syllabus requirements planner

This sample syllabus requirements planner is aligned to the [English K–10 Syllabus](https://curriculum.nsw.edu.au/syllabuses/english-k-10-2022) (NESA 2022). This planner identifies key requirements for planning and implementing the Stage 4 English syllabus. 

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**Updating the table of contents**

Want to update the table? Have you added content to the document and noticed the page numbers have changed? As you add content to this report, you can update the table of contents to accurately reflect the page numbers within the resource. To update the table:

* Right click on the table and select ‘Update table of contents’ (in the browser version) or ‘Update field’ (in the desktop app). In the browser version, it will automatically update the entire table.
* In the desktop app, you will then need to select ‘Update entire table’. Your table numbers should then update to reflect your changes.

## Rationale

The syllabus requirements planner will be particularly useful during the engage and enact phases of the [curriculum implementation cycle](https://education.nsw.gov.au/teaching-and-learning/curriculum/leading-curriculum-k-12/phases-of-curriculum-implementation?utm_source=w7t422&utm_medium=staffnoticeboard&utm_campaign=curriculum-reform). It is not a standalone resource and should be used in consultation with the syllabus and the policies and procedures identified within the planner. This planner has been designed to assist teachers in NSW Department of Education schools as they plan the implementation of the [English K–10 Syllabus](https://curriculum.nsw.edu.au/syllabuses/english-k-10-2022) (NESA 2022) in order to deliver teaching and learning practices that are contextualised to their classroom. All NSW public schools need to plan curriculums and develop teaching programs consistent with the [Education Act](https://legislation.nsw.gov.au/view/whole/html/inforce/current/act-1990-008) (1990), the [NSW Education Standards Authority (NESA) syllabuses](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/syllabuses-a-z), the [Curriculum planning and programming, assessing and reporting to parents K-12 policy](https://education.nsw.gov.au/policy-library/policies/pd-2005-0290) standards and NSW Education Standards Authority’s [Registration process for the NSW government schooling system manual.](https://educationstandards.nsw.edu.au/wps/portal/nesa/regulation/government-schooling/registration-process-government-schooling) These are referenced throughout the planner and should be consulted to ensure all curriculum materials reflect requirements.

### Purpose, audience and suggested timeframes

Many schools will have their own planning templates. The layout of this document is intended to support faculty communication, professional learning and collaborative planning which should be completed for each stage and course.

The planner should be a live document that is completed collaboratively and reviewed periodically. This supports a consistent implementation of NESA and department policy requirements and whole-school and faculty requirements. It also establishes a shared vision for the scope of subject English and guides long-term design of teaching and learning programs. This shows that curriculum design and implementation is a dynamic and contextually-specific process. This planner represents one way to map requirements and it contains:

* instructions for how it could be used by English teachers and faculties
* direct links to policies and useful resources.

Extensive research, including CESE’s [What works best 2020 update](https://www.cese.nsw.gov.au/publications-filter/what-works-best-2020-update), shows that teaching effectiveness is enhanced through a collaborative approach to planning and implementation of teaching and learning.

**Ways to use this template**

* Complete the planning as a faculty or course/stage coordination team.
* Upload the document to a shared drive as a ‘live’ document and evaluate the plans at key points throughout the year.
* Cross-reference the plans against the content within teaching and learning programs/units, scope and sequences, assessment schedules, assessment notifications and student resources.
* Keep a copy of this document in a folder or drive for each stage or course.

Links contained within this resource were correct as of 17 February 2023.

### Building on Stage 3

It is important to build on learning in Stage 3 when planning the program of learning for Stage 4 so that students are appropriately challenged, and prior learning is developed in Stage 4. Communicate with colleagues from feeder schools and develop a clear understanding of the texts explored in Stage 3 to avoid unnecessary repetition.

### Building toward Stage 5

An effective program of learning takes the texts, knowledge, understanding and skills developed in each stage into consideration. [Backward design](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/planning-a-sequence-of-lessons/backward-design-model) for Stage 5 should build from the learning developed in Stage 4. When planning the texts and learning experiences for Stage 4, consult the Stage 5 syllabus requirements planner. This can help schools ensure that the whole Stage 4 program meets requirements as mandated by the NSW Education Standards Authority (NESA) and the NSW Department of Education.

