

# The National Literacy Learning Progression and Stage 6 English

## How the progression could support writing in Stage 6 English

This document is part of the [Stage 6 Literacy in context – Writing](#) resource. It outlines ways that the [National Literacy Learning Progression](#) can support development of student writing through Stage 6.

The element of Writing in the National Literacy Learning Progression provides indicators that reflect the increasing sophistication of skill development in writing for students in Years K–10. It is important to note that these skills are unconstrained and will continue to develop as students work through their final years of school and beyond.

In addressing the Objectives and Outcomes in the Stage 6 English syllabuses, students need to use subject specific terminology to describe, identify, demonstrate, analyse, create, communicate, support with evidence, evaluate and assess.

A student's ability to communicate their knowledge and understanding will influence the quality of their written responses. For example, the HSC marking criteria and feedback for English may include:

- demonstrates explicit understanding
- makes a clear judgement
- communicates ideas logically
- integrates evidence
- appropriately structures response.

Considering the content expectations and criteria outlined above, coupled with whether it is an examination, first draft, response or the submission of a refined piece of work, it can be difficult for teachers to articulate what effective writing 'looks like' in a student response, and therefore to be able to explicitly support their students to improve their writing. Certain indicators within the Creating texts sub-element of the [National Literacy Learning Progression](#) can amplify these criteria and support teachers and students to identify features of writing that can be targeted to improve the ability to answer extended response questions.

Some examples of these connections between the criteria and the Creating texts sub-element are provided here:

**Demonstrates explicit understanding:**

- uses discipline-specific terminology to provide accurate and explicit information (e.g. discipline metalanguage) (CrT10 Vocabulary)
- uses vocabulary for precision (e.g. the underwhelming performance of the opening batsmen) (CrT11 Vocabulary)
- uses complex abstractions (e.g. economic, sociocultural) (CrT11 Vocabulary).

**Makes a clear judgement:**

- writes sustained, robust arguments on complex learning area topics (e.g. should bushrangers be afforded hero status?) (CrT11 Crafting ideas)
- uses sophisticated evaluative language devices such as allusion, evocative vocabulary and extended metaphor (CrT11 Text forms and features)

**Communicate ideas logically:**

- organises related information and ideas into paragraphs/sections (CrT10 Generic indicators)
- writes sustained, informative texts that precisely explain, analyse and evaluate concepts or abstract entities (CrT11 Crafting ideas)
- uses structural features flexibly to organise ideas strategically (e.g. includes a defined, cogent summation or call to action) (CrT11 Crafting ideas)

**Integrates evidence:**

- includes persuasive points with effective elaborations and supporting evidence (CrT10 Crafting ideas)
- uses evidence and research including digital resources to expand upon information and elaborate concepts (CrT10 Crafting ideas)
- uses evidence and references (CrT11 Crafting ideas).

**Appropriately structures response:**

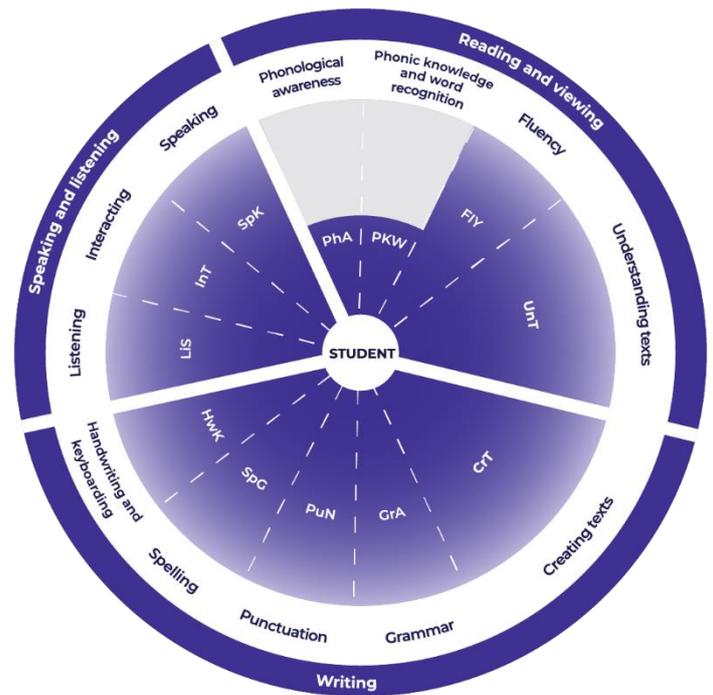
- maintains tone appropriate to the audience (CrT11 Text forms and features)
- skilfully uses a range of cohesive devices to make connections between arguments (e.g. foreshadows key points in introduction and reinforces key points in topic sentences) (CrT10 Text forms and features)
- uses structural features flexibly to organise ideas strategically (e.g. includes a defined, cogent summation or call to action) (CrT11 Crafting ideas)
- positions the reader effectively by providing a clear thesis and relevant context (e.g. by previewing the arguments) (CrT11 Crafting ideas).

