# English Years 7-10 – sample scope and sequence template

This is a sample scope and sequence template for English 7-10 and it is aligned to the [English K-10 Syllabus](https://curriculum.nsw.edu.au/syllabuses/english-k-10-2022) (NESA 2022).

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## Rationale

This resource has been developed to assist teachers in NSW Department of Education schools to create and deliver teaching and learning practices that are contextualised to their classroom. 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 [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 NESA’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). The sample scope and sequence template uses NESA’s [advice on scope and sequences](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-scope-and-sequences).

## Purpose, audience and suggested timeframes

The sample scope and sequence template will be useful during the engage phase 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. This sample is teacher facing and is designed to assist teachers as they familiarise themselves with the [English K–10 Syllabus](https://curriculum.nsw.edu.au/syllabuses/english-k-10-2022) (NESA 2022) and plan for implementation. Many schools will have their own scope and sequence templates and these samples are designed to be flexible and able to be adapted and refined by teachers as they plan for student learning needs.

## Opportunities for collaboration

The following is an outline of some of the ways this sample scope and sequence template could be used with colleagues as part of the professional learning cycle:

* Use the structure and/or content of the sample as a model and make modifications reflective of contextual needs.
* Examine the template during faculty meetings and/or planning days and collaboratively refine scope and sequences based on faculty or school goals or plan opportunities for collaborative development.
* Use the planning as an opportunity to backward map from Stage 6, Years 10-7 and consider entry points from Stage 3 (plan and collaborate with primary colleagues to avoid unnecessary duplication).

## Sample templates

Each sample provides guidance about the layout and content of a scope and sequence, shown in the annotations within each section of Tables 1 and 2. Tables 3 and 4 have been provided as examples of these requirements.

The structure of the assessment overview in option 1 acknowledges that not all schools conduct formal cohort assessments in Stages 4 and 5. The outcome codes and content groups overview identifies all outcome codes and content groups that will be addressed within the program.

Table – option 1 scope and sequence template sample

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Learning overview | [Provide a 2 to 3 sentence overview of the teaching and learning program. Identify what students will learn and how they will demonstrate the knowledge, skills and understanding.] |
| Guiding questions | [Identify the 2 to 3 guiding questions that will direct the teaching and learning program and the assessment practices. The questions should align with the selected outcomes, content groups and content.] |
| Assessment | [Provide a 1 to 2 sentence overview of the plans for assessment.] |
| Outcome codes and content groups | [Identify the outcomes and content groups. If relevant, identify the Life Skills outcomes. Over the stage, introduce all stage outcomes and content groups. Ensure they are revisited and consolidated throughout the stage based on assessment data. Some content groups and points will require more emphasis and frequent repetition than others.] |
| Text requirements | [Identify the text requirements being addressed within the program. Identify the texts being explored in the program.] |

Option 2 provides the opportunity to identify the outcomes and content groups that will be formally assessed within the summative assessment.

Table 2 – option 2 scope and sequence template sample

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Learning overview | [Provide a 2 to 3 sentence overview of the teaching and learning program. Identify what students will learn and how they will demonstrate the knowledge, skills and understanding.] |
| Guiding questions | [Identify the 2 to 3 guiding questions that will direct the teaching and learning program and the assessment practices. The questions should align with the selected outcomes, content groups and content.] |
| Assessment | [Provide a 1 to 2 sentence overview of the formal assessment task. Also identify the task issue date, due date, assessment weighting and other relevant parameters such as the word limit, time limit, page or slide limit.] |
| Formally assessed outcomes and content groups | [Identify the outcomes being formally assessed and the relevant content groups. If relevant, identify the Life Skills outcomes. Over the stage, introduce all Stage 5 outcomes and content groups. Identify the specific outcomes and content groups and ensure they are revisited and consolidated throughout the year and stage based on assessment data. Some content groups and points will require more emphasis and frequent repetition than others.] |
| Text requirements | [Identify the text requirements being addressed within the program. Identify the texts being explored in the program.] |

Table 3 provides a sample of Table 1 in action using a Year 7, Term 1 program as an example.

Table 3 – sample program overview – Year 7, Term 1 – Powerful youth voices

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Learning overview | Students will develop an awareness of how an engaging writing voice can be used to effectively communicate ideas that are important to young people. Focusing on memoirs and performance poetry, this program supports students to appreciate the connection between style and a strong personal voice. Students then compose with an awareness of audience, purpose and context in order to have a powerful impact on their audience. |
| Guiding questions | How can young voices be heard and respected, and have an impact on the world?How do composers create distinctive texts that reflect their personalities, perspectives and contexts?How do composers use language forms and features to develop an appealing style for effective communication? |
| Assessment | Writing and reflection – students will contribute a piece of writing to a class anthology. They will demonstrate their personal voice in their exploration of an issue or experience. They also submit a reflection on their writing process. |
| Outcome codes and content groups | **ENLS-COM-01**: speaking, listening and interacting**EN4-RVL-01** and **ENLS-RVL-01**: reading, viewing and listening skills; reading, viewing and listening for meaning; reading for challenge, interest and enjoyment; reflecting**EN4-URB-01** and **ENLS-URT-02**: perspective and context; argument and authority; style**EN4-ECA-01**: writing; representing; text features; text features: informative and analytical; text features: persuasive; sentence-level grammar and punctuation and **ENLS-EIP-01**, **ENLS-EIP-02**: writing; representing; text features; sentence-level grammar and punctuation**EN4-ECB-01** and **ENLS-EIP-03**: planning, monitoring and revising; reflecting |
| Text requirements | A collection of poetry and a range of nonfiction texts from Australian authors. These will explore a range of cultural, social and gender perspectives, including popular and youth cultures. |

Table 4 provides a sample of Table 2 in action using a Year 9, Term 1 program as an example.

Table – sample program overview – Year 9, Term 1 – Representation of life experiences

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Learning overview | Students will deepen their understanding of how language forms and features are used in narrative. They will compose an imaginative response that represents a thematic concern. This imaginative piece could use hybrid forms of narrative. Students will experiment with narrative code and convention. This will help them to craft their ideas with the intention of positioning their audience. |
| Guiding questions | How can we use narrative to represent life experiences?How does theme offer insights into an author’s perspective and how are audiences positioned to respond?How can composers challenge and experiment with code and convention in hybrid forms of narrative to present a thematic concern? |
| Assessment | Imaginative writing and reflection: Part A – students will craft a piece of imaginative writing about a topic that matters to them. The imaginative piece should be 500 to 600 words. Part B – students will reflect on their process of composition and evaluate how their compositional choices helped them to achieve their purpose for the intended audience. The reflection should be 400 to 500 words. |
| Formally assessed outcomes and content groups | **EN5-URB-01** and **ENLS-URT-02**: theme; perspective and context**EN5-ECA-01** and **ENLS-EIP-01, ENLS-EIP-02:** writing; representing; text features; sentence-level grammar and punctuation; word-level language**EN5-ECB-01** and **ENLS-EIP-03:** planning, monitoring and revising; reflecting |
| Text requirements | Short prose that explores a range of cultural, social and gender perspectives, including from popular and youth cultures and by Australian authors. |

## 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.

### Share your experiences

If you use this scope and sequence template in your school/faculty, reach out to the English curriculum team and share your experience. You may like to consider sharing an observation, experience, strategy or resource for the ‘Voices from the Classroom’ section of our newsletter. All submissions may be sent to English.curriculum@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.

**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 with 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 with 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**: 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).

**Creation date:** 10 February 2023.

## References

[English K-10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10%22%20%5Ct%20%22_blank) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

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