### Stage 4 text selections

The [English K–10 Syllabus](https://curriculum.nsw.edu.au/syllabuses/english-k-10-2022) (NESA 2022) contains [Text requirements for English 7–10](https://curriculum.nsw.edu.au/syllabuses/english-k-10-2022#:~:text=requirements%20K%E2%80%9310-,Text%20requirements,-Engaging%20with%20texts). The following tables outline the syllabus text requirements and provide an opportunity to map how they will be met across the stage. Please note, the requirement for ‘at least 2…’ for each category is to be met across the stage. Most schools choose to study at least one work of each type each year. If areas of need are identified, the Year 7 or Year 8 planning templates would be used to collaboratively plan how to address this area of need.

In selecting specific texts for study in English, teachers should ensure that materials are:

* age appropriate
* sensitive to student needs
* relevant to the curriculum
* relevant to the school’s purpose and goals
* consistent with the core values outlined in the [Values in NSW public schools policy](https://education.nsw.gov.au/policy-library/policies/pd-2005-0131)
* [communicated with parents and carers](https://education.nsw.gov.au/teaching-and-learning/curriculum/leading-curriculum-k-12/explaining-curriculum-pcc/texts-used-in-classrooms)
* not prescribed for Stage 6 as per the [NESA English Stage 6 Prescriptions (2019–2025)](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017#:~:text=English%20prescriptions,selection%20of%20texts.) and the [Drama Stage 6 Prescriptions.](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/drama-syllabus/course-prescriptions)

Ensure choices align with the DoE [Controversial Issues in Schools policy](https://policies.education.nsw.gov.au/policy-library/policies/controversial-issues-in-schools?refid=285776) and the procedures for use. The English curriculum 7-12 team has provided sample permission notes in the [Support for controversial issues in English](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/leading-english-k-12/leading-english-7-12) document to support the parent or carer communication process. NESA has also provided resources to support text selection within the English K-10 [teaching and learning support webpage.](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022?tab=teaching-and-learning)

### Text selections in Stage 4

The following tables are used to map and outline the way syllabus text requirements are currently being met in the program of learning for Stage 4.

1. Identify the text that meets each requirement.
2. State the title of the text and the program where it will be explored.

Table one should contain texts that are the focus of learning in each Stage. Students are required to engage meaningfully with these texts as per the [course requirements for English 7–10](https://curriculum.nsw.edu.au/syllabuses/english-k-10-2022#:~:text=both%20rectangular%20boxes.-,Course%20requirements%20K%E2%80%9310,Text%20requirements,-Engaging%20with%20texts) (NESA 2022).

Table 1 – students engage meaningfully with the following texts in Stage 4

|  |  |  |
| --- | --- | --- |
| Stage 4 requirements | Year 7 | Year 8 |
| At least 2 works of extended prose (including at least one novel) |  |  |
| At least 2 collections of poetry |  |  |
| At least 2 films |  |  |
| At least 2 drama texts |  |  |
| A range of types of texts inclusive of short prose, visual, spoken, multimodal and digital texts | Short prose –  Visual –  Spoken –  Multimodal and digital – | Short prose –  Visual –  Spoken –  Multimodal and digital – |

### Across Stage 4 English course and text requirements

Please note, the same texts may appear in numerous categories. The purpose is not necessarily to have a different text for every category but to make sure the mandated categories are met.

1. Identify the text that meets each requirement.
2. State the title of the text and the program in which it will be explored.

Table 2 identifies the types of texts students will explore to meet the course requirements. They should be met across the stage as per the [course requirements for English 7–10](https://curriculum.nsw.edu.au/syllabuses/english-k-10-2022#:~:text=both%20rectangular%20boxes.-,Course%20requirements%20K%E2%80%9310,Text%20requirements,-Engaging%20with%20texts) (NESA 2022). [NESA outlines](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022?tab=course-overview#:~:text=both%20rectangular%20boxes.-,Course%20requirements%20K%E2%80%9310,-Text%20requirements) that teachers are expected to ‘preview the texts that they select to use as a part of students’ learning. This allows teachers to identify potential areas for targeted teaching’ (NESA 2022).