# Using the National Literacy Learning Progression to inform feedback

Before you begin you may like to learn more about the [National Literacy Learning Progression](#) through the online professional learning course: [Introduction to the Literacy and Numeracy Progressions](#).

For example, Writing sub-elements include:

- Creating texts – Crafting ideas
- Creating texts – Text forms and features
- Creating texts – Vocabulary
- Grammar
- Punctuation
- Spelling
- Handwriting/keyboarding.



Teachers could use the student's written response to assess where the student is at now and what they could do next to improve.

## Example analysis

For this example, Crafting ideas and Text forms and features have been selected.

The teacher reads through the sub-element description to match characteristics that the student's text is currently displaying. An example from English Standard is provided.

### CrT10 Crafting ideas:

- intentionally selects structural features (e.g. includes an unpredictable ending or circular plot)
- generates, selects and crafts ideas to support a theme
- orients the reader clearly to the topic or concept (e.g. using a definition or classification in the opening paragraph)
- judiciously uses language, visual and audio features to emotionally or intellectually affect the audience
- creates texts to discuss, evaluate and review (e.g. evaluates and reviews design ideas)
- uses language that evokes an emotional response (e.g. a piercing scream echoed through the valley).

Overall:

- develops an imaginative text around a theme or social issue (CrT11 Crafting ideas).

## Example response

Dear Oceans,

It is your friends the rivers. As we meet each day to exchange knowledge and ideas with the ebb and flow of each tide. It has been with sadness that we have learned more of the many pollutants that foul your depths and murder your inhabitants. Each day our bubbling brooks and our flowing streams weep for your plight. We hear you even if others don't.

b) My discursive piece of writing focuses on the global concern of ocean pollution. To write this response I have drawn on skills created through the module 'The Craft of Writing'. I have written the piece in the form of a letter to effectively communicate the moral that I would like the reader to learn. I have used language techniques including similes and metaphors to create visual imagery and communicate the ideas of the consequences of ocean pollution. The Ted Talk stimulus of Elif Shafak speaking alternately as a tree and as herself inspired me to write about voices that are marginalized and not heard.

Reading the next element descriptor, the teacher could work out where to next for the student.

**CrT11 Text forms and features:**

- uses language to create humour (e.g. irony, satire)
- uses recurring imagery for cohesion
- maintains tone appropriate to the audience

For example, in the written response the student could consider opportunities to include irony in their creative piece. In the reflection student could ensure that they continue to maintain a strong personal voice and include specific examples from her creative piece to support her assertions.

## Example of written feedback to the student

**Name:** Rose Yeung

**Is able to:**

- orientate the reader
- generate, select and craft ideas to support a recognisable theme
- expand upon information and concepts and add authority
- write to discuss, evaluate and review
- use language that evokes an emotional response
- develop an imaginative text around a theme or social issue.

**To continue to improve:**

Rose could consider opportunities to include irony in her creative piece. In the reflection Rose could ensure that she continues to maintain a strong personal voice and includes specific examples from her creative piece to support her assertions.

## Feedback to students

**Name:** \_\_\_\_\_

**Is able to:**

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**To continue to improve:**

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