Table 2 – text requirements across English Stage 4

|  |  |  |
| --- | --- | --- |
| Stage 4 requirements | Year 7 | Year 8 |
| A range of fiction and non-fiction texts that are widely regarded as quality literature | Fiction –  Non-fiction – | Fiction –  Non-fiction – |
| A range of texts by Australian authors |  |  |
| A range of texts by Aboriginal and Torres Strait Islander authors |  |  |
| A range of quality texts from around the world, including about intercultural and diverse experiences (might include literature by authors with diverse backgrounds and experiences, including authors with disability) | Texts from around the world –  Intercultural experiences –  Diverse experiences – | Texts from around the world –  Intercultural experiences –  Diverse experiences – |
| A range of cultural, social and gender perspectives, including from popular and youth cultures | Cultural perspectives –  Social perspectives –  Gender perspectives –  Popular cultures –  Youth cultures – | Cultural perspectives –  Social perspectives –  Gender perspectives –  Popular cultures –  Youth cultures – |
| Texts chosen by students for personal interest and enjoyment |  |  |

## Year 7 English planning template

This table is designed to assist the [backward design process.](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/planning-a-sequence-of-lessons/backward-design-model) Identifying the knowledge, skills and text requirements students need to develop and explore throughout each program can help create a clear outline of the students’ learning journey. Compare this with Stage 3 and Stage 5 to assess how effectively each stage builds on the other.

Four programs have been identified to align with the maximum number of formal assessments recommended for each year. More programs may be taught, and schools may opt to assess through formative assessment and observation. It is not recommended to deliver more than 4 formal assessments within a calendar year.

Table 4 – Year 7 teaching and learning program, assessment and reporting plans

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year 7 – planning requirements | Program [name] | Program [name] | Program [name] | Program [name] |
| Learning overview and guiding questions  Use the focus text requirements and the syllabus outcomes, content groups and content, to develop the learning overview and the guiding questions. |  |  |  |  |
| Timing  Decide on the duration and timing of the program. |  |  |  |  |
| Syllabus focus areas, outcome codes and content groups  First, identify the focus area, next, identify the outcome code and then list the relevant content groups.  If relevant, include the Life Skills outcome codes. |  |  |  |  |
| Texts and textual form  Identify the name and the textual form of the text(s) being taught within the program. State what aspect of the [text requirements](https://curriculum.nsw.edu.au/syllabuses/english-k-10-2022#:~:text=Text%20requirements,study%20of%20English.) the texts meet. |  |  |  |  |
| Assessment title and timing  Where relevant, include the title of the formal assessment, the issue date and the due date (day, date, term and year). |  |  |  |  |
| Assessment overview  Where applicable, provide a brief outline of the core components of the formal assessment task. This should be written in plain English, as should the assessment task itself. It should be easy for a student, parent or carer to understand. |  |  |  |  |
| Formally assessed outcomes (codes) and content groups  Identify the 2–4 outcomes and content groups. Explain how the assessment aligns with the knowledge, skills and understanding required within the outcomes. Use the language of the content groups and content points and make sure this informs the language used within the marking criteria. |  |  |  |  |
| Core formative tasks Identify the core formative tasks that will be provided to support and guide learning through formative feedback. This ensures the modes assessed are used to support learning throughout the program. Ensure each activity aligns with the selected outcomes and the formal assessment plans. |  |  |  |  |
| Catering to student needs, interests and cultural and linguistic diversity  Identify student needs and interests and plan formative assessment, feedback processes and ways to support students’ cultural and linguistic diversity. Consult a range of internal and external data to assist with this process. This may include the National Literacy Learning Progressions. |  |  |  |  |
| School or faculty learning priorities  Identify relevant learning priorities to ensure a clear connection between school initiatives or improvement measures (Strategic Improvement Plan), faculty goals and teaching and learning programs. |  |  |  |  |
| Important information for program writers  This is space to provide additional information for program writers. This may include reminders for program writers to reference materials, embed specific resources, or to provide support to guide new teachers or those teaching out of area. |  |  |  |  |
| Staff responsible  Identify the team responsible for writing, reviewing and/or refining the program and associated assessment materials. Include a timeline and due dates. |  |  |  |  |
| Evaluation and feedback plans for the next iteration  Record the student and teacher evaluation and feedback that will impact on the program or assessment plans and structure. Identify implementation plans. |  |  |  |  |

## Year 8 English planning template

This table is designed to assist the [backward design process.](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/planning-a-sequence-of-lessons/backward-design-model) Identifying the knowledge, skills and text requirements students need to develop and explore throughout each program can help create a clear outline of the students’ learning journey. Compare this with Stage 3 and Stage 5 to assess how effectively each stage builds on the other.

Four programs have been identified to align with the maximum number of formal assessments recommended for each year. More programs may be taught, and schools may opt to assess through formative assessment and observation. It is not recommended to deliver more than 4 formal assessments within a calendar year.

Table 5 – Year 8 teaching and learning program, assessment and reporting plans

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year 8 – planning requirements | Program [name] | Program [name] | Program [name] | Program [name] |
| Learning overview and guiding questions  Use the focus text requirements, and the syllabus outcomes, content groups and content to develop the learning overview and the guiding questions. |  |  |  |  |
| Timing  Decide on the duration and timing of the program. |  |  |  |  |
| Syllabus focus areas, outcome codes and content groups  First, identify the focus area, next, identify the outcome code and then list the relevant content groups.  If relevant, include the Life Skills outcome codes. |  |  |  |  |
| Texts and textual form  Identify the name and the textual form of the text(s) being taught within the program. State what aspect of the [text requirements](https://curriculum.nsw.edu.au/syllabuses/english-k-10-2022#:~:text=Text%20requirements,study%20of%20English.) the texts meet. |  |  |  |  |
| Assessment title and timing  Where relevant, include the title of the formal assessment, the issue date and the due date (day, date, term and year). |  |  |  |  |
| Assessment overview  Where applicable, provide a brief outline of the core components of the formal assessment task. This should be written in plain English, as should the assessment task itself. It should be easy for a student, parent or carer to understand. |  |  |  |  |
| Formally assessed outcomes (codes)  Identify the 2–4 outcomes and content groups. Explain how the assessment aligns with the knowledge, skills and understanding required within the outcomes. Use the language of the content groups and content points and make sure this informs the language used within the marking criteria. |  |  |  |  |
| Core formative tasks Identify the core formative tasks that will be provided to support and guide learning through formative feedback. This ensures the modes assessed are used to support learning throughout the program. Ensure each activity aligns with the selected outcomes and the formal assessment plans. |  |  |  |  |
| Catering to student needs, interests and cultural and linguistic diversity  Identify student needs and interests and plan formative assessment, feedback processes and ways to support students’ cultural and linguistic diversity. Consult a range of internal and external data to assist with this process. This may include the National Literacy Learning Progressions. |  |  |  |  |
| School or faculty learning priorities  Identify relevant learning priorities to ensure a clear connection between school initiatives or improvement measures (Strategic Improvement Plan), faculty goals and teaching and learning programs. |  |  |  |  |
| Important information for program writers  This is space to provide additional information for program writers. This may include reminders for program writers to reference materials, embed specific resources, or to provide support to guide new teachers or those teaching out of area. |  |  |  |  |
| Staff responsible  Identify the team responsible for writing, reviewing and/or refining the program and associated assessment materials. Include a timeline and due dates. |  |  |  |  |
| Evaluation and feedback plans for the next iteration  Record the student and teacher evaluation and feedback that will impact on the program or assessment plans and structure. Identify implementation plans. |  |  |  |  |

## Evaluating programming plans

Teaching and learning programs should be evaluated annually and refined in response to a range of data. Both teachers and students should be given the opportunity to ‘reflect on and evaluate the degree to which students have progressed as a result of their experiences, and what should be done next to assist them in their learning’ ([NESA 2021](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-units)). This information should be used to improve the next iteration of the program as well as the upcoming learning experiences for students.

The following suggested collaborative structure is designed to support this evaluation. Reviewing the implementation of syllabus requirements should be completed at the conclusion of each program, thus ensuring that reflection and evaluation are ongoing practices.

**Suggested collaborative structure**

1. Review the alignment between the plans in this document and the practices that were implemented in the classroom, referring to the program, resources and assessment.
2. Identify what worked, what didn’t work, where requirements were addressed, where requirements were not addressed and identify those that need to be refined.
3. Identify the team members who will make the changes needed and create an implementation timeline.
4. Implement the changes and communicate these with the team.

An optional colour coding system has been provided. It may make it easier to monitor and make changes.

* Writing in black indicates the requirement is met in existing programs. State the name of the text and the relevant program.
* Highlight in red where the requirement is not addressed. This needs to be actioned immediately by an allocated team member.
* Highlight in yellow where the team believes this is addressed and state the program. This is checked, communicated and/or actioned by an allocated team member within a specified timeframe.
* Highlight in green, and outline where a text would be appropriate for a program. The allocated team member embeds this in the program/resources within a specified timeframe.

When writing the name of texts, always include the full details so any teacher can locate it accurately and easily. These include the title of the text and its composer, the publication date, textual form, ISBN and hyperlink to the text or publication details.

## The English curriculum 7-12 team

The English curriculum 7-12 team provides support for the delivery of the English curriculum 7-12 in NSW Department of Education high schools. If you have any questions regarding the use of material available or would like additional support, please contact the English curriculum team by emailing [english.curriculum@det.nsw.edu.au](mailto:english.curriculum@det.nsw.edu.au).

### Share your experiences

If you use the syllabus requirements planner in your faculty and school context, reach out to the English curriculum team. We would love English teams form across NSW to share snapshots of their practice and how this resource has been used in their unique context as part of our ‘Voices from the Classroom’ section of the English 7-12 newsletter. Send submissions to [english.curriculum@det.nsw.edu.au](mailto:englishcurriculum@det.nsw.edu.au)

#### Support and alignment

If you have any questions regarding the use of material available or would like additional support, please contact the English curriculum team by emailing [English.curriculum@det.nsw.edu.au](mailto:English.curriculum@det.nsw.edu.au).

**Alignment to system priorities and/or needs**: this resource is evidence-based, as outlined below, and supports the goals of the [School Success Model](https://education.nsw.gov.au/public-schools/school-success-model), is an example of [universal support](https://education.nsw.gov.au/public-schools/school-success-model/school-success-model-explained#/asset2:~:text=support%20in%20action-,Universal%20support,-Universal%20support%20provides) and aligns to the [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468). It is designed to support school and curriculum leaders as they plan syllabus implementation. It can be used during the design and delivery of collaborative curriculum planning, monitoring and evaluation.

**Alignment to the School Excellence Framework**: this resource aligns to the [School Excellence Framework](https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide/resources/about-sef) Leading domain – Educational leadership and the Learning domain – Curriculum as it models syllabus-aligned programming and assessment planning. It provides strategies for engaging in collaborative curriculum planning.

**Alignment to Australian Professional Teaching Standards**: this resource supports teachers to address [Australian Professional Teaching Standards](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 2.2.2 (2.2.4), 2.3.2 (2.3.4) 3.2.2 (3.2.4) as it provides an example of how to use syllabus requirements in the planning, design, implementation and review of coherent and well-sequenced programming and assessment plans.

**Consulted with: English teachers from the Rural Learning Exchange,** Curriculum and Reform subject matter experts and teachers and head teachers from across NSW.

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

**Publisher:** State of NSW, Department of Education.

**Related resources:** further resources to support programming and assessment can be found on the [NSW Department of Education curriculum website.](https://education.nsw.gov.au/teaching-and-learning/curriculum)

**Professional Learning:** relevant Professional Learning is available on the [English statewide staffroom](https://teams.microsoft.com/l/team/19%3a88aaff1954984b3d821940244a27a355%40thread.skype/conversations?groupId=7cace238-04f1-4f87-a5dc-d823e51c9765&tenantId=05a0e69a-418a-47c1-9c25-9387261bf991) and through the [English curriculum professional learning calendar](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/professional-learning-english-k-12).

**Universal Design for Learning Tool: this resource draws on the** [Universal Design for Learning planning tool](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/teaching-and-learning-resources/universal-design-for-learning) and framework as it supports teachers in their design of teaching and learning experiences that cater to the diverse learning needs of students.

**Creation date:** 17 February 2023.

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